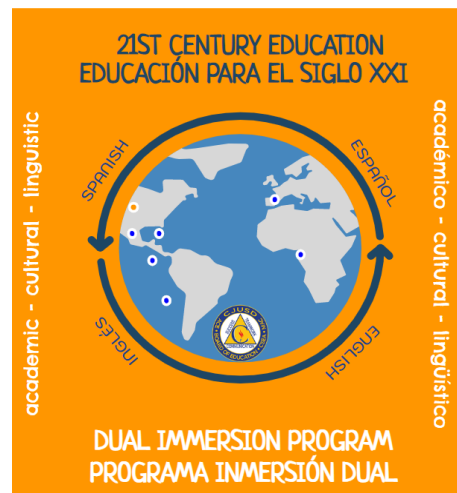




Colton Joint Unified School District

# Dual Language Immersion Program Handbook



**“If you talk to a man in a language he understands, that goes to his head.  
If you talk to him in *his* language, that goes to his heart”**

**~ Dr. Nelson Mandela**

Colton Joint Unified School District  
Language Support Services  
1212 Valencia Dr., Colton, CA 92324  
909-580-5000 x6551  
December 12, 2023

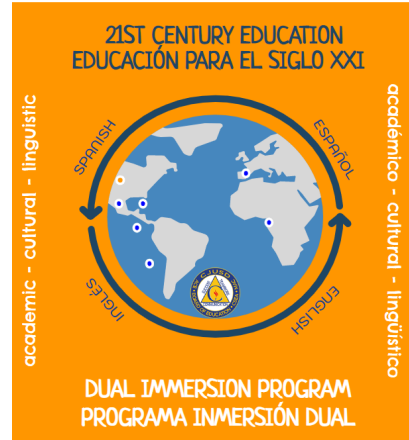
## **Table of Contents**

<b>Table of Contents</b>	<b>1</b>
<b>Chapter 1: District Contact Information</b>	<b>4</b>
Dual Immersion Sites	5
<b>Chapter 2: Core Values</b>	<b>6</b>
History of the Program at CJUSD	6
Mission Statement	6
Program Goals	6
<b>Chapter 3: Program Design</b>	<b>7</b>
What is a Dual Language Immersion Program?	7
Why Choose Dual?	7
Benefits of Dual Language Immersion for All Learners	8
Benefits of Dual Language Immersion for English Dominant Learners	9
Benefits of Dual Language Immersion for Spanish Dominant Learners	9
Two-Way Multilingual Immersion Education Non-Negotiables	10
1. Use of “Usted” register while speaking in Spanish	10
2. Fidelity to the instructional minutes assigned to each language per day, and per child	10
3. Fidelity to the language and academic register presented in the classroom and carried into the community	11
4. Rigor and high expectations for both language groups during instruction	11
5. Materials fidelity by grade level	11
6. Frequent opportunities for students to use language authentically, and with appropriate support	11
7. English Language Development is provided every day	11
8. Collaboration of Dual Language Immersion teachers across sites, as well as collaboration with their English Language Instruction peers	11
What does the program look like?	12
Dual Immersion in Middle and High Schools	12
Program Frequently Asked Questions:	12
<b>Chapter 4: Enrollment and Application Process</b>	<b>15</b>

Composition of the Dual Immersion Program	15
Enrollment	15
Enrollment in First Grade	15
Enrollment in Second through Eighth Grade	15
Enrollment in High School	16
Application Requirements	16
Priority for Acceptance into the Program, at all Grades	16
Application Process for Intra/Inter Transfers for DI Program	17
The Lottery	18
Continuation in the DI Program	19
Transferring Within the Dual Immersion Program	19
Frequently Asked Questions of the Application Process:	20
<b>Chapter 5: Curriculum &amp; Instruction</b>	<b>23</b>
Instruction In The Dual Language Immersion Program	23
Table 2: CJUSD Dual Immersion Program Curriculum Grades TK-6	24
Table 3: CJUSD Dual Immersion Program Curriculum Grades 7-12	24
Table 4: Instruction Language Allocation per Grades TK-3 (regular day)	25
Table 5: Instruction Language Allocation per Grades 4-6 (regular day)	26
Table 6: Instruction Language Allocation per Grades TK-3 (minimum day)	27
Table 7: Instruction Language Allocation per Grades 4-6 (minimum day)	28
Table 8: Instruction Language Allocation per Grades Middle School - High School	29
<b>Chapter 6: Encouraging Bilingualism: Recognition Awards and The California State Seal of Biliteracy</b>	<b>30</b>
Recognition at Kindergarten	30
Recognition at 3rd, 6th and 8th Grades	30
California State Seal of Biliteracy	31
<b>Chapter 7: Parent &amp; Community Involvement and Commitment</b>	<b>32</b>
DI Marketing and Outreach Plan Goals	32
Parent Outreach	32
Interest Meetings	32
DI Infographics	32
District Website	32
Parent Leadership Meetings	32
Classroom Visits	32
<b>Chapter 8: Program Evaluation</b>	<b>33</b>
Evaluation and Reporting:	33
CJUSD will follow guidelines and rubrics outlined in the Appendix of the Guiding Principles For Dual Language Education (recent edition):	33
● Strand 1: Program Structure	33
● Strand 2: Curriculum	33

A committee will meet annually to evaluate our program.	33
<b>Chapter 9: Assessment and Accountability</b>	<b>34</b>
Diagnostics, Formative and Summative Assessments	34
Assessments by Grade Level Span, Purpose and Timelines	34
<b>Chapter 10: Staffing and Professional Development</b>	<b>37</b>
<b>Chapter 11: Support &amp; Resources</b>	<b>39</b>
<b>Chapter 12: Frequently Asked Questions</b>	<b>42</b>

# Chapter 1: District Contact Information



## Board of Education

Frank A. Ibarra  
President

Dan Flores  
Vice President

Israel Fuentes  
Clerk

Bertha Flores  
Board Member

Berenice Sandoval  
Board Member

Joanne E. Thoring-Ojeda  
Board Member

Patt Haro  
Board Member

## Office of the Superintendent

Frank Miranda, Ed.D.  
Superintendent  
909-580-5000

## Educational Services Division

Tina Petersen, Ed.D.  
Assistant Superintendent of Educational  
Services  
909-580-6531

## Language Support Services

Wendy Moore, Ph.D.  
Director  
909-580-5000 Ext. 6560

# Dual Immersion Sites

## Elementary Schools

### Ruth Grimes Elementary

1609 Spruce Ave.  
Bloomington, CA 92326  
909-580-5030

<https://www.cjusd.net/grimes>



### Alice Birney Elementary School

1050 E Olive St,  
Colton, CA 92324  
(909) 580-5017

<https://www.cjusd.net/birney>



### Grand Terrace Elementary School

12066 Vivienda Ave,  
Grand Terrace, CA 92313  
(909) 580-5032

<https://www.cjusd.net/grandterrace>



### Zimmerman Elementary School

11050 Linden Ave,  
Bloomington, CA 92316  
(909) 580-5019

<https://www.cjusd.net/zimmerman>



## Middle School

### Joe Baca Middle School

1640 S Lilac Ave,  
Bloomington, CA 92316  
(909) 580-5014

<https://www.cjusd.net/jbms>



# Chapter 2: Core Values

## History of the Program at CJUSD

The Colton Joint Unified School District values multilingualism for all students, and is committed to asset-based educational approaches to meet the needs of Multilingual English Learners. In pursuit of this goal, the CJUSD Board of Education made a decision to initiate a Spanish Dual Immersion Program at Ruth Grimes Elementary School in 2007 and Joe Baca Middle School in 2015. Consistent with Global 2030, the state initiative adopted in 2018 aimed at equipping students to meaningfully participate in a globalized society, the district has continued to expand the program. In 2021, CJUSD offered Dual Immersion at Alice Birney Elementary and Grand Terrace Elementary. Program expansion will continue in the 2024-2025 school year, with Zimmerman Elementary School.

We are pleased to provide opportunities for students to develop high levels of academic success in English and Spanish as well as embrace linguistic and cultural differences as they prepare to become positive contributors to an increasingly diverse global society.

## Vision Statement

Colton Joint Unified School District's Dual Immersion Program will empower students to embrace diversity, become socioculturally competent, and practice critical consciousness such that they become multicultural, multiliterate and empathetic future leaders.

## Mission Statement

Colton Joint Unified School District provides Transitional Kindergarten through 12th grade students research-based rigorous and culturally relevant learning experiences.

## Program Goals

- Become multilingual and multiliterate
- Meet the challenges of a global society
- Increase understanding and embrace cultural traditions and customs
- Develop positive cross-cultural attitudes
- Gain career advantages
- Become a candidate to obtain the Seal of Biliteracy

# Chapter 3: Program Design

**“No child needs to lose a language to learn a language.”**  
*- Dr. Kathryn Lindhold-Leary*

## What is a Dual Language Immersion Program?

Our Dual Language Immersion program supports the idea of speaking multiple languages, which is recognized and valued in California. The program aligns with the [Global 2030](#) state initiative which aims to have more multilingual citizens by 2030. We believe in immersing students in two languages, English and Spanish, from an early age to enhance fluency and appreciation for different cultures. This prepares students to connect meaningfully with peers globally.

(<https://www.cde.ca.gov/sp/el/er/documents/globalca2030.pdf>)

In this program, both native English speakers and those who speak multiple languages get the chance to learn to read, write, and communicate effectively in both English and Spanish. It's an "additive bilingual" program, meaning a child's first language continues to be strengthened while they gain a second language. Students also develop an understanding and appreciation for other cultures, boosting self-esteem and positive interactions with people from different backgrounds.

Participation starts in Transitional Kindergarten or Kindergarten, depending on the site's program offerings. Students are encouraged to continue through high school courses to maintain high proficiency levels in two or more languages.

In the program, Spanish-dominant and English-dominant speakers share the same classroom. Ideally, a dual classroom has a mix of 33% Spanish-dominant, 33% multilingual learners, and 33% English-dominant students. However, in any configuration, at least 35% should be dominant Spanish speakers to serve as strong language models. Efforts are made to maintain this ratio.

The Dual Language Immersion Program at Colton Joint Unified School District prepares students for the globalized world of the 21st Century. Through rigorous academic instruction in two languages, it promotes high academic achievement through multilingualism, multiliteracy, and sociocultural competence.

## Why Choose Dual?

In order to support families as they make this important decision, we have provided some bulleted thoughts regarding the benefits of Dual Language Immersion.

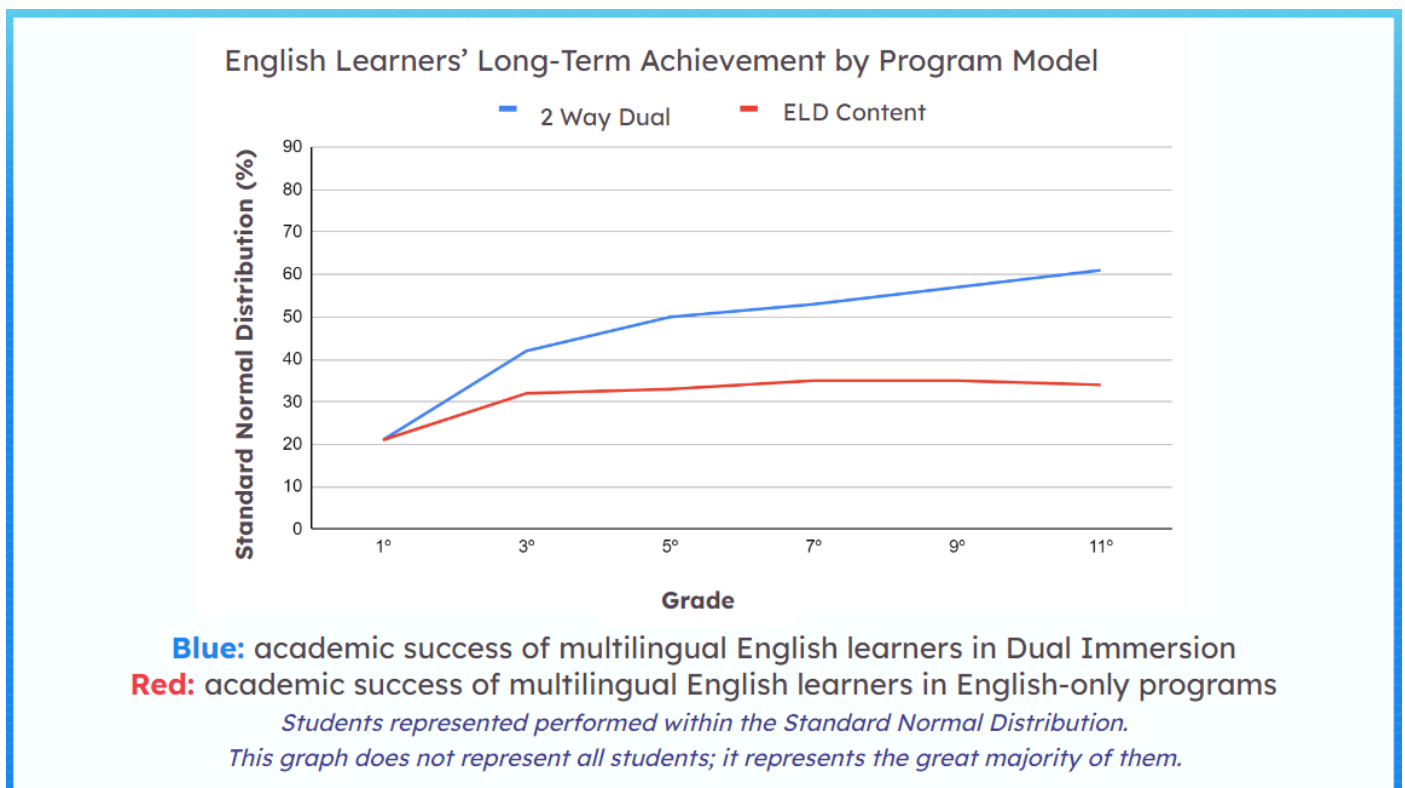
## Benefits of Dual Language Immersion for All Learners

- Research indicates that multilingualism leads to cognitive benefits.
- Bilinguals have increased intellectual flexibility.
- Fluency in two languages may increase future career opportunities
- The ability to speak English and Spanish is an inarguable advantage, particularly here in California, but also in many other parts of the US and in the world.
- Our children will live in a global community and function in a global economy. The ability to recognize and accept diversity will be a necessity.
- Research indicates that multilingualism delays the onset of dementia and Alzheimer's.

Below is compelling data on the long-term academic achievements of English Learners taken from a report by Thomas and Collier (2009). The graph illustrates the English reading achievements over time for English Learners (ELs) from 1st-12th grade. The blue line represents students in a Two Way DI program, while the red line represents students receiving ELD instruction in a general education setting.

Notably, long-term dual immersion programs which teach academic content in two languages show particular effectiveness for English Learner achievement over time, sustaining multilingual instruction beyond early elementary - into middle and high school, yielding impressive literacy skills surpassing monolingual peers in both languages. The cognitive and linguistic benefits of validating diverse languages across all grade levels come into clear focus through the Two Way Dual Immersion long-term academic gains.

**Table 1: English Learners' Long-Term Achievement by Program Model**



## Benefits of Dual Language Immersion for English Dominant Learners

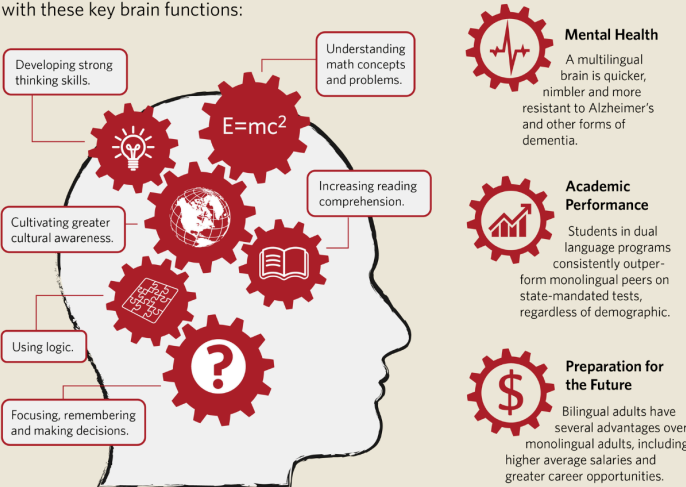
Dual language education uniquely strengthens children's cognitive potentials by deliberately developing literacy in two languages through immersive multilingual environments.

Sustained multilingual exposure uniquely energizes the highest brain functions, conferring a diversity of cognitive benefits from an early age that accumulate across a lifetime.

### Benefits of a Bilingual Brain

Splash language immersion programs provide a unique and powerful opportunity to strengthen children's highest cognitive brain potentials through deliberate literacy development in two languages and authentic exposure to rich language experiences.


Research shows that **bilingual people** have an easier time with these key brain functions:



- Mental Health**  
A multilingual brain is quicker, nimbler and more resistant to Alzheimer's and other forms of dementia.
- Academic Performance**  
Students in dual language programs consistently outperform monolingual peers on state-mandated tests, regardless of demographic.
- Preparation for the Future**  
Bilingual adults have several advantages over monolingual adults, including higher average salaries and greater career opportunities.

#### Language in the Brain

Research also shows that the brains of bilingual people are more developed in areas that organize and process speech.



- Wernicke's Area**  
Language sounds are processed in this area.
- Auditory Cortex**  
Auditory stimuli is received and forwarded to Wernicke's Area.
- Motor Cortex**  
This area controls the lips and mouth in actual speech.
- Broca's Area**  
The brain organizes language for active speech in this area.

For more info on Splash language immersion programs, visit us online at [learn.vifprogram.com/languageimmersion](http://learn.vifprogram.com/languageimmersion)

**splash!** LANGUAGE IMMERSION      **VIF** INTERNATIONAL EDUCATION

Sources: Zelazo and Artunoz, 2000; Kessler and Quinn, 1990; Bialystok and Majumder, as cited in Ayanaka and Kasprzak, 2011; Castro, et al., 2011  
For more info, visit [www.vifprogram.com](http://www.vifprogram.com)

In addition to the benefits already noted above, Dual language immersion:

- Allows our English speakers to develop fluency in a second language early on.
- Provides English speakers authentic access to and interaction with another culture.

## Benefits of Dual Language Immersion for Spanish Dominant Learners

We believe that no child should have to lose a language to gain a language. Unfortunately, we are

finding that in many traditional classroom settings our Spanish-dominant students shy away from speaking Spanish once they enter Preschool or Kindergarten. English may surround them in the community. Their peers are speaking English, many have older siblings or cousins who are now speaking English, all the instruction is in English in the classroom, so they tend to use their first language less and less. When students are at home, they eventually begin responding in English even though they may understand what is said to them in Spanish by their family members. Eventually, for many, Spanish is lost, yet our world calls for a multilingual workforce.

- Dual language immersion ensures that students who enter with Spanish as their first language maintain that language.
- Students can continue to communicate with grandparents or other family members who may only speak Spanish.
- Spanish dominant students who may only have Listening and Speaking skills in Spanish also learn to read and write in their first language at a high academic level.
- Spanish speakers master the more formal use of *Usted*, which may not happen if Spanish is spoken only at home.
- Research indicates that learning to read in one's home language promotes literacy in a second language.
- Spanish does not have to be lost so that English can be gained.

## **Two-Way Multilingual Immersion Education Non-Negotiables**

In order to ensure consistency across, collaboration within, and continued success of the Dual Language Immersion program at all sites, DI teachers and administrators follow a protocol which reflects our nine non-negotiable principles of program implementation and classroom instruction. These principles were developed based on current Dual Language Immersion research, discussion with state consultants, and collaboration with other, already well-established, DI programs. The following non-negotiable principles are reflected at each site, and in each classroom, across the district.

### ***1. Use of "Usted" register while speaking in Spanish***

In Spanish, there are two levels of formality, or registers, that one employs when speaking with other people. The first is an informal level which is used when speaking with family, friends, or with others in some type of informal setting. The second level demonstrates an increased level of respect, and is used with someone older, with someone you do not know, with a superior, or with someone to whom you wish to show increased respect. In order to maintain academic rigor in the classroom, and to ensure that both English-dominant and Spanish-dominant students attain fluency in both levels, the more formal *Usted* register is used in our DI classrooms.

### ***2. Fidelity to the instructional minutes assigned to each language per day, and per child***

Our program is a 90/10 Dual Language Immersion program, with specific percentages for English and Spanish instruction by grade. It is critical to program success to maintain fidelity to these percentages. For more information on this, please see page 12.

### ***3. Fidelity to the language and academic register presented in the classroom and carried into the community***

Teachers use the language of instruction designated for a particular subject area when teaching that subject area. In addition, teachers model metalinguistic strategies through the strategic use of language while making cross-language connections when appropriate.

### ***4. Rigor and high expectations for both language groups during instruction***

Our expectations for English speakers learning Spanish and for Spanish speakers learning English are identical – that all students become multiliterate and achieve at high academic levels.

### ***5. Materials fidelity by grade level***

Using the latest edition of [\*Guiding Principles for Dual Language Education\*](#) the district will adopt, use and evaluate materials that support the linguistic goals of the target languages at each grade level.

### ***6. Frequent opportunities for students to use language authentically, and with appropriate support***

Research has taught us that language learners do not acquire language simply by listening to it. Instead, language learning is an active, vocal, engaging, and purposeful process. Therefore, our students have multiple opportunities during each day to collaborate with each other, use language to make meaning and to practice and engage in authentic language development.

### ***7. English Language Development is provided every day***

Multilingual English learners participating in Dual Immersion will receive English language development daily to ensure their English language acquisition goals are met.

### ***8. Collaboration of Dual Language Immersion teachers across sites, as well as collaboration with their English Language Instruction peers***

We know that teacher collaboration is critical to the success of our program. Therefore, DI teachers are given multiple opportunities throughout the year to collaborate across the district with their program peers. At the site level, DI teachers also participate actively in weekly grade-level planning meetings that include both DI and non-DI teachers.

### ***9. Sociocultural competence is crucial in dual language education***

Integrating critical consciousness into language teaching helps develop well-rounded and socially aware individuals. The following will be embedded into instruction:

- Critical consciousness
- Identity Development
- Cross-cultural Awareness
- Conflict Resolution
- Empathy/Perspective Taking
- Developing Self-awareness (biases and stereotypes)

- Identifying social justice issues
- Advocating for equity and social justice

### What does the program look like?

In the 90:10 model, students in TK and kindergarten spend 90 percent of their instructional day with content delivered in Spanish. Ten percent of the day is devoted to instruction in English based on grade level standards.

In 1st grade, students spend 80 percent of their class time using Spanish and 20 percent using English. As in the previous grade levels, most content is taught in Spanish. In 2nd grade, English time is still largely devoted to developing students' pre-literacy skills and academic language proficiency; students begin formal English reading in 3rd grade. In 4th, 5th and 6th grade, instructional time is balanced equally between English and Spanish.

- **TK:** 90% Spanish - 10% English
- **Kinder:** 90% Spanish - 10% English
- **1st:** 80% Spanish - 20% English
- **2nd:** 70% Spanish - 30% English
- **3rd:** 60% Spanish - 40% English
- **4th:** 50% Spanish - 50% English
- **5th:** 50% Spanish - 50% English
- **6th:** 50% Spanish - 50% English
- **7th:** 2 or more classes taught in Spanish
- **8th:** 2 or more classes taught in Spanish
- **HS:** Available courses to support multilingual development

### Dual Immersion in Middle and High Schools

The current Dual Immersion path is a TK-8 program. In high school, students are able to explore different courses and extend their learning opportunities by taking AP courses and/or learning a third language.

- **Middle School** (offers 2 or more classes in Spanish in both 7th and 8th grade).
  - 7th (Currently): Science, History, and Middle School Dual Immersion Spanish (Spanish)
  - 8th (Currently): Science, History, and Spanish for Spanish Speakers (Spanish)
- **High School**
  - AP Spanish Courses
  - Third Language Option
  - Seal of Biliteracy Attainment

### Program Frequently Asked Questions:

#### 1. How successful are these programs?

Several decades of scientifically-based research in the U.S. and Canada document that

native English speakers and English Learners experience lasting cognitive, academic, linguistic, sociocultural, and economic benefits from participation in dual immersion programs (Peale & Lambert, 1962; Cummins, 1979; Krashen, 1983; Genesee, 1984; Willis, 1985; Cloud, Genesee & Hamayan, 2000; Thomas & Collier, 1997/2002; Lindholm Leary, 2005).

2. **Will two languages confuse my child or slow his/her academic progress?**

There is no research to indicate this. Research has consistently demonstrated that learning in two languages enhances academic growth. However, moving children in and out of the program should be avoided. Children gain maximum benefits from the program by remaining in it through 6th grade and continuing into secondary.

3. **Do children become frustrated listening to instruction in another language?**

Some children may feel frustrated in the initial months of the program. This is part of the learning process. Try encouraging your student, and ask for positive feedback about what they like most in school each day.

4. **Will I be able to help my child with homework?**

Instructions will be written in Spanish and English. Homework is intended to be a review and practice of concepts learned in class so that they will be familiar to your child. There may be times, however, when families may need the help of an English/Spanish dictionary or a translation app.

5. **Will I have to read to my child in Spanish/English?**

It is best to read to your child in the language you use at home. As your child gains more literacy skills in Spanish/English, you may ask him/her to read to you.

6. **Can families volunteer in the classroom?**

Families are strongly encouraged to be in the classroom and to volunteer when they can and in any way they can.

7. **How long does this program last? Does it go all the way through high school?**

The Dual Immersion pathway includes an elementary, middle, and high school level. Families are strongly encouraged to remain in the program until the end of 8th grade. Our high schools offer courses to support multilingual development, however the formal program is TK-8th grade.

8. **Do I have to speak Spanish to have my child participate?**

No, you do not need to be bilingual. However, you do need to be actively involved in your child's education using your home language.

9. **Why does the Dual Immersion teacher only speak in Spanish in Kindergarten?**

The English Dominant child often comes from an environment where only one language is spoken. One of the motivating factors for wanting to learn the target language (Spanish) is to be able to understand and respond to the teacher. If the student knows the teacher speaks English, this important motivating factor may be diminished. Our Spanish Dominant students

in an English Dominant culture have many other motivating factors moving them to learn English. In fact, they begin using English early on, particularly if they attend an English-speaking preschool. The challenge for our Spanish Dominant students is maintaining their first language while learning the second. The consistency of hearing only Spanish in the classroom supports this maintenance.

**10. My child already speaks Spanish. Why would I enroll him in this program?**

We are finding that many of our students who learned to speak in Spanish begin to lose their Spanish once they enter Transitional Kinder (TK) or Kindergarten. Their friends are speaking English, many have older siblings who are now speaking English, all the instruction is in English in the classroom, and English is all around them. They use Spanish less and less at home, and even though they may understand what is said to them, they respond in English. Eventually, for many, Spanish is lost. This program ensures that our children who have Spanish as their first language maintain that language. We believe that no child should have to lose a language to gain a language. Additionally, attaining the Biliteracy Seal requires the ability to read and write in Spanish.

**11. What middle school subjects will be taught in Spanish?**

Our Spanish subjects will be Pre-AP Spanish and History in the 7th grade, and AP Spanish and Science in the 8th Grade.

**12. What high school subjects will be taught in Spanish?**

So far, our Spanish subjects will be World History in 9th grade, AP Spanish Literature in 10th, AP American History in 11th, and a Translator Course in 12th grade.

# Chapter 4: Enrollment and Application Process

## Application to the Dual Language Immersion Program

### Composition of the Dual Immersion Program

The structure of the Dual Immersion Program seeks a population of which 50% of the students enrolled in the program represent a diversity of linguistic backgrounds including Native Spanish speakers, students who primarily speak English and whose heritage is Spanish speaking and students who are dominant in English or other non-Spanish language backgrounds.

### Enrollment

The district does not maintain an early sign-up or early-interest list. Instead, a process has been developed and is followed each January. Applicants must be at least Transitional Kindergarten age or older. Decisions regarding this process reflect California Education Code and what is considered to be the best instructional design for students. Please note the following definitions:

**School of Residence (home school) :** School site identified as the student's home school by their **address** where a student sleeps. The School of Residence (home school) can be found by visiting CJUSD's School Locator at <https://portal.schoolsitelocator.com/apps/ssl/?districtcode=73293>

**School of Attendance:** School site the student is attending, if not the student's School of Residence (home school), a student is required to be on an approved transfer to attend when it is outside the boundaries of where the student lives.

Enrollment / Registration materials must be submitted by the posted deadline in order to qualify for the lottery process for the Dual Immersion Program.

### ***Enrollment in Transitional Kindergarten (TK) and Kindergarten***

Students can begin the Dual Immersion program in TK and/or Kindergarten. There are currently no prerequisites to enroll in TK/Kindergarten.

### ***Enrollment in First Grade***

Contingent upon space availability, 1st grade *English dominant* students may be admitted into the DI program up until the first semester of first grade. Admittance of 1st grade *Spanish dominant*, Bilingual students will be reviewed on a case-by-case basis. Contingent upon space availability and based on the family's preference, new enrollments coming from a DI program will be considered carefully to allow the student to continue their biliteracy educational journey.

### ***Enrollment in Second through Eighth Grade***

- 2nd -8th grade English Dominant student applications will not be considered.
- Admittance of 2nd-6th grade Spanish dominant and Bilingual students will be reviewed on a case-by-case basis.
- 7th & 8th graders who are newcomers from the partner language (Spanish) may be enrolled in the DI course offerings in Spanish at the time of enrollment, contingent upon space availability.

- Contingent upon space availability and based on the family’s preference, new enrollments coming from a DI program will be considered carefully to allow the student to continue their biliteracy educational journey.

### ***Enrollment in High School***

As our Dual Immersion program grows, we want students to further their multilingual development. We encourage those coming from the program to continue strengthening their Spanish skills in Advanced Placement (AP) courses and start acquiring proficiency in a third language. Earning an official seal of biliteracy or success in AP language exams opens doors to college and career opportunities.

### **Application Requirements**

- All students entering TK and Kindergarten are eligible for this program.
- 1st Grade applications may be submitted. However, 1st Grade space is limited, and students from the previous year’s Kinder Waitlist, which may have been generated from the lottery process last year will remain on the list. Students who have been on the waitlist the longest will be placed first based on the program’s ratio of English Learner, Heritage Language and English Only ratios.
- English Only/English Dominant students will only be placed in 1st grade up until the end of December. A student entering the second semester of 1st Grade would need to take an assessment to determine eligibility.
- At grades 2nd – 8th, applications from English Dominant students are no longer considered. However, Spanish Dominant, Bilingual, and students currently in a DI program may still apply.
- Due to the highly structured plan of learning in two languages, families must be prepared to commit to the program through 8th grade and preferably through high school.

### **Priority for Acceptance into the Program, at all Grades**

- **1st Priority: *School of Residence (home school)***- Students whose School of Residence (see definition above) is at a Dual Immersion site will be granted 1st priority to the program.
- **2nd Priority: *Siblings***- Students who are applying for the DI Program who have a sibling already in a Colton Joint Unified School District DI program at a specific site will be granted 2nd priority for the DI program at the site the sibling attends.
- **3rd Priority: *Newcomers***- Students that have been in the United States for less than twelve months are considered “Newcomers.” By recognizing the needs and developing strategies to meet Newcomers needs, schools can help newcomers build the necessary foundation to thrive both socially and emotionally and to achieve academic success by being in a Dual Immersion program. These students will receive 3rd priority for access to the program.

- **4th Priority: *Heritage Language Learners*** - Students who have learned a language informally by being exposed to it at home as opposed to having learned it formally in a school setting. It may be their native tongue – the language they identify as being their primary language – but more often than not, their heritage language becomes secondary to English, the language in which they receive their formal education and is used the most in their daily life outside the home. These students will receive 4th priority for access to preserve the academic and linguistic integrity of the program.
- **5th Priority: *Transfers***- Intra District Transfers and Inter District Transfers that help to balance the integrity of the DI Program.
- **Lottery:** If the enrollment for the Dual Immersion Program is less than the maximum number of students and the language dominance of the students is balanced, then all 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 and school site of preferred enrollment.
- All students included in the above listed Priority categories SHOULD have a transfer request submitted during the Application Window (see below) to be considered for the program. Late transfer applications will be subjected to longer processing periods contingent upon space availability.

### Application Process for Intra/Inter Transfers for DI Program

1. Families requiring a transfer will complete an application during the **Transfer Application Window January 15th to March 1st**. Application Window dates will be posted at: <https://www.cjusd.net/site/Default.aspx?PageID=3225> beginning in December. Transfer applications will NOT be accepted before this window opens.
2. The online transfer application will be available at <http://tinyurl.com/CJUSDStudentServices> on the first day of the Transfer Application Window. Families whose School of Residence is not a DI site will need to request a Transfer. This Transfer request will be included in the online application process. *See the next pages for more information.*
3. Families who do not have access to a computer may complete the transfer application form at the Student Services office located at 850 E. Washington Street, second floor, Colton.
4. On the application, families may state a preference for multiple schools. **However, families should only list a school if they believe it is a viable option and if they are comfortable with their child attending that school through 6th grade. Please note that transportation will NOT be provided and families are responsible for transportation to the school outside of your school of residence ( homes school) boundaries. Only indicate schools that you are able to transport your student(s) to.**

- During the lottery process, students may be placed at *any of the schools* listed on the application, so it is critical that families complete the application thoughtfully. Once a child is placed through the lottery process, and the waitlist is established, no other changes will be possible. Please note that transportation will NOT be provided and families are responsible for transportation to the school if outside of school of residence boundaries.
- If a child is placed on the waiting list, and the family is informed of an available spot at any one of the schools on the application, refusal of this spot will be considered a refusal of the program, and the child will be removed from the waiting list.
- If a family accepts a DI spot at a particular site within the program and is granted a transfer to attend that site and a parent wishes to change their DI site, the transfer process will need to restart again for the new request.

5. At 4:30 p.m. on the last day of the Transfer Application Window, all completed student applications will be considered as “Received.” Applications will NOT be ranked according to the date/time of submission.

**PLEASE NOTE: A Transfer Application to the Dual Immersion program cannot be processed until the student is enrolled in the School of Residence (home school). Families must visit their School of Residence to complete the enrollment process and requirements. When the student is accepted to the DI program, the parent will need to complete the transfer enrollment at their new DI school.**

## The Lottery

**A lottery will be held for English Only and English Dominant spots** if more applications are received than there are spots available within any of the Priority Groups (School of Residence/and/or Siblings), or within any of the other language groups (Spanish Dominant or Bilingual), then a lottery will be held for that specific Group as well. During the lottery process, students will be assigned a lottery number specific to their Group.

1. **Lottery Drawing:** Numbers are drawn randomly for all students who applied.
2. **Initial Placement:** Students are placed into available spots at their preferred DI (Dual Immersion) sites based on the information provided in their applications.
3. **School Assignment:** Students may be placed at any school they listed on their application, so it's important for families to carefully choose and rank their preferences.
4. **Waitlist Creation:** After all available spots are filled, any remaining numbers drawn will be used to create a waitlist for students who did not get placed initially.

This means that the order of placement is determined first by the lottery and then by the preferences listed on the student’s application.

Families will be notified of their child's acceptance into the program, or placement on the waitlist, by the end of June. This will be done through individual letters to families.

This waitlist will be used to place students into specific DI Program schools/grade level/ and language backgrounds throughout the school year. Families will be notified as space becomes available in the school they indicated on their application form. This list will remain in place, and students will maintain their waitlist position,

After the lottery, if a family whose child was assigned to a DI site through the lottery wishes to change to an alternative site for whatever reason, a family will need to start the transfer process to the new desired site.

## **Continuation in the DI Program**

### **Continuation in the DI Program through 6th Grade**

Once a student is accepted into the Dual Immersion program, his or her placement in the program will continue from year to year throughout their elementary experience. The family does not need to complete another application for the next grade until sixth grade.

### **Continuation to Middle School Dual Immersion**

All 6th-grade DI students continuing into their DI Middle school of residence will be enrolled automatically. Those who are outside their school of residence (home school) who wish to continue to the DI Middle School program will need to submit a new transfer request during the application window January 15th to March 1st preceding the start of the school year.

### **Continuation to High School Dual Immersion**

Currently, dual immersion does not continue into High School. Dual Immersion students can further pursue their linguistic goals at their High School school of residence by enrolling in appropriate Spanish or language courses to continue their multilinguistic development. See Chapter 5, Table 3.

## **Transferring Within the Dual Immersion Program**

To ensure consistency across the district and across district programs, movement within the Dual Immersion Program must follow district protocol. Requests for movement to a DI school that has recently become a child's School of Residence (and therefore does not require a transfer) will be granted as long as there is space at the second school.

Families requesting movement from one DI school to another must complete an application during the regular application window in January, but families are reminded that attrition in the program is low, very few spots open up each year, and placement recognizes the priority levels of 1) School of residence, 2) Sibling, 3) Newcomers, 4) Heritage Language, and 5) Transfers.

All movement requiring a transfer will ultimately be approved or denied by Student Services. Questions regarding district transfer protocol may be directed to the Colton Joint Unified School District Student Services Department.

### **Frequently Asked Questions of the Application Process:**

**1. How early can I sign my child up for the DI program?**

We do not maintain an early sign-up or early-interest list for the DI program. Families can only apply during the application window, in January of the year prior to their child entering Transitional Kindergarten or Kindergarten. Example: If a child will enter Kindergarten in the fall of 2024-2025, application will be made in the January of 2024.

**2. Is the application process only for Kinder students? My child is already in a higher grade.**

- Contingent upon space availability, 1st grade English Dominant students may be admitted into the DI program up until the first semester of first grade.
- In the best interest of the learner, 2nd - 8th grade English Dominant student applications will not be considered.
- Admittance of 1st-6th grade Spanish Dominant, Bilingual students will be reviewed on a case-by-case basis
- Contingent upon space availability and based on the family's preference, new enrollments coming from a DI program will be considered carefully to allow the student to continue their biliteracy educational journey.

**3. My school of residence is not one of the DI sites. What can I do?**

You will need to complete a transfer request that can be filled out online at <http://tinyurl.com/CJUSDStudentServices> or in person at the student services office. Please follow the transfer application process described above.

**4. Are there priorities for acceptance into the program?**

Yes. Students' linguistic background is taken into consideration to ensure the integrity of the program. Priorities are given as follows 1) school of residence (home school), 2) siblings of students already in the program are placed and then 3) Newcomers, 4) Heritage language students and 5) transfer requests.

**5. I will be moving in February and a DI school will then be my School of Residence (home school). Does that give me School of Residence priority, since the DI school will be my School of Residence in the spring?**

Placement into the DI program will depend on specific circumstances:

- TK, Kinder and first grade English Dominant students have priority placement in the DI program only during the first semester of 1st grade, contingent on space availability.
- After the first semester of first grade, applications from English Dominant students in grades 1-6 are generally not considered.
- However, Spanish Dominant, Bilingual, and transfer students in grades 1-6 may still be reviewed case-by-case for placement after the first semester of first grade.

**6. Are there any requirements to get accepted into the program? Are students tested to get into the program?**

Upon acceptance into DI, students will take a screening assessment to have an understanding of the student's linguistic ability.

Placement into the DI program will depend on specific circumstances:

- TK, Kinder and first grade English Dominant students have priority placement in the DI program only during the first semester of 1st grade, contingent on space availability.
- After the first semester of first grade, applications from English Dominant students in grades 1-6 are generally not considered.
- However, Spanish Dominant, Bilingual, and transfer students in grades 1-6 may still be reviewed case-by-case for placement after the first semester of first grade.

**7. What are my chances of getting into the program?**

The Dual Language Immersion (DLI) program is very popular. You must complete your transfer application and an interest survey during the application window. It is expected that we will hold a lottery for English Dominant spaces. There is a possibility of lotteries for Spanish-dominant and Bilingual spaces as well.

**8. When can I fill out an application for the DL program?**

We have an annual application window that opens on January 15th to March 1st. The dates for this window are posted on the DI webpage. We do not accept applications before this window.

**9. What if I don't live in the Colton Joint Unified School District?**

You will contact your district and begin the inter-district transfer process with them.

**10. What happens if there are not enough spots in the program for the number of applications?**

If there are not enough spots for all applicants in each language group, school and grade level, there would be a lottery. If necessary, the lottery will be held in June.

**11. How will I know if there will be a lottery?**

We do not inform families if there will be a lottery. Instead, at the end of June, all families will receive a letter indicating that their child has either been accepted into the program and at which school or their child is on the waiting list. The lottery number and waitlist position will be included in the letter at that time.

**12. Do I apply to just one school or to more than one school?**

You can name one school only, or you can list several choices on the application form. However, you should only list a school as a choice if you are comfortable with your child attending that school through 6th grade, as that will be our expectation. In addition, if we do go to a lottery, your child could be placed at any of the schools listed in the application if spots were available there. So, it is critical that you only list schools you feel comfortable attending and that are viable options for your family.

**13. Once I've applied to the DI program, is my child considered enrolled in Kindergarten for this coming fall?**

No, the transfer application to the DI program does NOT serve as enrollment in Kindergarten. You must also complete the Kindergarten Enrollment Packet. This is available at your School or Residence, or online.

**14. How soon will I hear back from the district after I send in my application?**

You will receive a response in the month of May. You will then know whether you have been accepted or whether your child's name is on the waiting list.

**15. My child speaks English and is already reading in English. Will this cause a problem for him in a DI program?**

No, it will be an advantage. Literacy in your child's first language will assist him in acquiring literacy in the second language.

**16. My child is already bilingual. Is this a problem?**

No, this is an advantage. Please mark Bilingual on the application form when you complete it.

**17. My child understands Spanish when I talk to him/her but only speaks English to family members and friends or me. Do I mark him/her as a Spanish speaker, an English speaker, or bilingual?**

We need to know which language your child speaks. You will need to mark him as a dominant English speaker, which tells us that he/she has some understanding of Spanish but prefers to use English and is strongest in English.

**18. Does my child need to speak Spanish to get into the program?**

No, we are recruiting both Spanish-speaking students and English-speaking students. Your English-speaking child will become fluent in both languages through the program.

# Chapter 5: Curriculum & Instruction

## Instruction In The Dual Language Immersion Program

In the dual immersion program, students receive both rigorous and strategic, as well as motivating, engaging and interactive instruction in both English and Spanish based on the Common Core State Standards. Our goals are for students to:

- Develop high levels of language proficiency and literacy in the target language (language of instruction) and the partner language (Spanish)
- Demonstrate high levels of academic achievement
- Build a foundation for college and career readiness
- Develop life-long learners ready for the challenges of a global society
- Become socioculturally competent

The ultimate goal is to develop an appreciation and pride as multilingual members of a multicultural society who value the richness of diverse cultures. Students have the opportunity to engage in collaborative conversations and interactions with others, develop a variety of literacy skills and collaborate with peers on authentic academic tasks in the target language.

Authentic tasks require students to demonstrate proficiency by applying existing knowledge to solve real-world problems. Teachers utilize a variety of strategies to ensure that all students are acquiring and understanding instruction in both languages. These strategies may include:

- Collaborative conversations/structures
- A focus on meaning making through vocabulary instruction (bridging vocabulary between languages)
- Whole and small group instruction
- Sentence frames and word banks
- Use of repetition, visuals, models, gestures (Such as TPR)
- Use of chants, rhymes, poems and songs
- Problem based learning
- Inquiry
- Teacher modeling
- Scaffolding
- Technology and online resources

Teachers in a dual immersion program are multilingual and multiliterate. Teachers maintain language fidelity to each subject area following the guidelines of a 90/10 program model. All dual immersion teachers receive professional development such as best practices, interventions, enrichment and framework for dual immersion lesson planning to strengthen their instruction. Teachers also work collaboratively with grade-level peers and with colleagues across grade levels to analyze data to share ideas and strategies in order to improve instruction in the program.

**Table 2: CJUSD Dual Immersion Program Curriculum Grades TK-6**

CJUSD DUAL IMMERSION TK-6 PROGRAM CURRICULUM (Subject to modification based on new state adoptions.)							
	Kinder	1st	2nd	3rd	4th	5th	6th
Language Arts (English/ Spanish)	Maravillas, McGraw Hill, 2018 Wonders, McGraw Hill, 2018	Maravillas, McGraw Hill, 2018 Wonders, McGraw Hill, 2018	Maravillas, McGraw Hill, 2018 Wonders, McGraw Hill, 2018	Maravillas, McGraw Hill, 2018 Wonders, McGraw Hill, 2018	Maravillas, McGraw Hill, 2018 Wonders, McGraw Hill, 2018	Maravillas, McGraw Hill, 2018 Wonders, McGraw Hill, 2018	Maravillas, McGraw Hill, 2018 Wonders, McGraw Hill, 2018
Mathematics (Spanish)	GoMath	GoMath	GoMath	GoMath	GoMath	GoMath	MyHRW (6th-12th), Holt McDougal,
Social Studies (English/ Spanish)	TCI Social Studies Alive	TCI Social Studies Alive	TCI Social Studies Alive	TCI Social Studies Alive	TCI Social Studies Alive	TCI Social Studies Alive	TCI History Alive
Science (English/ Spanish)	Amplify Science	Amplify Science	Amplify Science	Amplify Science	Amplify Science	Amplify Science	STEMScopes
ELD	Wonders	Wonders	Wonders	Wonders	Wonders	Wonders	Wonders
SLD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

**Table 3: CJUSD Dual Immersion Program Curriculum Grades 7-12**

CJUSD DUAL IMMERSION 7-12 PROGRAM CURRICULUM (Subject to modification based on new state adoptions.)						
	7th	8th	9th	10th	11th	12th
<b>Spanish Courses</b>	World History* & 7th Gr Science*  Dual Immersion Spanish	U.S. History* & 8th Gr Science*  Spanish for Spanish Speakers I	<i>Honors Courses*</i>  Spanish for Spanish Speakers II <small>(assessment required)</small>	<i>Honors Courses**</i>	<i>AP Courses**</i>	<i>AP Courses**</i>
<b>English Courses</b>	Math English/Language Arts Science PE Electives	Math English/Language Arts Science PE Electives	A-G Course work	A-G Course work	A-G Course work	A-G Course work
<b>Notes</b>	*Pending course offerings, Spanish Courses are subject to change. **Honors and AP courses are offered to ALL CJUSD students and DI students are immersed in all HS courses offered					

**Table 4: Instruction Language Allocation per Grades TK-3 (regular day)**

TK (90/10) 215 mins		K (90/10) 260 mins		1st (80/20) 320 mins		2nd (70/30) 320 mins		3rd (60/40) 320 mins	
Spanish		Spanish		Spanish		Spanish		Spanish	
Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes
Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	85 Minutes	Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	175 Minutes	Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	145 Minutes	Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	120 Minutes	Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	90 Minutes
Spanish Math	75 minutes	Spanish Math	75 minutes	Spanish Math	75 minutes	Spanish Math	90 minutes	Spanish Math	90 minutes
Spanish Physical Education	20 minutes	Spanish Physical Education	20 minutes	Spanish Physical Education	20 minutes				
<b>90% Total= 194</b>		<b>90% Total= 234</b>		<b>80% Total= 256</b>		<b>70% Total= 224</b>		<b>60% Total=192</b>	
English		English		English		English		English	
Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes
Designated ELD	30 minutes	Designated ELD	30 minutes	Designated ELD	30 minutes	Designated ELD	30 minutes	Designated ELD	30 minutes
				Science + Integrated ELD	30 minutes	Social Studies +Integrated ELD	40 minutes	Integrated English Language Arts and Science +Integrated ELD	70 minutes
						Physical Education*	20 minutes	Physical Education*	20 minutes

10% Total: 21	10% Total: 26	20% Total: 64	30% Total: 96	40% Total: 128
---------------	---------------	---------------	---------------	----------------

**Table 5: Instruction Language Allocation per Grades 4-6 (regular day)**

4th (50/50) 320 mins		5th (50/50) 320 mins		6th (50/50) 320 mins	
Spanish		Spanish		Spanish	
Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes
Integrated Spanish Literacy and Spanish, Social Studies	70 Minutes	Integrated Spanish Literacy and Spanish, Social Studies	70 Minutes	Integrated Spanish Literacy and Spanish, Social Studies	70 Minutes
Spanish Math	80 minutes	Spanish Math	80 minutes	Spanish Math	80 minutes
50% Total= 160		50% Total= 160		50% Total= 160	
English		English		English	
Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes
Designated ELD	30 minutes	Designated ELD	30 minutes	Designated ELD	30 minutes
Integrated English Literacy, and Science +Integrated ELD	100 minutes	Integrated English Literacy, and Science +Integrated ELD	100 minutes	Integrated English Literacy, and Science +Integrated ELD	110 minutes
Physical Education*	20 minutes	Physical Education*	20 minutes	Physical Education*	10 minutes
50% Total= 160		50% Total= 160		50% Total= 160	

**Table 6: Instruction Language Allocation per Grades TK-3 (minimum day)**

TK (90/10) 215 mins		K (90/10) 260 mins		1st (80/20) 320 mins		2nd (70/30) 320 mins		3rd (60/40) 320 mins	
Spanish		Spanish		Spanish		Spanish		Spanish	
Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes
Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	85 Minutes	Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	175 Minutes	Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	145 Minutes	Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	120 Minutes	Integrated Spanish Language Arts, Spanish, Social Studies, and Spanish Science	90 Minutes
Spanish Math	75 minutes	Spanish Math	75 minutes	Spanish Math	75 minutes	Spanish Math	90 minutes	Spanish Math	90 minutes
Spanish Physical Education	20 minutes	Spanish Physical Education	20 minutes	Spanish Physical Education	20 minutes				
<b>90% Total= 194</b>		<b>90% Total= 234</b>		<b>80% Total= 256</b>		<b>70% Total= 224</b>		<b>60% Total=192</b>	
English		English		English		English		English	
Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes
Designated ELD	30 minutes	Designated ELD	30 minutes	Designated ELD	30 minutes	Designated ELD	30 minutes	Designated ELD	30 minutes
				Science + Integrated ELD	30 minutes	Social Studies +Integrated ELD	40 minutes	Integrated English Language Arts and Science +Integrated ELD	70 minutes
						Physical Education*	20 minutes	Physical Education*	20 minutes
<b>10% Total: 21</b>		<b>10% Total: 26</b>		<b>20% Total: 64</b>		<b>30% Total: 96</b>		<b>40% Total: 128</b>	

**Table 7: Instruction Language Allocation per Grades 4-6 (minimum day)**

4th (50/50) 250 mins		5th (50/50) 250 mins		6th (50/50) 250 mins	
Spanish		Spanish		Spanish	
Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes
Integrated Spanish Literacy and Spanish, Social Studies	70 Minutes	Integrated Spanish Literacy and Spanish, Social Studies	70 Minutes	Integrated Spanish Literacy and Spanish, Social Studies	70 Minutes
Spanish Math	80 minutes	Spanish Math	80 minutes	Spanish Math	80 minutes
<b>50% Total= 160</b>		<b>50% Total= 160</b>		<b>50% Total= 160</b>	
English		English		English	
Subject	# of Minutes	Subject	# of Minutes	Subject	# of Minutes
Designated ELD	30 minutes	Designated ELD	30 minutes	Designated ELD	30 minutes
Integrated English Literacy, and Science +Integrated ELD	100 minutes	Integrated English Literacy, and Science +Integrated ELD	100 minutes	Integrated English Literacy, and Science +Integrated ELD	110 minutes
Physical Education*	20 minutes	Physical Education*	20 minutes	Physical Education*	10 minutes
<b>50% Total= 160</b>		<b>50% Total= 160</b>		<b>50% Total= 160</b>	

**Table 8: Instruction Language Allocation per Grades Middle School - High School**

7th	8th	9th	10th	11th	12th
Spanish 3 content courses	Spanish 3 content courses	Spanish Course	Spanish Course	Spanish Course	Spanish Course
Social Studies/World History	Social Studies/World History	TBD	TBD	TBD	TBD
Middle School Dual Immersion	Spanish for Spanish Speakers I				
Science	Science				
English 4 Periods	English 4 Periods	English	English	English	English
7th Grade ELA	8th Grade ELA				
7th Grade Math	8th Grade Math/Alg. 1				
Physical Education	Physical Education	A-G Coursework	A-G Coursework	A-G Coursework	A-G Coursework
Electives	Electives				

**NOTE:** As the program continues to grow, determinations regarding specific subject/language instruction will be dependent on availability of appropriately credentialed teachers; therefore, may change depending on year and on site.

# Chapter 6: Encouraging Bilingualism: Recognition Awards and The California State Seal of Biliteracy

## Recognition at Kindergarten

Our program will make young children and their families feel pride and excitement about becoming bilingual. As children enter Kindergarten, their families make an important decision about the kind of language program in which they will enroll their children. For this reason, it is an important moment in the educational journey to support families to think about the value they place on bilingualism for their child and to provide information about dual immersion (two-way) programs.

Kindergarten is also an important developmental phase in which children’s attitudes about their home language, and about people who speak languages other than their own are being shaped. The Pathway to Biliteracy award is a statement of values. Participation award is given to all children in Kindergarten in Dual Immersion demonstrating active support for the development of dual language children.

## Recognition at 3rd, 6th and 8th Grades

The Dual Language Immersion program recognizes the value of this seal, and the importance it places on bilingualism and biliteracy. Students in the Dual Immersion program are working toward proficiency in English and Spanish in order to meet the current California State Seal of Biliteracy criteria. In order to encourage students to continue on the Pathway to Biliteracy, the program celebrates student growth and accomplishments at the following junctures:

**Table 9: Student Recognition**

	Type of Award	Level of Achievement
End of Kindergarten	Pathway to Biliteracy Award	Participation in the DI program
End of 3rd Grade		
End of 6th Grade		
End of 8th Grade	DI Honor Cord Additional District Pathway Honor Cord if listed requirements are met	<u>Requirements:</u> Grade Point Average of 2.0 in English Language Arts CAASPP ELA score of Meets or Exceeds Grade Point Average of 3.0 in Foreign Language ELPAC score of 4 (English Learners only)
End of 12th Grade	Seal of Biliteracy Medal	

In addition, there is an opportunity for students to be recognized via the State Seal of Biliteracy in multiple languages. This criteria is outlined by the California State Department of Education as shown below.

## California State Seal of Biliteracy

“The State Seal of Biliteracy is an award given by the State of California in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a statement of accomplishment for future employers and for college admissions.” *Californians Together*

To earn the California State Seal of Biliteracy the student must meet the state requirements as defined on the state website:

<https://www.cde.ca.gov/sp/el/er/documents/requirementsflyer.pdf>

# Chapter 7: Parent & Community Involvement and Commitment

## DI Marketing and Outreach Plan Goals

In order to successfully promote and expand our district's dual immersion program, we aim to utilize diverse forms of marketing, outreach, and communication to reach both English-speaking and target language-speaking families. Our goals are to:

- Establish an active social media presence highlighting the benefits of dual immersion
- Create visible and informative dual immersion webpages on district/school websites
- Distribute mailers and advertise in enrollment packets to reach families directly
- Systematically identify potential newcomer students to target outreach efforts effectively

## Parent Outreach

Outreach to the CJUSD community to inform about Dual Immersion is conducted via Parent Square in the month of December via an audio visual recording to illustrate the value of Dual Immersion to all of the CJUSD community.

## Interest Meetings

Also using the Parent Square communication tool, all recipients (staff, parents, guardians, students, guests) are invited to a series of Dual Immersion informative meetings which are scheduled in January and February. Meetings are conducted separately in Spanish and English. The Spanish meeting is offered in hybrid format (in person and via Webex) and the English meeting is offered on Webex.

## DI Infographics

All school sites and public serving district departments-receive a DI poster infographic to post at their reception area. Local businesses are also approached by LSS staff to post the DI infographic in a conspicuous area of their establishment.

## District Website

The district's website has a visible Dual Immersion space containing DI information, important dates, links to enrollment packets, transfer page, etc.

## Parent Leadership Meetings

Dual Immersion is also advertised at our District English Learner Advisory Committee, District Parent Advisory Committee and Dual Immersion Parent Network meetings.

## Classroom Visits

The administration of Dual Immersion schools offer DI classroom visits to interested families. Throughout the year, new enrollments with interest in Dual Immersion receive support to determine eligibility and placement contingent on space availability.

## Chapter 8: Program Evaluation

### Evaluation and Reporting:

The District Leadership Team will aggregate and analyze relevant data, share significant findings with families and community partners, and make program adjustments to ensure quality and relevance. Results/data will be gathered annually and interpreted as outlined by the District Leadership Team vision, mission, and goals and shall include the progress of the student's language proficiency and academic achievement in both languages.

Additionally, the District Leadership Team will communicate annually with families, community partners, and district administrators important data about student performance, progress and pace along the pathway toward 8th grade AP, and the effectiveness of the program as a whole. Families will be able to access data of their individual student(s) through the district's parent portal, parent/teacher conferences, and progress reports/report cards.

CJUSD will follow guidelines and rubrics outlined in the Appendix of the *Guiding Principles For Dual Language Education* (recent edition):

- Strand 1: Program Structure
- Strand 2: Curriculum
- Strand 3: Instruction
- Strand 4: Assessment & Accountability
- Strand 5: Staff Quality and Professional Development
- Strand 6: Family & Community
- Strand 7: Support & Resources

A committee will meet annually to evaluate our program.

# Chapter 9: Assessment and Accountability

## Diagnostics, Formative and Summative Assessments

Assessments are used to monitor student learning and Dual language acquisition in both Spanish and English. Assessments include both formative and summative, and are used to inform the teacher of student learning. Throughout lessons teachers gather formative assessment data to monitor students' success in conceptual understanding and ability to apply it, as well as language acquisition.

Diagnostic assessments are used to inform placement and help address student needs. Formative assessments may include but are not limited to: teacher observation, journal entry, and reflection. Additionally, they are used to inform teachers of the effectiveness of their own teaching.

Summative assessments in both Spanish and English are guided by grade level standards. They measure students' content learning and language acquisition in speaking, listening, reading and writing.

## Assessments by Grade Level Span, Purpose and Timelines

The assessments in this table may change over time given new assessment protocols and in accordance with state and local mandates. This table organizes assessments in accordance to grade level, purpose and type of information gathered from the testing.

Tables 8-10  
**TWBI Program Assessment Matrix**  
 (Subject to changes on the state and local assessments 2023)  
**\* Assessment specific to Dual Immersion**

**Table 10: Grades K-2 Dual Immersion Assessment**

Gr. K-2	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Lectura*</b> DIBELS in Spanish Reading Acquisition	Diagnostic 1*		Diagnostic 2*	Diagnostic 3*
<b>Lectura*</b> Progress Monitoring for identified students		Lectura PM*	Lectura PM*	Lectura PM*
<b>i-Station*</b> <b>i-Ready</b> Standards Based	Diagnostic 1 <b>i-Station Sp. Lang Arts*</b> i-Ready Math <b>Kinder ELA optional*</b>	Diagnostic 2 <b>i-Station Sp. Lang Arts*</b> i-Ready Math <b>Kinder ELA optional*</b>		Diagnostic 3 <b>i-Station Sp. Lang Arts*</b> i-Ready Math
<b>ELPAC</b> English Language Proficiency Assessment for California for EL Learners			Summative Assessment	

**Table 11: Grades 3-6 Dual Immersion Assessment**

<b>Gr. 3-6</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>DIBELS</b> Progress Monitoring for identified students	<b>DIBELS BOY</b>	<b>DIBELS PM</b>	<b>DIBELS PM</b>	<b>DIBELS EOY</b>
<b>iReady</b> Standards Based	<b>Diagnostic 1</b> ELA and Math	<b>Diagnostic 2</b> ELA and Math	<b>Diagnostic 3</b> ELA and Math	
<b>fIAB</b>	<i>To be used for progress monitoring and instructional guide as listed in the Course of Study Grade level teams plan one per quarter for ELA &amp; Math (may be non-standardized)</i>			
<b>ELPAC</b> English Language Proficiency Assessment for California for EL Learners			Summative Assessment	
<b>CSA*</b> California Spanish Assessment for DI Students			Summative Assessment* ELA/Writing Listening/Speaking	
<b>CAASPP</b> State Test			PFT (5th) Physical Fitness Test	<b>CAASPP(3-6)</b> Math/ELA/Writing <b>CAST (5th)</b> StateScience Test

**Table 12: Grades 7-12 Dual Immersion Assessment**

<b>Gr. 7-12</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>NWEA / MAPS</b> Measure of academic growth and progress	<b>Diagnostic 1</b> ELA and Math	<b>Diagnostic 2</b> ELA and Math	<b>Diagnostic 3</b> ELA and Math	
<b>ELPAC</b> English Language Proficiency Assessment for California for EL Learners			Summative Assessment	
<b>CSA*</b> California Spanish Assessment for DI Student			<b>Summative Assessment*</b> ELA/Writing Listening/Speaking	
<b>CAASPP</b> State Test			<b>PFT (5th)</b> Physical Fitness Test	<b>CAASPP(3-6)</b> Math/ELA/Writing <b>CAST (5th)</b> StateScience Test
<b>PSAT 8th</b> College Admission Prep Test		Summative Assessment		
<b>PSAT 9th/10th</b> College Admission Prep Test		Summative Assessment		
<b>Advanced Placement (AP) College Credit Assessment</b>				Summative Assessment
<b>SAT College Admissions</b>			Summative Assessment	

# Chapter 10: Staffing and Professional Development

## **Staffing a High-Quality Dual Language Immersion Program:**

To ensure effective programming, highly-qualified DI staff are recruited and assigned based on appropriate credentials and capabilities:

- Teaching staff possess both grade-level content knowledge and proficiency in the target languages.
- At the secondary level, the DI program will offer a core curriculum spanning 2-3 courses. Exact course configurations depend on specialized staff hiring and student enrollment numbers.
- CJSUD teachers who teach a DI class receive an annual LCAP-funded stipend.

## **Core Hiring Criteria:**

- Elementary: Multiple Subjects credentials + BCLAD/BILA authorization
- Secondary: Single Subject + BCLAD/BILA in Partner Language and Humanities
- Program meets all State and Federal staff credential requirements.
- Teachers are supported in pursuing multilingual credentials, including a BCLAD/BILA; and may qualify for reimbursement.

## **Professional Training Plan:**

DI staff will participate in a focused professional development plan in an effort to continuously build both methodology and pedagogical understanding of instruction in two languages for each teacher's respective grade level. The following training structure is a proposed training descriptor of the specific instructional components necessary for DI teachers to successfully build their professional "toolkit."

### **Tier One - Introductory Training (First 2 years in DI Program)**

- Districtwide Collaboration & Class Visits
- Academic Spanish Development Training /Spanish Language Enhancement Opportunities
- Sociocultural Competence Awareness Trainings
- Dual Language/Two-Way Immersion: Program model, components and research overview
- Instructional best practices for literacy, writing and ELD across 2 languages
- Core data, assessment tools and reporting systems
- Adopted curricula and materials training

### **Tier Two - Advanced Methodologies (Years 3-5 in DI Program)**

- Language acquisition strategies including frontloading and GLAD (Guided Language Acquisition Design)
- Academic Spanish Development Training/Spanish Language Enhancement Opportunities
- Using assessment to inform instruction
- RTI, literacy methods, grouping strategies and cooperative learning
- Curriculum mapping across languages and subjects
- Tailored topics responsive to teacher, student and program needs

### **Tier Three - Continuous Improvement (5+ years in DI Program)**

- Tailored topics responsive to teacher, student and program needs
- Academic Spanish Development Training/Spanish Language Enhancement Opportunities
- Development related to new curricula, tools and adoptions
- Advanced ELD methods

Teachers and site administrators are provided with opportunities to attend conferences hosted by organizations that have a specialized focus on Dual Immersion education. Some examples are the California Association for Multilingual Education, the Association of Two-Way Dual Language Education, and the California Advancement on Research for Language Acquisition. All conference attendance must be approved by the Board of Education.

# Chapter 11: Support & Resources

[Ideashttps://www.participatelearning.com/solutions-for-schools/ambassador-teachers/](https://www.participatelearning.com/solutions-for-schools/ambassador-teachers/)

## DI Family Resource Ideas

(Compiled by Miriam Borja)

### Add a list of YouTube Videos (songs and lessons)

- [Canticos: Spanish Songs for Kids](#)
- [Simple Spanish](#)
- [Language Learners Español](#)
- [Canciones de Monosílabo](#)

### 8 Ways to Support your children in Language Immersion

- [Infographic in Spanish](#)
- [Infographic in English](#)

### Dual Language Research: The Benefits of Bilingualism

- Participate Learning: [Benefits of a Bilingual Brain](#)
  - [Infographic in Spanish](#)
  - [Infographic in English](#)
- Participate Learning: [Ten Frequently Asked Questions About Language Immersion Programs](#)
- Participate Learning: [Three Ways English Learners Benefit from Being in an Dual Immersion Program](#)
- [Bilingual Pairs](#) - An article providing an overview of how the use of bilingual pairs in dual language classrooms can support the bilingual language development of students.
- [Bilingualism at an early age](#) - A research article that provides research-based arguments for the cognitive benefits of bilingual education at an early age.
- [Dual Language Research](#) - A presentation from a well-known dual language researcher around the benefits of dual language for all types and demographics of students.
- [The Bilingual Brain](#) - Research describes the benefits bilingualism has on the brain extending from early childhood to old age.
- [The Multiple Benefits of Dual Language](#) - A research article written by well-known Dual Language experts that describes the impact of Dual Language on both ELLs and Native-English speakers.
- [Two-Way Immersion](#) - The Basics - An overview of the goals & structure of Dual Language program.

## Bilingual Parent Resources: How can I help my child at home?

- [¡Colorín Colorado!](#)
- [Literacy Center Education Network](#): Spanish interactive literacy website for student practice.
- [Literacy Center Education Network](#): English interactive literacy website for student practice.
- [Primera Escuela](#): For English-speaking parents helping their kids to begin to learn Spanish or Spanish-speaking parents supporting their kids.
- Palabras de alta frecuencia de kinder y primer grado
  - [PPT Palabras de alta frecuencia](#)
- Practice the [alphabet](#)
- Practice the [letter sounds](#)
- Practice the [numbers 1-100](#)
- Practice the [Kindergarten and First Grade high frequency words in Spanish](#)
- [New Recommended Word Lists for Reading Levels A-J in Spanish Grades TK-K](#)
- [New E to J Reading Strategy Back to Back Cards in Spanish Grade 1](#)

## Read to your child in either language:

- Ask them to retell the story using words like first, then, next, finally.
- Ask them to describe the setting (time and place the story takes place).
- Ask your child to identify the problem and solution.
- Set time aside for your child to read to you in Spanish.
- Have your child listen to audiobooks in Spanish.

## Understand the grade level reading expectations (Provide parents with a reading correlation chart)

- Grade Level Reading Expectations: Sample from [SDUSD](#)
- Grade Level Instructional Reading Level Correlation Chart: [SDUSD](#)



## COMPREHENSION MONITORING QUESTIONS

### LITERARY TEXTS (FICTION)

- What is this story about?
- Who is/are the character(s)?
- What is/are the character(s) doing?

#### Describe their actions.

- Is there a problem the character(s) need to solve? How do they solve it?
- How and why do the characters change over the course of the story?

### INFORMATIONAL TEXTS

- What is this text about?
- Recall two important facts or details. Why are they important?
- Explain in your own words what the author is saying about \_\_\_\_\_.
- What do you think the author wants you to learn from reading this text?
- How well do you think the author conveys the information? Is the author biased?



## VERIFICAR LA COMPRESIÓN

### TEXTOS LITERARIOS (FICCIÓN)

- ¿De qué se trata este cuento?
- ¿Quién/quienes es/son este/estos personaje/s?
- ¿Qué está/están haciendo el/los personaje/s?

#### Describan lo que hacen.

- ¿Hay alg ún problema que el/los personaje/s debe/n solucionar? Cómo lo solucionan?
- ¿Cómo y por qué los personajes cambian durante el transcurso del cuento?

### TEXTOS INFORMATIVOS

- ¿De qué se trata este texto?
- Recuerden dos hechos o detalles importantes. ¿Por qué son importantes?
- Expliquen en sus propias palabras, qué dice el autor sobre \_\_\_\_\_.
- ¿Qué piensan que el autor quiere que ustedes aprendan al leer este texto?
- ¿Qué tan bien creen que el autor transmite la información? ¿Es el autor parcial?

# Chapter 12: Frequently Asked Questions

For Enrollment/Transfer FAQ, please see page 20-22 in Chapter 4.

## **1. Which sites will offer Dual Immersion (DI) in the fall of 2024?**

Alice Birney Elementary, Grand Terrace Elementary, Ruth Grimes Elementary and Walter Zimmerman Elementary will each have a Dual Immersion (DI) beginning in Transitional Kindergarten (TK).

In 2024-2025, the strands offered are as follows:

- Alice Birney Elementary: TK-3rd grade
- Grand Terrace Elementary: TK -3rd grade
- Ruth Grimes Elementary: TK-6th grade
- Walter Zimmerman Elementary: TK-Kindergarten

## **2. Am I able to enroll my child in DI if our elementary school of residence (home school) is not Birney, Grand Terrace, Ruth Grimes or Zimmerman?**

Any TK-Kindergarten student may apply for the DI program at one of the elementary schools where we offer it through the submission of an Intra district transfer.

## **3. I applied for the DI program for my child but have not heard if they were accepted. By when should I know?**

Families who applied within the application window (see the CJUSD website for specific dates), will receive a response by mail in mid May of their acceptance in the DI program. If you have not received a response by the beginning of June or if your application was submitted after the transfer window, please contact student services (909-580-6525) for an update.

## **4. Does the DI program stop at 6th grade?**

No, incoming DI students in grades 7th and 8th take some of their core classes in Spanish at Joe Baca Middle School. Please reference: Chapter 5, Table 3.

## **5. If neither Birney, Grand Terrace, Grimes or Zimmerman is my child's school of residence (home school) but my child is in the DI program will CJUSD provide transportation?**

No, if a DI school is not your school of residence (home school), families are responsible for the transportation of their child to and from school.

## **6. What is the difference between the DI programs at the Birney, Grand Terrace, Grimes, or Zimmerman?**

There is no difference in the program offered at the four schools. The program at DI schools follows the same curriculum and adheres to the same academic standards.

## **7. If I've already enrolled my child in my school of residence (home school) in CJUSD. Can I also apply to enroll them into the DI program?**

Yes, in fact, that is the proper way to go about enrolling your child in DI. First, enroll them in your school of residence (home school) and then apply for an Intra district transfer to get into the DI program.

**8. Can my child enter the DI program at any grade?**

Please see Chapter 4, FAQ Section.

**9. Do incoming DI children with current DI siblings automatically secure a spot in the program when they start Transitional Kindergarten/Kindergarten?**

No. Enrollment is based on space availability. Please enroll your TK/Kinder as soon as priority enrollment opens in January for the best space availability. See Chapter 4: Priority for Acceptance into the Program at all Grades.

**10. Will receiving instruction primarily in Spanish in grades TK/K-3 inhibit my child's academic performance?**

No, in fact research shows that students who remain in a DI program through 6th grade tend to outperform their monolingual peers.

**11. If my child is a CJUSD student, when should I apply for a transfer from my school of residence (home school) to one of the DI schools?**

Transfers should be submitted during the transfer window as indicated by the district. Please refer to the district website for dates.

**12. Do I need to apply for a transfer every year after my child is accepted into a DI school?**

No, a new transfer will not be required until they reach 7th grade.

Please see Chapter 4, FAQ Section.

**13. If my child is a CJUSD student, can I apply for a transfer even after the window closes?**

Yes, however, families making transfer requests after the end of the window may have to wait longer to receive a response regarding their transfer status.

**14. If my child is NOT a CJUSD student, when should I apply for a transfer to one of the DI schools in CJUSD?**

Please reach out to your home district to determine their transfer dates. Although they vary from district to district, transfer windows happen during the same season. Your home district will work with our Student Services department to coordinate the transfer.

**15. What happens if I apply but there are no more spaces available?**

If the number of applicants exceeds the space available, students may be placed on a waiting list for the DI program.

**16. Does my child need any preparation before they start the program?**

No special preparation is necessary for a child to enroll in DI.

**17. Will my child be confused between the two languages?**

No, children learn and adapt to their teacher speaking in Spanish and in English.

**18. What are the benefits of language immersion programs for students?**

Beyond achieving high proficiency in biliteracy and multilingual skills, research shows immersion students often outperform native English-speaking classmates on standardized tests and may develop

enhanced cognitive skills. Students also gain interpersonal skills, including increased cultural sensitivity, better preparing them for a global society and marketplace.

Being able to communicate and excel academically in two languages also gives students greater self-esteem and a sense of accomplishment. Watch [this video](#) to hear firsthand about the experiences of students who finished our language immersion program.

**19. Are there any requirements to get accepted into the program? Are students tested to get into the program?**

Please see Chapter 4, FAQ Section.

**20. My child is an English speaker and is already reading in English. Will this cause a problem for him in a DI program?**

No, it will actually be an advantage. Literacy in your child's first language will assist him/her in acquiring literacy in the second language.

**21. What is the difference between a 90:10 and a 50:50 model?**

The first number in the ratio for both models indicates the percentage of time in the classroom that is spent teaching in the target language of Spanish. The second number refers to the percentage of time spent teaching in English. For 50:50 models, the ratio of the target language to English remains consistent throughout the entire program.

In 90:10 models, the instructional time for the target language decreases each year until there is a 50:50 ratio by the end of the K-6 program. 90:10 models are also sometimes called full immersion programs, while 50:50 programs can be known as dual language immersion programs.

**22. Why is there more than one model?**

Both models have been found to develop biliteracy and multilingual skills in students. Typically, the 90:10 model is recommended for populations of primarily English-speaking students because those students have significant exposure to English outside of school.

The 50:50 model is typically recommended for student populations with higher numbers of students who speak the target language, Spanish at home. This allows all students in the classroom to spend half of their time further developing their first language while spending the other half acquiring a second language.

**23. Why is it "OK" to immerse English speakers in a language, but not Spanish speakers?**

This is actually a common misconception about immersion education. Immersion education can be a great opportunity for students who speak any language. In areas of the United States where English is the primary language spoken outside of school, students can spend more time in Spanish in the classroom without worrying about the development of English language skills.

In communities where other languages are spoken at home, the 50:50 model is a great option because both students who speak English at home and students who speak Spanish at home are actually

“immersed” in the other language, which has the added benefit of allowing students in each language group to be the “experts” 50 percent of the time.

Regardless of the language of immersion, immersion programs should not be viewed as replacing English with another language but, rather, as a way to provide students with the opportunity to acquire skills in a second language.

#### **24. How is a DI program integrated with other programs at a school site?**

To foster school unification, the school that is hosting the DI program develops a shared vision for all students that values the diversity in their student body, particularly in languages and culture. All programs at the school share the same standards-based curriculum so students in regular tracks and students in language immersion tracks are seen as one entity rather than separate from each other.

#### **25. How can instructional integrity be maintained in a DI program?**

All DI educators teach the same standards as their English-only teaching peers. Students are required to complete the same mandated state testing (which is in English). All programs, regardless of language, have access to progress-monitoring assessments that can be used to ensure students are mastering the same content as other students in their school.

#### **26. How can students learn when they are instructed for up to 90 percent of the day in a language they don't understand?**

Our dual immersion teachers are trained in methods that support student language acquisition, including visual aids, handouts, body movements, and facial expressions, to convey meaning and context. Teachers also utilize strategies such as modeling, scaffolding, and checks for understanding to build student skills and confidence in the target language.

**“To learn a language is to have one more window from which to look at the world.”  
– Chinese Proverb**



#### **Dual Immersion Master Plan Task Force Members**

Norma Arguello, Miriam Borja, Alejandra De La Torre, Adriana Diaz, Jessica Head, Neera Kohli, Jeremiah Lack, Dennisse Lizama, Michelle Lopez, Sheila Martinelli, Maria Mendez, Wendy Moore, Cynthia Nunez-Varias, Christy Padilla, Michelle Scribner, Judith Servin and Kristi Ward.