Dual Language Immersion (DLI) Program

Parent/Guardian Information Session
October 2021

ACADEMICS • ACTIVITIES • SAFETY
CVUSD
CONEJO VALLEY UNIFIED SCHOOL DISTRICT

Welcome and Bienvenidos!

- Introductions
  a. Lisa Miller, Ed.D., Assistant Superintendent, Student Support Services
  b. Dena Sellers, Ed.D., Director, Elementary Education
  c. Ricardo Araiza, Ed.D., Director, Multilingual Learners and Equity
  d. Erica Ultreras, M.A., Principal, Conejo Elementary School

- Presentation Agenda
  a. Definition of Dual Language Immersion (DLI)
  b. Benefits of DLI for students
  c. DLI Model and sample schedule
  d. Review of instructional supports and strategies
  e. Parent/guardian supports
  f. Parent/guardian testimonials
  g. Additional opportunities at Conejo Elementary
  h. Enrollment procedures and requirements
  i. Question and answers

DUAL LANGUAGE IMMERSION

Defining a Dual Language Immersion (DLI) Program

- Enrolled students maintain their primary language and receive academic instruction in their primary language, ***plus*** they learn a second language and receive academic instruction in the second language - therefore it is ***additive learning***

- Bilingualism, biliteracy and bicultural competencies develop and solidify over time - hence dual language immersion is across all elementary grades (K-5)

- Important to start in early grades to build the academic language in the second language

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Defining a Dual Language Immersion (DLI) Program

- Consists of a primary-language balance between and among the students because they organically learn from one another
  - Approximately ½ primary English speakers
  - Approximately ½ primary Spanish speakers

- Immersion means the student acquires the second language and literacy throughout the school day via three primary strategies:
  - Engagement with peer language models
  - Direct instruction from an English speaking teacher and a Spanish speaking teacher (50:50 model will be described)
  - Access to materials and curriculum in English and Spanish

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Benefits of Dual Language Immersion

- Improved Cognitive Skills:
  - Executive functioning:
    - attentional control
    - inhibitory control
    - mental flexibility
  - Memory skills
  - Sound encoding (think phonological processing, word recognition, word retrieval)
  - Abstract thinking and reasoning
  - Ability to think more broadly; larger cognitive repertoire for problem solving

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Benefits of Dual Language Immersion

- Educational:
  - Comparable or higher academic achievement than English-only programs
  - Both English-only and English Learner students show improved academic outcomes in math and reading in elementary grades
  - Reduced highschool dropout rates for English Learner students
  - Increased metalinguistic awareness - understanding how language works, ability to dissect language, analyze language and think beyond the meaning of each word
    - Precursor to metacognition
  - Improved critical thinking
  - Significantly better academic performance and outcomes for English Learner students when compared to English-only instruction

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Benefits of a Dual Language Immersion (DLI) Program

- Sociocultural:
  - Increased empathy and perspective taking due to an increased ability to more deeply understand other cultures and experiences
  - Promotes cultural awareness
  - Positive cross-cultural interactions and attitudes

- Economic:
  - Increased career opportunities across both private and public sectors
  - Increased compensation for use of bilingual/biliterate skills

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Dual Language Immersion 50:50 Model

- Students will spend approximately half day learning the state standards through the English language and the other half of the day, state standards will be taught through Spanish
- Each subsequent grade level will remain a split of 50% instruction in Spanish language and 50% instruction in English
- The 50:50 model requires instruction in key content areas, such as language arts and math, so that the skills are not retaught in both languages, but rather built upon in each language
- Due to this unique design, it is important that parents commit through the elementary school years to ensure that students receive the adequate language and curriculum support year after year

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Sample Instructional Day: Kindergarten

English Instruction
Spanish Instruction

Class A	Class B
8:15 AM Community Circle/Calendar English (20 min)	8:15 AM Community Circle Spanish (20 min)
8:35 AM English Language Arts (60 min)	8:35 AM Spanish Language Arts (60 min)
9:35 AM Recess	9:35 AM Recess
9:55 AM Mathematics in English (30 min)	9:55 AM Social Studies/Science in Spanish (45 min)
10:25 AM Art/P.E/Other in English (15 min)	10:40 AM Art/P.E/Other in Spanish (15 min)
10:40 AM Community Circle Spanish (20 min)	10:55 AM Community Circle/Calendar English (20 min)
11:00 AM Spanish Language Arts (35 min)	11:15 AM English Language Arts (20 min)
11:35 AM Lunch	11:35 AM Lunch
12:20 PM Spanish Language Arts (25 min)	12:20 PM English Language Arts (40 min)
12:45 PM Social Studies/Science in Spanish (45 min)	1:00 PM Mathematics in English (30 min)
1:30 PM Dismissal	1:30 PM Dismissal

**Class A will begin the day in English and finish the day in Spanish. Class B will begin the day in Spanish and finish the day in English. Students will switch teachers towards the middle of the instructional day.*

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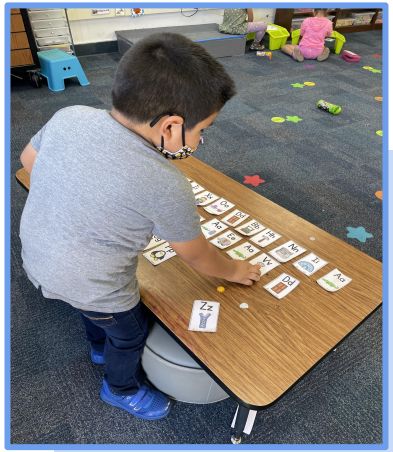
Review of Instructional Supports and Strategies

Teachers will be highly trained and receive continuous professional development to ensure best instructional practices.

- District-adopted curriculum for bilingualism and biliteracy
- Incorporate cultural and linguistic assets to celebrate students' identities, first languages, character, and customs
- Total Physical Response (TPR), Specially Designed Academic Instruction in English (SDAIE), visual supports, oral discourse in both languages
- Creating classroom and grade level communities
- Team Teaching
- Sociocultural competence to lead students to accept, understand, value, embrace, and work for equity
- Leader In Me program to build personal leadership skills
- Bridging content to gain mastery in both languages



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Family Engagement

- Family Education and Connection
- Family Engagement Opportunities
- Bilingual Staff and Outreach
- Consistent Bilingual Communication and Interaction between Home and School

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Parent Testimonials

"As a parent, I love the program because (my son) is biliterate, he is bilingual and the fact that he is so open minded and loves learning about different cultures." - Yvette Zendejas

"One of the things that I saw immediately is that it gave them the ability to problem solve ... They were able to get more creative in finding ways to communicate more effectively." - Alex Hernandez

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Additional Opportunities at Conejo Elementary

- Hop into Kindergarten Summer Program
- Franklin Covey Leader in Me Lighthouse School
- Community Building - Leadership Block
- Weekly Enrichment Classes - Dance, Science, Art, Physical Education
- Partnership with Hillcrest Center for the Arts - Elementary Music Program
- Spanish as a Second Language for Non-DLI Students
- Grade Level Field Trips:
  - Civic Arts Plaza
  - Underwood Farm
  - Moorpark Zoo
  - UCSB
- In-Person and Virtual Assemblies
- STAR After School Program TK-5 - Free of Charge
- Tutoring Program
- Free Breakfast and Lunch for all Students
- 1:1 Chromebooks in Grades TK-5
- Upcoming School Modernization

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DLI Enrollment Procedures and Requirements

- Two (2) kindergarten classes, both classes make up DLI program
- Each classroom = maximum of 23 students
- Balance of primary languages among the students is necessary
  - Spanish primary
  - English primary
  - Established bilingual
- Six (6) year enrollment commitment (K-5th grade)
- Three (3) avenues to enroll:
  - Neighborhood school (starts January 18, 2022)
  - CVUSD school choice (starts Nov 1, 2021)
  - Inter-district transfer (starts Nov 1, 2021)
- Enrollment confirmation will occur in April, 2022
- Please visit our DLI website for details about enrollment

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Frequently Asked Questions and Answers

- **Why is this offered only in Kindergarten? I would like my 2nd grader to access DLI.**
  - Students are learning the academic language, in addition to conversational language and we need to allow students that learning time.
  - Difficult on students to learn academic language in later grades, as DLI goes far beyond conversational skills

- **Do you plan to extend DLI into middle and high schools?**
  - Yes, we look forward to extending ongoing DLI learning to middle and high schools; however it does look differently at those grade spans.

- **Are Conejo Elementary students given priority enrollment to DLI?**
  - Yes, neighborhood school is a priority for enrollment

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Frequently Asked Questions and Answers

- **In four years, DLI will include 3rd graders. Can my child enroll in DLI at that time?**
  - It depends on your child's prior education experience and their proficiency in both English and Spanish as the 3rd graders at that time will have participated in three prior academic years developing the academic language in both English and Spanish

- **If my child has a disability, how will their unique learning needs be met?**
  - It depends on your child's learning needs. Special education services will be provided to students at Conejo Elementary.
    - There are additional considerations for students with a disability in determining which language the academic instruction is originally delivered in as matching that language is important

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Frequently Asked Questions and Answers

- **Will the teachers be native speakers?**
  - CVUSD requires certificated teachers who will teach Spanish in the DLI program to have the BCLAD Spanish credential. The California Commission on Teacher Credentialing has specific requirements in place to ensure that teachers who possess the BCLAD Spanish credential are highly qualified to teach Spanish in addition to other subjects.

- **Conejo Elementary is our neighborhood school, is my child guaranteed enrollment?**
  - Your child will have priority for enrollment, but it is not guaranteed.
  - Consideration of the overall makeup of the students so there is primary-language balance between English and Spanish so there are language models

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Questions?

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