

CAMARENA
DUAL LANGUAGE IMMERSION PROGRAM
HANDBOOK



Camarena Elementary School
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CAMARENA'S PROGRAM MISSION

Our mission is to prepare our students academically, linguistically and socially to meet the needs of our global community.

WHAT IS DUAL LANGUAGE IMMERSION PROGRAM?

"No child needs to lose a language to learn a language."

-Dr. Kathryn Lindholm-Leary

The Dual Language Immersion (DLI) program differs greatly from earlier bilingual programs offered in many California districts. Unlike those programs, DLI provides *both* native English speakers and Spanish speaking Academic English Learners the opportunity to learn to read, write, and communicate effectively in English and in Spanish while achieving high levels of academic achievement. This is an "additive bilingual" program, meaning that a child's first language continues to be strengthened and augmented while he/she is gaining a second language. In addition, students have the opportunity to develop an understanding of and an appreciation for other cultures, develop a high self-esteem, and experience positive interactions with people from other cultures and countries.

Participation in this program begins in kindergarten and students remain in the program through sixth grade and into middle school education in order to reach and maintain high levels of proficiency in two languages. Both Spanish dominant and English dominant speakers are placed in the same classroom. Ideally, 50% of the students should be dominant speakers of Spanish, and the other 50%, dominant speakers of English. Bilingual students may also be included in the program. However, in an

alternative classroom configuration, dominant Spanish speakers should make up no less than 35% of the class, as they serve as strong models for the target language.

CVESD GOALS

PURPOSE

- ❑ To develop and prepare students with linguistic and academic competencies in two languages, to be highly engaged, and contributing global citizens.

MISSION

- ❑ To develop and empower multilingual, multiliterate and multiculturally competent students.

CAMARENA PROGRAM GOALS

BILINGUALISM/BILITERACY

- ❑ Develop fluency in communication and literacy in Spanish and English without compromising either language.

HIGH ACADEMIC ACHIEVEMENT IN *BOTH* PROGRAM LANGUAGES

- ❑ Achieve in all academic subjects according to district and state standards in both languages.

SOCIOCULTURAL COMPETENCE

- ❑ Cultivate an understanding and an appreciation of other cultures, inspire self-esteem, and strengthen positive attitudes among students, their families and the community.

-Guiding Principles for Dual Language Education (3rd edition)

INSTRUCTIONAL PROGRAM

- ❑ Core content instruction in the classroom is conducted in Spanish or English per our 90/10 model.
- ❑ The delivery of the lessons are taught by using one language at a time. The homeroom teacher provides instruction in Spanish and the DI partner teacher instructs that same class in English.
- ❑ The program follows the District's core curriculum and uses state-adopted materials.
- ❑ Grade-level California Common Core State Standards and Common Core Standards in Spanish are taught.
- ❑ Teachers receive continuous professional development to ensure the best instructional practices.

PROGRAM MODEL

Grades K-1:

- ❑ 90% of instruction is taught in Spanish (Language Arts and Math).
- ❑ 10% of instruction is taught in English (Oral English language development is provided daily, using the Core State ELD Standards).

Grade 2:

- ❑ 80% of instruction is taught in Spanish (Language Arts and Math).
- ❑ 20% of instruction is taught in English.
- ❑ Oral English language development is provided daily, using the Core State ELD Standards.

Grade 3:

- ❑ 70% of instruction is taught in Spanish (Language Arts and Math).
- ❑ 30% of instruction is taught in English (Language Arts, Social Studies, and Science).
- ❑ Language development is provided daily, using the Core State ELD Standards.
- ❑ Formal literacy in English is introduced (grammar, writing).

Grade 4:

- ❑ 60% of instruction is taught in Spanish (Language Arts and Math).
- ❑ 40% of instruction is taught in English (English Language Arts, Social Studies, and Science).
- ❑ There is a continued emphasis on English language development and academic vocabulary.

Grades 5-6:

- ❑ 50% of instruction is taught in Spanish (Language Arts and Math).
- ❑ 50% of instruction is taught in English (English Language Arts, Social Studies, and Science).
- ❑ There is a continued emphasis on English language development and academic vocabulary.

SEAL OF BILITERACY/CAMARENA LITERACY AWARD

The school established a “Biliteracy Award” as a pathway to honor 6th grade students in the Dual Language Immersion Program for participation in two or more languages. Students will be required to meet specific criteria to be eligible for the award. This path will motivate students to pursue the Seal of Biliteracy by meeting language specific criteria outlined by high schools.

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

-California Department of Education

WHY CHOOSE DUAL LANGUAGE IMMERSION?

Making the decision to enroll your child in our Dual Language Immersion program is a personal one and may not be right for all families. The program encourages interested parents to take some time and learn more

about how Dual Language Immersion works, its level of success across the nation and in our own district, and the type of *commitment* involved for both students and parents. We suggest parents peruse the internet, for example, and read about other programs and recent research, by visiting the sites listed in the Appendix of this handbook. We invite you to talk to other parents who are already participating in a program, or to visit our DLI classrooms and see our program in action.

In order to support parents as they make this important decision, we have provided some thoughts regarding the benefits of DLI.

DUAL LANGUAGE IMMERSION FOR ALL STUDENTS

- ❑ 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.
- ❑ The ability to speak English and Spanish is an unarguable advantage, particularly here in California, but also in many other parts of the US and in the world.
- ❑ Fluency in two languages may increase career opportunities.
- ❑ Research indicates that bilingualism leads to cognitive benefits including: planning, solving problems, and performing various other mentally demanding tasks. (Bhattacharjee, 2012)
- ❑ Bilingual students have enriched cognitive control, improved metalinguistic awareness, better memory, visual-spatial skills, and creativity.
- ❑ Research also indicates that bilingualism delays the onset of dementia and Alzheimer's. (Bhattacharjee, 2012)

DUAL LANGUAGE IMMERSION FOR ENGLISH DOMINANT CHILDREN

In addition to the benefits already noted above:

- ❑ DLI allows our English speakers to develop fluency in a second language early on.
- ❑ DLI provides English speakers authentic access to and interaction with another culture.
- ❑ Research indicates that learning to read in one's home language promotes literacy in a second language. (Eisenclas et al., 2013)

DUAL LANGUAGE IMMERSION FOR SPANISH DOMINANT CHILDREN

- ❑ DLI 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.
- ❑ Research indicates that learning to read in one's home language promotes literacy in a second language. (Eisenclas et al., 2013)

DUAL LANGUAGE IMMERSION PROGRAM NON-NEGOTIABLES

The demands of a dual language program requires commitment from administrators, teachers, students, and parents. The commitments include:

- ❑ Staying in the program for the duration of all elementary school years (K-6th) at Camarena.
- ❑ Parent support and active participation in their child's education and multicultural events.
- ❑ Daily attendance is crucial.
- ❑ Assisting DI parent meetings and events throughout the year.

INSTRUCTION IN THE DUAL LANGUAGE IMMERSION PROGRAM

Teaching students to listen, speak, read, and write fluently in two languages, while maintaining high levels of academic achievement, is a rewarding challenge. For this reason, instruction in the Dual Language Immersion classroom must be both rigorous and strategic, as well as motivating, engaging, interactive, and intellectually stimulating. Students have multiple opportunities to experience meaningful interaction with others, to engage with a variety of literary and informational text and to collaborate with peers on authentic academic tasks. Teachers utilize a wide variety of instructional strategies to ensure that both groups of language learners are acquiring a second language and also understanding the content instruction in both languages. These strategies include:

- ❑ Engagement with grade-level text and intellectually rich tasks
- ❑ Collaborative discussions about content
- ❑ A focus on meaning-making
- ❑ Whole and small group interaction
- ❑ Consistent use of specific instructional and management routines
- ❑ Use of scaffolded sentence frames and word banks
- ❑ Extensive teacher modeling and use of examples to make learning more comprehensible for all students
- ❑ Use of repetition, visuals, models, gestures, etc.
- ❑ Use of chants, rhymes, songs, and drama
- ❑ Use of online resources and technology

Teachers also work diligently to maintain the language of instruction. This means that, although all DLI teachers are bilingual and bi-literate, teachers use only the language of instruction designated for a particular subject area when teaching that subject area. Teachers do not translate, or move from one language to another. This is particularly critical in the early grades. In Kindergarten, for example, the classroom teacher will

Speak only Spanish whenever students are present, whether that be in the classroom, on the playground, or in the neighborhood grocery store. Parents wishing to speak to the teacher in English may communicate through email, with Yes/No questions, or arrange a time when students are not present.

All DLI teachers attend professional development each year so that they will continue to strengthen their instruction. In addition, all teachers have opportunities throughout the year to meet with grade-level peers and with colleagues across grade-levels, to collaborate, to share instructional ideas and strategies, to analyze data, to work in various committees, and to engage in continually improving this program for all students.

INTERVENTION AND SUPPORT

Dual Language Immersion is an inclusive program which aims to ensure that all students will be academically successful. If parents request a placement change, a meeting with previous and current teacher, along with administration will be set up to address concerns. Students who begin to struggle academically will receive appropriate strategic- or intensive-level support, as would any student in the regular all-English program. This support and/or intervention may be delivered during school hours by the classroom teacher.

STUDENTS WITH SPECIAL EDUCATION SERVICES

Students identified as needing Special Education services will remain in the program *unless* their IEP (Individual Educational Plan) team determines that their educational needs cannot be met within the DLI program.

ENGLISH LANGUAGE DEVELOPMENT

According to both state and federal regulations, any student identified as an English Learner (a student who has a home language other than English, and is not yet fluent in the English language as determined by state assessments) must receive a program of English Language Development as part of his or her core instruction. In traditional English only classrooms, English Learners are separated in small group instruction from already-fluent and native-English speakers for 20-30 minutes per day. During this Designated ELD time, English Learners receive strategic instruction that is specific to their language development and language acquisition. They then return to a whole-class setting for the remainder of the day, during which time the teacher provides Integrated ELD through content instruction.

In the DLI classroom, however, English Learners and English dominant students must remain together for the entire day, as this configuration allows maximum opportunities for cross-learning of language. In this design, both Integrated and Designated English Language development are provided during and through the English period of the day.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

Parents of identified English Language Learners (ELL) are encouraged to attend monthly meetings. The role of the ELAC is to advise the principal and School Site Council on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision-making body, but it is the voice of the English learner community.

Chula Vista Elementary School District 2019-2020 representatives:

- ❑ Keith Malcom, Executive Director, Ext. 1521
- ❑ Patricia Pimentel, Coordinator, Ext. 1523
- ❑ Nancy Rojas, Coordinator, Ext. 1525
- ❑ Gloria Velarde, District Resource Teacher, Ext. 1552
- ❑ Lorena Beifuss, District Resource Teacher, Ext. 1506

Camarena Elementary 2019-2020 representatives:

- ❑ Liliana Robles, ELAC President
- ❑ Lorena Arechandieta, ELAC Vice President
- ❑ Arlene Marroquin, Instructional English Language Aide
- ❑ Graciela Flores, Teacher representative
- ❑ Gisel Barrett, Teacher representative
- ❑ Hilda Escamilla, Teacher representative

ASSESSMENTS IN A DUAL LANGUAGE IMMERSION CLASSROOM

Students are assessed regularly. For Language Arts and Mathematics, assessments are given in the language or languages of instruction and match assessments from the regular English program. Acquisition of listening, speaking, reading, and writing in both languages is also measured, using specific language assessments.

The Immersion Program uses multiple forms of assessment to determine student's language fluency and academic abilities across all grade levels.

- ❑ We conduct reading, writing, and math assessments to measure students' academic progress throughout the year.
- ❑ Spanish oral language assessment (FLOSEM) is given at all grade levels

- ❑ State norm-referenced assessments for academics in English and Spanish beginning in third grade to assess proficiency in state educational standards
- ❑ Assessment information for all academic areas is communicated with parents during conferences and progress report periods.
- ❑ Students who are considered to be learning English as a second language will also take the state test, English Language Proficiency Assessments for California (ELPAC) to measure their progress on the English language.

Grade	Español	Inglés
K	<ul style="list-style-type: none"> ❑ RFSA ❑ HFW ❑ Evaluación del Desarrollo de Lectura (EDL) ❑ Writing Prompts ❑ Local Measures (Reading, Writing, and Math) 	<ul style="list-style-type: none"> ❑ Local Measures (Reading and Writing) for our English Language Learners
1st	<ul style="list-style-type: none"> ❑ RFSA ❑ HFW ❑ EDL ❑ Writing Prompts ❑ Math Unit Assessments ❑ Local Measures (Reading, Writing, and Math) 	<ul style="list-style-type: none"> ❑ Local Measures (Reading and Writing) for our English Language Learners
2nd	<ul style="list-style-type: none"> ❑ Benchmark Unit Assessments ❑ Performance Tasks ❑ Writing Prompts ❑ RFSA (as needed) ❑ HFW ❑ EDL ❑ Achieve 3000 Level Set ❑ Local Measures (Writing and Math) 	<ul style="list-style-type: none"> ❑ Local Measures Writing EOY ❑ Achieve 3000 Level Set ❑ Spelling Inventory (Quarter 4)
3rd	<ul style="list-style-type: none"> ❑ EDL 	<ul style="list-style-type: none"> ❑ Ready Common Core

	<ul style="list-style-type: none"> <input type="checkbox"/> Running Records Reading A-Z <input type="checkbox"/> Benchmark Unit Assessments <input type="checkbox"/> Achieve 3000/Level Set <input type="checkbox"/> California Spanish Assessment 	<p>Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Running Records Reading A-Z <input type="checkbox"/> Achieve 3000/Level Set <input type="checkbox"/> High frequency word tests <input type="checkbox"/> CAASPP
4th	<ul style="list-style-type: none"> <input type="checkbox"/> EDL/DRA <input type="checkbox"/> Benchmark Weekly Assessment <input type="checkbox"/> Unit Assessment <input type="checkbox"/> Achieve 3000/Level Set <input type="checkbox"/> Performance Tasks <input type="checkbox"/> Teacher Created Prompts <input type="checkbox"/> California Spanish Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Achieve 3000 Level Set <input type="checkbox"/> Reading AZ <input type="checkbox"/> Teacher Created Prompts <input type="checkbox"/> Unit Assessments <input type="checkbox"/> CAASPP
5th	<ul style="list-style-type: none"> <input type="checkbox"/> EDL/DRA <input type="checkbox"/> Benchmark Weekly Assessment <input type="checkbox"/> Unit Assessments <input type="checkbox"/> Math Unit Tests <input type="checkbox"/> Achieve 3000/Level Set <input type="checkbox"/> Performance Tasks <input type="checkbox"/> Teacher Created Prompts <input type="checkbox"/> California Spanish Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Achieve 3000 Level Set <input type="checkbox"/> Unit Assessments <input type="checkbox"/> Reading AZ <input type="checkbox"/> Performance Tasks <input type="checkbox"/> Teacher Created Prompts <input type="checkbox"/> CAASPP
6th	<ul style="list-style-type: none"> <input type="checkbox"/> Benchmark Weekly Assessment <input type="checkbox"/> Unit Assessment <input type="checkbox"/> Achieve 3000Level Set <input type="checkbox"/> Running Records <input type="checkbox"/> Teacher Created Prompt <input type="checkbox"/> California Spanish Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> BM Unit Assessments <input type="checkbox"/> Achieve 3000 Level Set <input type="checkbox"/> BM Performance Tasks <input type="checkbox"/> Math Weekly Assessment <input type="checkbox"/> Math Unit Tests <input type="checkbox"/> CAASPP

EVALUATION OF THE DUAL LANGUAGE IMMERSION PROGRAM

Camarena will use several methods to evaluate the dual immersion program such as: *Guiding Principles for Dual Language Education*, parent/student/teacher surveys, and district evaluations.

This will provide a solid basis for informed decision-making about program development and instructional issues that support successful student outcomes.

PARENTAL INVOLVEMENT AND COMMITMENT

Parent involvement is critical in the Dual Language Immersion program. For this reason, we strongly encourage and expect parents to become active participants in their child's education. Research shows that children whose parents are involved in their education experience more academic success in school, have better attendance, and are more interested in learning (NEA, 2008). Therefore, the program provides a variety of ways in which parents can become involved and serve as strong educational models for their child/children. Parents may:

- ❑ Volunteer in their own child's classroom, at all grade levels. Parents interested in this type of involvement should contact the site or their classroom teacher directly.
- ❑ Attend site Parent Teacher Association (PTA) and English Learner Advisory Committee (ELAC) meetings.
- ❑ Volunteer to chaperone site DLI events.
- ❑ Volunteer to chaperone site-level field trips and other site-based activities.
- ❑ Attend DLI trainings on the role of the parent, use of the first and second language in the home, learning expectations by grade level, etc. (CABE, ATDLE)

The opportunity for a child to become bilingual and bi-literate is priceless, but it requires commitment and investment on the part of his/her parents. Research shows that acquiring proficiency in a second language may take five to seven years (Cummins, 1981). Therefore, parents are expected to commit to this program through at least sixth grade, to ensure that their

child has the time necessary to fully develop linguistically, and also be successful academically.

To underline the importance of this commitment, parents are asked upon entry into the program to sign the Dual Language Immersion Parent Longevity Commitment form. A sample of this document is included in the Appendix.

APPLICATION TO THE DUAL LANGUAGE IMMERSION PROGRAM

The Dual Language Immersion program has become very popular in the Chula Vista Elementary School District. In order to be as fair as possible to all students, the district does not maintain an early sign-up or interest list. Instead, a very specific application process has been developed and is followed each Spring. Applicants must be entering Kindergarten or older. Decisions regarding this process reflects what is considered to be the best instructional design for students.

APPLICATION REQUIREMENTS K-1ST GRADE

- ❑ All entering Kindergarten students are eligible for this program.
- ❑ 1st Grade applications *may* be submitted until the end of the first quarter. However, 1st Grade space is extremely limited, and students from the previous year's Kinder wait list, which was generated at last year's lottery, will be placed first.
- ❑ Due to the highly structured plan of learning in two languages, parents must be prepared to commit to the program through 6th grade, middle school, and preferably through high school.

APPLICATION REQUIREMENTS FOR 2ND-6TH GRADE

- ❑ For grades 2nd – 6th, applications from English Dominant students are no longer considered.
- ❑ Spanish Dominant, Bilingual, and current DLI students from other schools or districts may still apply. Eligibility will be based on Spanish proficiency level assessments.

PRIORITY FOR ACCEPTANCE INTO THE PROGRAM

- ❑ **1st Priority:** Students whose School of Residence is Camarena Elementary School will be granted 1st priority.

NOTE: Within this category, Camarena students who already have an older sibling in the program will be placed first. This does not apply for students with a younger sibling in the program.

- ❑ **2nd Priority:** Transfer students who have a sibling already in a Chula Vista Elementary School District DLI program at a specific site will be granted 2nd priority at Camarena Elementary.
- ❑ All students included in Priority 1 and Priority 2 categories **MUST** have an application form submitted during the Registration Window (see below) to be considered for the program.

APPLICATION PROCESS

1. Parents will complete an online application during the **DLI Application Window in February**. Application Window dates will be posted at <https://camarenarobogriffins.blog/>. Applications will NOT be accepted before this window opens or after the [Camarena Dual Immersion Application](#) deadline.

2. The online application will be available at Camarena on the first day of the Application Window. Parents whose School of Residence is **not** Camarena will need to request a *School Intradistrict/Zone Transfer*.

3. Parents who do not have access to a computer may complete the application form in the office at any time during the application window.

4. Application to the Dual Language Immersion program does NOT take the place of Kindergarten Enrollment. Parents must still visit their School of Residence to complete a Kindergarten Enrollment Packet for their child.

THE LOTTERY

If more applications are received than there are spots available within either of the Priority Groups (School of Residence/School of Residence Siblings, and Transfer Siblings), or within Spanish Dominant or Bilingual, there will be a post-lottery waiting list. Choices made during the lottery are final. Once all spaces are filled, numbers will continue to be drawn for placement on the Kindergarten post-lottery waiting list.

The Dual Language Immersion program believes in the power of building biliteracy within the family. In the case of twin applications, each twin will be assigned an individual lottery number. However, the drawing of one twin's lottery number for a space in the program will prompt immediate acceptance of the second twin into the program. If the first twin's number is drawn for a spot on the waiting list, the second twin will receive the next spot on the waiting list.

DUAL IMMERSION LOTTERY PROCESS

March	Have informational meeting for all incoming Kinder students
April	Commence incoming Kinder testing. Students will be tested in the language indicated by parents in the DLI application.
April	Separate into Spanish/English groups based on testing

May	Lottery begins. An English and Spanish DLI Candidate List is generated. Accept a variety of Language proficiencies (Spanish dominant, Bilingual, English dominant).
May	Fill the remaining spots ensuring there is a balanced distribution of language proficiencies using a randomizer. Account for all students who are twins/triplets/quadruplets in the incoming class. Allow both, three, or four to be in the program.
May	Notify all parents with a phone call and follow up letter if student was accepted or not.
May-June	Invite/announce the Intake Meeting for all new DLI families (Commitment Meeting).

KINDER POST-LOTTERY WAITING LIST

This waitlist will be used to place students into Kindergarten classrooms throughout the school year as space becomes available.

NOTE: Parents who refuse an available spot will forfeit their spot on the waitlist and the next student on the waitlist will be offered the spot.

PLACEMENT PROCESS FOR 1ST GRADE FOR THE FOLLOWING YEAR

The waitlist described above and generated each year during the Kinder lottery will be used to place remaining students in 1st grade classrooms for the next school year *if space becomes available within the 1st quarter*.

Additional parents interested in 1st grade DLI and whose child is not on the waitlist may apply to 1st grade DLI during the registration window. These parents may be:

- ❑ School of Residence parents OR sibling parents who are interested in placing their current non-DLI Kinder student in a 1st grade DLI classroom.
- ❑ Parents of students from non-DLI sites who want their child to enter the DLI program in 1st grade.

MOVING WITHIN THE DUAL LANGUAGE IMMERSION PROGRAM

Parents interested in moving their child from one DLI school to another DLI school within the Chula Vista Elementary School District must complete an application during the regular application window in the spring. All efforts will be made to accommodate the request, but parents should be aware that attrition in the program is low, very few spots open up each year, and placement at grades above Kindergarten still recognizes the priority levels of school of residence and siblings.

FREQUENTLY ASKED QUESTIONS

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

There is no early sign-up for the DLI program. Parents can only apply during the registration window (in the spring of the year *prior* to their child entering Kindergarten). The Chula Vista Elementary School District's registration period starts in February/March.

Parents will have the option to request the Camarena DLI program at the time of registering the child. Then they will be placed on a waiting list. Please refer to The Lottery section of this handbook.

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

Ideally, students should begin the program in Kindergarten. You *may* apply for a 1st grade spot within the first quarter of the school year, with the understanding that there may not be space available. New Spanish proficient students who are English learners will have priority. Then wait list students from kindergarten will be considered. Students will no longer be accepted after quarter 1 unless they are being transferred from other DLI programs pending results of language assessment.

In grades 2nd – 6th, applications from English Dominant students are no longer considered. However, we do accept applications for Spanish Dominant, Bilingual, or students from other DLI programs, as they will have enough Spanish to meet required levels of proficiency.

3. My child will be a Transitional Kinder student in the fall. Can I still apply to the Dual Language Immersion program this year?

Unfortunately, no. The Dual Language Immersion program does not include a Transitional Kinder curriculum. However, you are welcome to apply to the program next year.

4. My child is already in the DLI program but I need to transfer him/her to a different DLI site. How do I do that?

Parents currently in the program who are requesting a transfer need to speak directly to the office staff. If you are trying to transfer to your home school, you will have priority over other DLI transfers. However, if space is not available for the specific grade level, they will be placed on the waitlist. Current DLI students applying for spots in 2nd -6th grades will be given priority. DLI siblings who might also be applying to the same school will also have to wait for available space in the program. See Question #2 above for more clarification.

5. My school of residence is not one of the DLI sites. What do I do?

You will need to complete a transfer request at the district, specifying your interest in the DLI site. Depending on availability, student will have to be tested if applying for Kindergarten or 1st grade. In grades 2nd – 6th, applications for English Dominant students are no longer considered. In grades 2nd – 6th Spanish dominant students will have to be tested to verify the level of Spanish proficiency.

6. Are there priorities for acceptance into the program?

Yes. School of Residence students have 1st priority. Within this category, however, students who are younger siblings of students already in the program are placed first. Transfer siblings of students already in the DLI program have 2nd priority (students will be assessed to determine Spanish proficiency levels).

7. I will be moving in February and a DLI school will then be my School of Residence. Does that give me School of Residence priority, since the DLI school will be my School of Residence in the spring?

Unfortunately, there is no priority in this regard. If interested, you will be added to the waiting list if entering Kindergarten or 1st quarter of 1st grade. In grades 2nd – 6th, applications for English Dominant students are no longer considered. In grades 2nd – 6th Spanish dominant students will have to be tested to verify level Spanish proficiency.

8. Will my child fall behind if he or she learns two languages?

Concepts learned in either language become a part of the child's general knowledge. Many language concepts transfer from one language to another.

APPENDIX

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Camarena Elementary School
Dual Language Immersion Program
Parent Longevity Commitment

Student's Name: _____ Today's Date: _____
Birth date: _____ Age: _____ Grade: ___ in 20__-20__ Program Entry Date: _____
Home Language: _____ Does your child speak any other language? _____
Is your child currently receiving any special services? (speech, adaptive PE, reading, etc.)
No ___ Yes ___ If yes, please explain: _____

Parent's Name: _____ Phone Number(s): _____(hm)
Home address: _____(wk)
_____ (cell)
Email address: _____

*The benefits of this educational program
are cumulative and require long-term commitment.*

While the rate at which specific levels of language proficiency are attained will vary among students, parents should expect delays in the initial stages of reading & writing in English as students will be immersed in the learning of academic Spanish for the first 3 years of the program.

However, studies have shown that by the upper grades (5th and 6th grade) students in immersion programs acquire the same proficiency in English and achieve the same levels of competency in their academic subjects as monolingual students, with the added bonus of a second language and meta-linguistic awareness (Cloud, Genesee, & Hamayan 2000).

It is important that parents fully understand the model and structure of the program. Please contact Camarena with any questions you may have.

Please read and initial the following:

- ___ Yes, I have attended the Dual Language Immersion Parent Informational meeting.
Date & time of meeting: TBD
- ___ No, I did not attend the Dual Language Immersion Parent Informational meeting but I did speak with the Dual Language Immersion teacher by phone on ___/___/19 and she answered all of my questions.
- ___ Yes, I am aware of, and I understand, the long-term commitment necessary in order to realize the full benefits of the program.
- ___ Yes, I am aware that the target language is Spanish and that a progression of foundational skills will be taught for reading and writing in English.
- ___ Yes, I understand that I can continue to read to my child at home in English.
- ___ Yes, I am aware that continuous parental support is necessary for my child's success.
- ___ Yes, I understand that daily attendance in school is of the utmost importance for my child to become bilingual and academically successful.

Parent signature : _____ Date: _____

