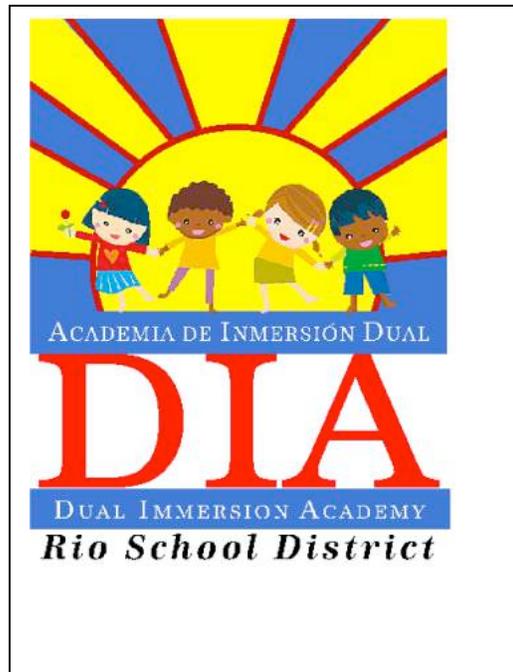




**DUAL IMMERSION
ACADEMY**

RIO REAL SCHOOL



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2016

Dual Immersion Handbook

Vision

The vision of the Dual Immersion Academy is to develop children into bilingual, bi-literate and multicultural students who are prepared to participate in a 21st century, global economy.

Introduction

A dual immersion (DI) program, also referred to as Two-Way Immersion (TWI), offers a variety of instructional and learning opportunities to Spanish speaking and English speaking students. Such programs provide all students the opportunity to develop dual language abilities and high academic achievement. Additionally, all students learn to appreciate, respect, and strive for multicultural competency.

There has been a dramatic increase in the popularity of dual immersion programs around the country. In California, there is growing interest in such programs with over 400 formal listings of two-way programs offered in elementary and middle schools. Currently, in Ventura County, there are 7 districts which offer dual language immersion instruction to local students and their families.

Longitudinal research (completion of 5-7 years in a DI program) offers exciting and promising results in academic achievement, bilingual proficiency, and cognitive development. Among the many results, (for students completing at least five years of a DI elementary program) include the following:

1. Both English and Spanish speaking students become proficient in both languages (Lindholm-Leary, 2001)
2. Spanish speaking students outperformed students enrolled in English-only programs in measures of academic achievement in English after four to seven years in the program (Thomas & Collier, 2002)
3. English speaking students achieved over 50th percentile in all academic subject areas in norm-referenced tests in English (Thomas & Collier, 2002)
4. Both English speaking and Spanish speaking students outperformed their peers across California in English reading and academic achievement tests (Lindholm-Leary, 2001)

5. TWI students function at grade level or above in two languages in the Content areas (Lindholm-Leary, 2001)

Language Academy

The Dual Language Task Force and related sub-committee on Curricular Focus designed a TWI program with all related qualitative components to be implemented beginning the 2005-2006 school year. This program, called Dual Immersion Academy has evolved from its beginnings at Rio del Norte and is now located at Rio Real School under the direction of school principal, Dr. María M. Hernández and supported by Jeannette Smith, Dual Immersion Coordinator and a team of K-8th grade teachers and staff.

Program Goals and Objectives

The goals and objectives of the dual immersion program include the following:

1. Develop high levels of fluency and literacy in two of the world's most widely spoken languages-Spanish and English.
2. Reach high level of achievement in academic subjects in both languages.
3. Develop an appreciation of and respect for diverse languages and cultures while strengthening a positive sense of identity.

Objectives

The program aims to:

- Empower students academically, socially and linguistically by giving them advantages now and in the future
- Develop the ability to participate in a global society and a culturally diverse environment
- Develop essential skills in collaboration, communication, critical thinking, creativity to increase job opportunities and career-related advantages
- Develop higher interest in attending colleges and universities

Theoretical Framework

The thematic instructional model provides opportunities for the students to learn languages through content by hearing and using target language functions and structures across the curriculum in both English and Spanish. Our thematic model is organized around the most commonly used academic language functions (i.e. express needs and likes, describe people, places, things, locations, and actions, compare/contrast, retell, predict/infer, cause and effect, express and support opinions/persuade). The grammatical structures associated with these language

functions will be taught in both Spanish and English following the scope and sequence of second language acquisition.

The academic language functions not only follow an appropriate scope and sequence (i.e. from simple to complex) but they are also arranged according to “big ideas”, in order to make learning more meaningful to students. Thus, instructional units incorporate grade-level standards in language arts, science, social studies, ELD and the arts.

Brain research shows that understanding is gained by establishing relationships and identifying ways information is interrelated. Students will recognize the big idea used across all content areas enabling them to make clear connections among concepts and languages. By organizing instruction around themes, teachers ensure that academic vocabulary will be reinforced naturally across curricular subjects and languages. Teachers will not teach the same lesson in each language, but will develop them across content areas in both languages.

Program Design Model

The program is designed to implement a 90:10 model with a strong ELD component and a focus on acquiring academic language.

Students begin academic instruction in Spanish with increasing amounts of English instruction added each year until 50% is reached by 4th grade.

Grade	Instructional Program	Academic Subjects in English
K	90/10	30 min ELD
1	80/20	45 ELD + 20 min. Science
2	70/30	45 min ELD + 52 Science, Social Science
3	60/40	45 ELD+ 85 Science, Social Science, Math
4	50/50	45 ELD+ 102 Science, Social Science, Math, Language Arts (or 50% of curriculum)
5	50/50	45 ELD+ 102 Science, Social Science, Math, Language Arts (or 50% of curriculum)
6/7/8	50/50	Science, Social Science, Math, Language Arts (or 2/4 of core subject classes)

Student Class Proportion

The goal of the program is to enroll 50% English learners and 50% Spanish learners, but will accept 33% English learners, 33% English only speakers and 33% Bilingual in Spanish and English. The students will be integrated for most academic content instruction. Each class will also reflect a gender balance.

Duration of the Program

The dual immersion program is a kindergarten through grade 8 program with local high schools preparing for bi-literate students.

Instructional Strategies

In the dual immersion program, the target languages must be kept separate for instruction so that each language develops systematically across the curriculum.

In the dual immersion program, a variety of research-based strategies will be implemented. Both heterogeneous and homogeneous groupings are used for native language literacy and targeted language development.

The instructional strategy ELD (English Language Development) uses an academic approach with a focus on the four language domains-Listening, Speaking, Reading and Writing. SDAIE/S (Specially Designed Academic Instruction in English/Spanish) will be used for integration of language and content. Students may be grouped across grade levels to address ELD levels and language development skills.

Thematic instruction throughout the content areas will also be implemented, as well as, cooperative and collaborative learning techniques. These techniques allow students to internalize curricular concepts in both native and target languages. Teachers will differentiate instruction to accommodate differences and accelerate language acquisition.

Assessments

All students will be held to high academic standards in both languages. All state mandated assessments such as California English Language Development Test (CELDT) and California Assessment of Student Performance and Progress (CAASPP) will be conducted annually. In order to monitor the development of Spanish language skills, and/or Aprenda 3 assessments will also be administered as appropriate. All incoming Kinder students are administered an academic inventory and a language dominance evaluation to determine incoming skills and a language

dominance evaluation. All students take district benchmark assessments and performance assessments in Spanish.

There will be authentic as well as standardized assessments to monitor students' progress in language development and academics. Authentic assessments will be created by teachers, and used in the context of instruction. The purpose of using these assessments is to determine how well students internalize the skills and how they are able to apply them in real-world classroom projects and activities.

Student Selection Criteria

All students applying to the DI program will follow the regular Rio School District enrollment process requirements as well as complete a separate Dual Immersion Academy application. All kindergarten and new to DI, students will be evaluated for language dominance using appropriate language assessment instruments. Such evaluation will allow the instructional staff to determine student language strength in order to determine class placement and reflect appropriate language proportions. Parents of English learners must sign an annual state-mandated waiver to consent for an alternative program. Parents are required to attend an informational meeting regarding the dual language program at Rio Real.

In subsequent years, English only students may enter in K and 1st grades. Spanish speaking students with Spanish grade-level literacy skills may enter in grades K-2, considering the program's Spanish goals in the first three years. Parents will be notified of admission to the program in the first week of June. Parents who live outside of the Rio Real boundary area must complete an Inter or Intra district transfer application.

Parent Involvement

In order to ensure the dual immersion program's goals of bilingualism and bi-literacy, the program requires a long-term commitment of participation for the entire elementary program (K-8th grade). Parent participation is key to the success of their child and the program. There will be mandated program informational sessions, classroom visitations, a separate enrollment process and attendance of bi-monthly parent meetings. Students participating in the dual immersion program must have regular attendance. A student's privilege of participating in the dual immersion program will be in jeopardy after 10 consecutive absences. Parents must coordinate family trips around school breaks. Classroom visitations may be scheduled upon request.

Teacher Learner Community

Dual Immersion teachers will visit other dual language schools which will serve as models to refine Rio Real's program. Teachers will schedule and parent workshops to be held 2-3 times per year.

Teacher Selection Criteria

Teachers selected to implement the dual immersion program must meet the following criteria:

- BCLAD (Bilingual Cross-Cultural Language Acquisition Credential)
- Academic language in Spanish and English (written and oral)
- Expertise in grade level content standards
- Experience with collaborative teaching
- Knowledge of the 90:10 dual immersion model
- Commitment to attend specialized staff development to increase knowledge of thematic instruction, collaborative and team teaching

Professional Development

Dual Immersion teachers will attend professional development conferences to refine specialized dual language instructional strategies and professional skills. These may include the summer Association of Two-Way and Dual Immersion Education Conference (ATDLE), CABE, Ventura County Office of Education Dual Immersion Institute, and other dual language workshops or conferences. Such ongoing institutes offer specialized development of dual immersion instructional strategies, such as primary language and second language acquisition in dual language settings, formal assessment of two languages, thematic teaching, and academic English/Spanish language instruction. Professional staff development in ELD, using SDAIE strategies, thematic instruction and cooperative learning strategies is essential to quality instruction.

Governance

Many dedicated and qualified people and committees will work together to ensure the success of the dual immersion program. The district's superintendent offers administrative leadership and support for all those involved in the implementation of a quality DI program. Essential administrative and collegial support will also be given by Rio Real's principal, a designated Dual Immersion Coordinator, the Dual Immersion Task Force (dedicated teachers, parents, and Board Members), and the Assistant Superintendent of Educational Services.

Funding

Multiple sources of funding will be used such as; Title I and Title III. Further grants to support the dual immersion program will be pursued.

Program Evaluation

Rio Real will use several methods to evaluate the dual immersion program such as: parent/student/teacher surveys, authentic assessments, Multiple Measures, district assessments, as well as any state mandated assessments.

Dual Immersion Program Entrance Criteria

All requests for placement in the Dual Immersion Program will be handled at the school site. In order to provide the best possible program for all students, the following criteria will be adhered to when filling spots in the program. Students will be ranked on the eligibility lists in the following priority order:

1. Students who have siblings in the program – Deadline for priority consideration is May 27
2. Students who live in Rio Real's attendance areas
3. Children of Rio Real School employees
4. Children of Rio School District employees
5. Children who live in Rio School District attendance area
6. Children from outside the Rio School District boundary

Kindergarten and Grade 1

1. Balance – (33% English only, 33% Bilingual, 33% English learners)
2. Completed program application, enrollment form, commitment letter and attendance at an informational parent meeting
3. Criteria stated above

Grade 2

1. No admission for English Only Students
2. Admission only in the first trimester
3. Spanish speaking or bilingual students with grade-level literacy skills
4. Program will maintain enrollment balance of native languages (33% English/33% Spanish/33% Bilingual)

5. Completed program application and enrollment forms
6. Criteria 1-6 as stated above

Grade 3-5

1. Admission only for students with grade-level literacy skills in both English and Spanish and transferring from enrollment in another Dual Language Program
2. Completed program application and enrollment forms
3. Criteria 1-6 as stated above

Academia de Lenguaje Dual Criterios para La Admisión de Estudiantes

Se procesarán todos los formularios de matrículas en la escuela Río Real para asegurar el éxito académico de todos los estudiantes, se utilizarán los siguientes criterios para la admisión en el programa. Los estudiantes serán clasificados en la lista de elegibilidad usando la siguiente orden de prioridad:

1. Los estudiantes que viven en la zona de asistencia de Río Real
2. Alumnos que tengan hermanos en el programa
3. Hijos de empleados de la Escuela Río Real
4. Los niños de los empleados del Distrito Escolar Río
5. Los niños que viven en el área de asistencia del Distrito Escolar Río
6. Los niños de fuera de los límites del Distrito Escolar Río

Kinder y Primero

1. Balance – (33% estudiantes hispanoparlantes, 33% de habla inglesa y 33% bilingües en Español y inglés)
2. Completar el formulario de matrícula y la petición de un programa alternativo
3. Criterio 1-6

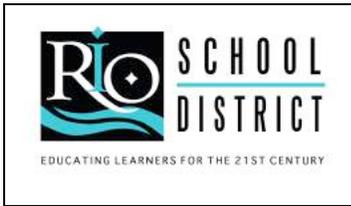
Segundo Grado

1. No se admitirán estudiantes que hablan solo inglés
2. Estudiantes hispanoparlantes que estén a nivel de grado
3. Balance – (10 estudiantes hispanoparlantes y 10 de habla inglesa)
4. Completar el formulario de matrícula y la petición de un programa alternativo
5. Criterio 1-6

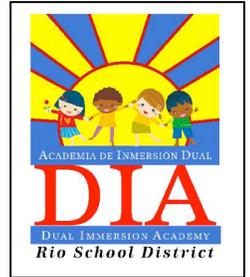
3 – 5 Grados

1. Solo se admitirán estudiantes que estén a nivel de grado en los dos idiomas

2. Completar el formulario de matrícula y la petición de un programa alternativo
3. Criterio 1-6



RIO SCHOOL DISTRICT
Rio Real School



DUAL IMMERSION ACADEMY ENROLLMENT CRITERIA

REQUIREMENTS:

1. Attend a Parent Information Meeting the year prior your child entering Kindergarten
2. Complete a Dual Immersion Program Enrollment Application
3. Complete the district's registration procedures during the enrollment period at the home school (February-August)



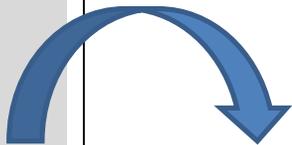
REGISTRATION PROCESS / CLASS SELECTION:

Prioritization:

- Siblings in the DIA Program
- Home School
- Balance of classroom makeup
 - Primary Language
 - Gender

FINAL NOTIFICATION / ADMISSION TO THE DIA PROGRAM:

- Approval Letter sent in June
- Parents have 10 days to complete the Inter or Intra District Transfer



Frequently Asked Questions

Is a Dual Language/Immersion Program the same as a bilingual program?

The Dual Immersion Academy (DIA) is a bilingual program offered in the Rio School District. For English learners, it requires a parental exemption waiver. Unlike a basic bilingual program, one of the outcomes of the DIA is the development of academic literacy in English and Spanish simultaneously. English learners and English proficient students share the same DIA classroom setting. Students enter the DIA in kindergarten and remain for a minimum of 6-9 years.

Will all students in the Dual Immersion Academy develop high levels of proficiency in their first language?

All students will develop high levels of listening, speaking, reading, and writing ability in English. English language learners will develop these same abilities in their native language (Spanish). Neither group of students will have to forego development in the native language as second language proficiency improves.

Are there any requirements to enroll my child in the Dual Immersion Academy at Rio Real?

Students must enter the Dual Immersion Academy in kindergarten or first grade. The student should be proficient in either English or Spanish. In some cases, a new student who is assessed to be at grade-level in the target language (Spanish or English) may be enrolled into the DIA beyond 1st grade. Consult the school principal or the Dual Immersion Coordinator for more information regarding assessment of skills.

What is the Dual Language program model used at Rio Real?

Rio Real Elementary school offers a 90/10 dual immersion program model. The first number refers to the percentage of instructional time initially spent in the Spanish language in kindergarten. The second number refers to English. Instructional time in the target language decreases yearly as English increases until a 50/50 balance is achieved in grades 4 through 8.

Why start with such young students?

Research in the area of language acquisition shows that the early years are best for

acquiring language(s) (Riley, 2000).

How are students chosen?

Interested students need to apply. Students currently living within the Rio Real School boundary area have priority. Remaining available spaces will be filled first by students residing in the Rio School District service area then will be opened to out-of-district area students. Families residing outside the Rio Real boundary area will be responsible for their own transportation.

Will English-speaking students be behind their peers in monolingual classrooms?

Studies have shown that in 4 to 5 years, students in dual language classrooms typically out-perform their peers in monolingual classrooms.

Is the dual immersion curriculum the same as that taught in monolingual classrooms?

The curriculum is exactly the same taught in all classrooms, at all grade levels.

Will students have the second language skills they need to learn new academic material?

Yes! Teachers in the dual immersion classroom K-8, use specific strategies to ensure student understanding.

- Specially designed academic instruction in English (SDAIE)
- Systematic ELD
- Guided Language Acquisition Design
- Sheltering techniques
- Scaffolding strategies
- Cooperative learning
- Thematic planning
- Student-centered

Resources:

[CAL Resource Guide Online](#) Center for Applied Linguistics online resource guide with digests, publications from ERIC/CLL and other sources, listservs, web sites and other information relevant to two-way immersion.

[CAL Two-Way Immersion Resources](#) Center for Applied Linguistics website with current CAL projects and publications related to two-way immersion.

[CDE Two-Way Immersion Programs](#) California Department of Education website with overview, directory and information on two-way immersion programs statewide.

[2-Way CAFE](#) Affiliate of the California Association for Bilingual Education (CABE), dedicated to advocating for and assisting with the planning and implementation of quality two-way bilingual immersion programs.