

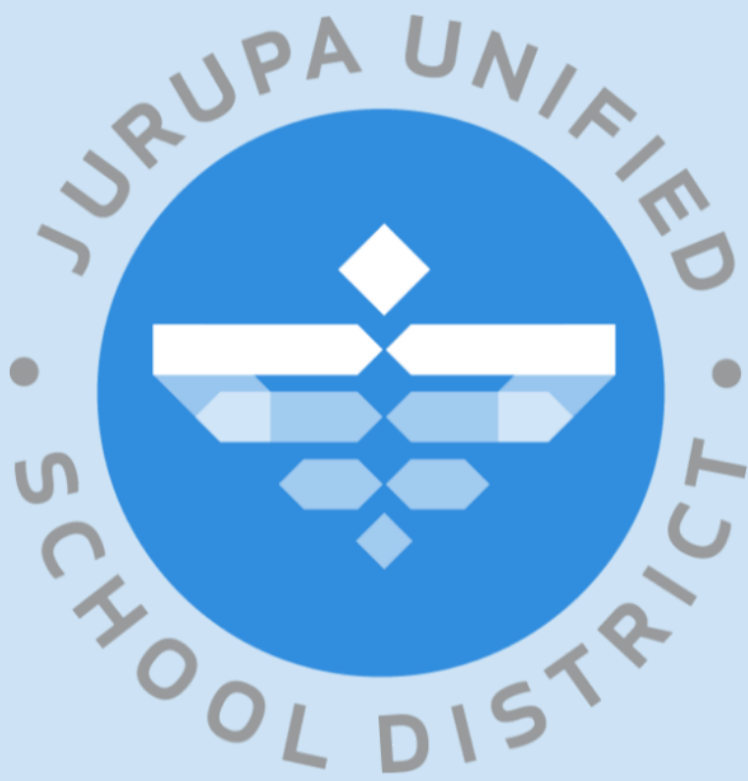
DUAL IMMERSION PROGRAM

ESTABLISHED IN 2007

M A S T E R P L A N



JURUPA UNIFIED SCHOOL DISTRICT
DEPARTMENT OF MULTILINGUAL EDUCATION



LEARNING WITHOUT LIMITS

DEPARTMENT OF MULTILINGUAL EDUCATION

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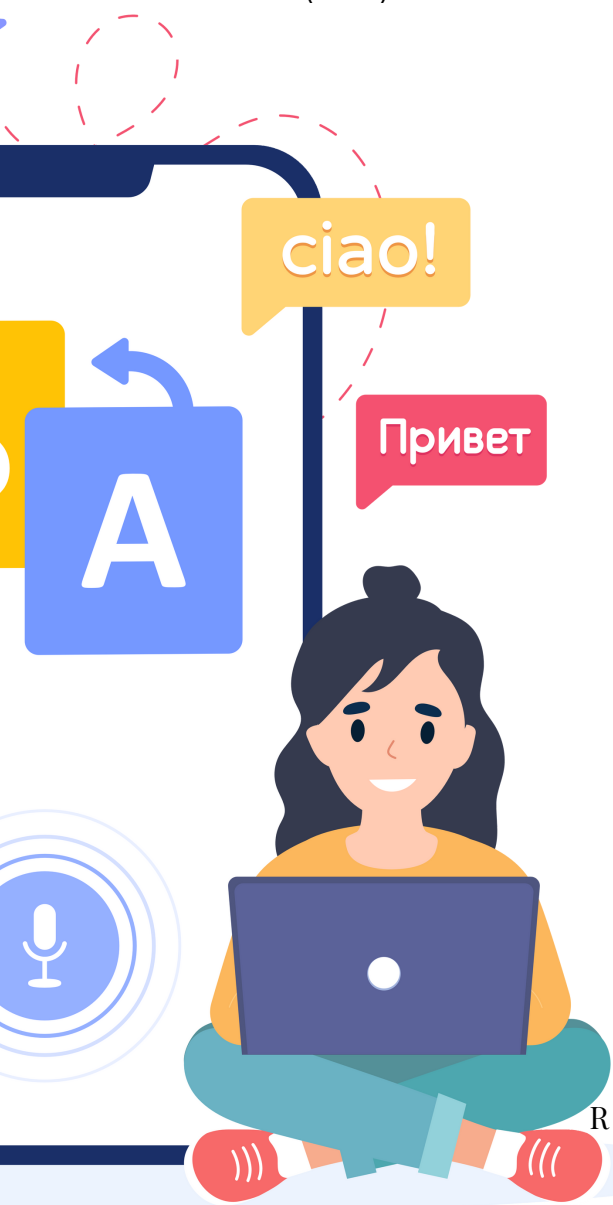
LANGUAGE PROFICIENCY EVALUATOR

LIZ MORENO

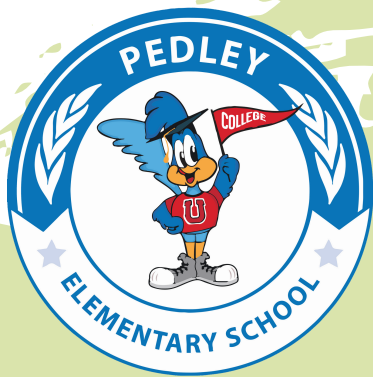
LANGUAGE PROFICIENCY EVALUATOR

JESSICA RAYA

LANGUAGE PROFICIENCY EVALUATOR



REVISED AUGUST 2023



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WEST RIVERSIDE ELEMENTARY
 5671 42ND ST
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SUNNYSLOPE ELEMENTARY
 7050 38TH STREET
 JURUPA VALLEY, CA 92509
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**SCHOOLS
 WHERE THE
 PROGRAM IS
 OFFERED:**



MIRA LOMA MIDDLE SCHOOL
 5051 STEVEN ST
 JURUPA VALLEY, CA 92509
 (951) 360-8223
 PRINCIPAL: MARY BOULES



PATRIOT HIGH SCHOOL
 4355 CAMINO REAL
 JURUPA VALLEY, CA 92509
 (951) 361-6500
 PRINCIPAL: NAOMI BRUSH



JURUPA MIDDLE SCHOOL
 8700 GALENA
 JURUPA VALLEY, CA 92509
 (951) 360-2846
 PRINCIPAL: DEBRA SIGALA

MESSAGE FROM THE SUPERINTENDENT

The Jurupa Unified School District is proud to offer the Dual Immersion program (DI) to students at seven of our schools. This program provides students with instruction in both English and Spanish to promote bilingualism and biliteracy. Students also learn about and respect different cultures.

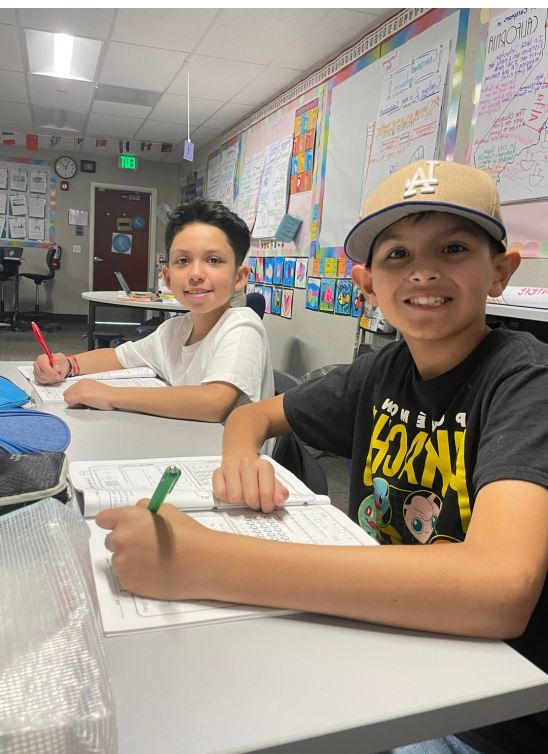
The benefits of participation in a Dual Immersion are many. By giving students the ability to communicate with confidence in two languages, we are literally opening the world for them. Students who complete the program are more likely to be academically successful and develop a high level of self-esteem. These factors are key to future success.

We are so happy that you have chosen this rewarding path for your child. Our talented and hard-working teachers and support staff are dedicated to helping our DI students along this incredible journey as they continue Learning Without Limits.



Dr. Trent Hansen





OUR MISSION:

The mission of the Jurupa Unified Dual Immersion Program is to prepare our students academically, linguistically, and socially to meet the changes and needs of our global community.

PROGRAM GOALS:

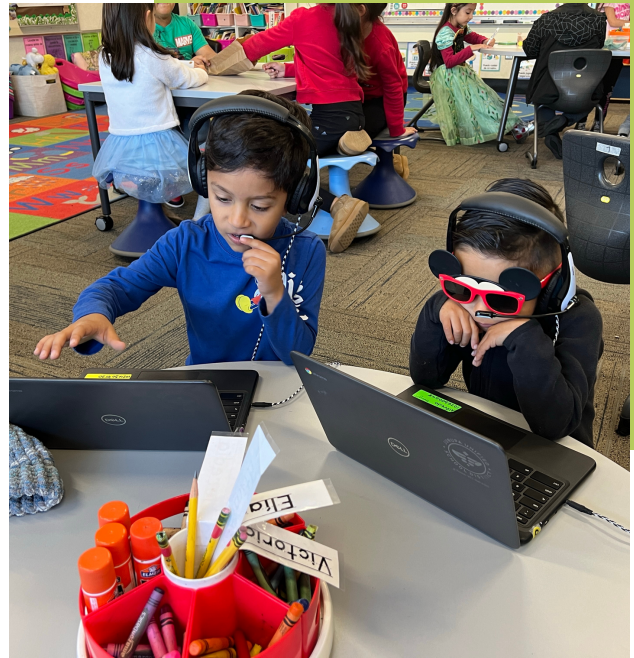
- 1) Bilingualism: High levels of proficiency in two languages, English and Spanish. All students learn a second language without compromising their first.
- 2) Biliteracy: High levels of academic proficiency in English and Spanish in writing, reading, and language.
- 3) Multicultural competence: Understanding and appreciation of different cultures and development of high self-esteem.
- 4) Academic competence: Master the State Standards in all subject areas in both languages.

CALIFORNIA STATE SEAL OF BILITERACY:

Jurupa Unified School District understands that multilingualism enhances cognitive development, divergent and critical thinking, problem solving, as well as promotes communication and understanding in an increasingly global society. Therefore, the district is committed to providing language learning opportunities as well as multicultural understanding and not only accepting but valuing diversity. All of this is done through rigorous instruction in an effort to prepare our students to lead our country in this 21st century. Thus, the district has created a pathway for students to be recognized for their successful academic achievement in English and another world language. Students who participate in the Dual Immersion program have the opportunity to be awarded the California State Seal of Biliteracy. The Seal is a special state recognition that promotes and validates bilingualism and biliteracy in English and a second language. The pathway includes recognition of participation at the end of sixth, eighth, and twelfth grade. Graduating seniors that meet all the criteria, have the opportunity to obtain the official state seal recorded on their high school diploma and transcripts. This Seal of Biliteracy is of much value to our students as they apply for colleges and enter the work force.



Definition and Program Design



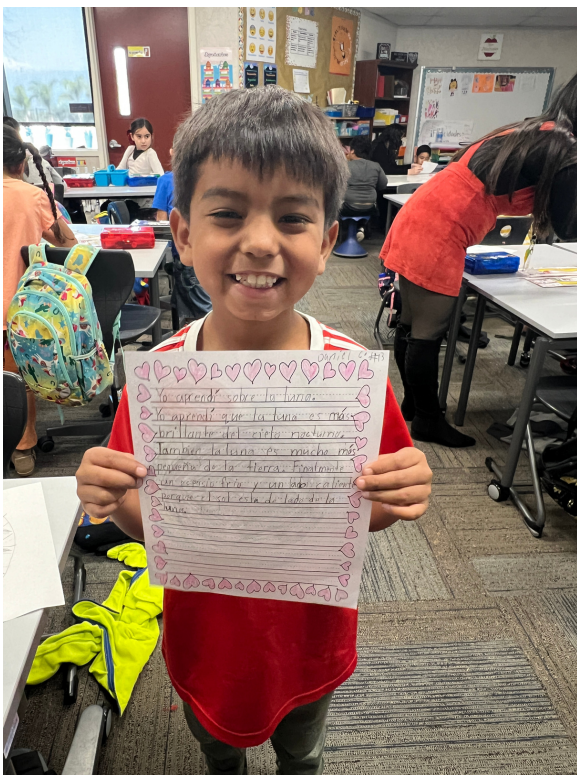
What is a Dual Immersion program?

A Dual Immersion program develops bilingualism and biliteracy in English and a second language by integrating English learners (ELs) with English speakers. It is an additive program for all students; both languages are developed to the highest capacity.

Program Design:

Core content instruction in a Dual Immersion program is in, and through, both languages. The target language (other than English, in this case: Spanish) in a Dual Immersion program is used for a minimum of 90% of the instructional day; English is used for a minimum of 10% of the time. Delivery of instruction is only in one language during the allotted time. The program combines the foreign language immersion model* with the maintenance bilingual education model**. The core curriculum adheres to district, state, and federal guidelines.

Materials are provided in both English and Spanish to enhance learning.



Student Recognition:

Student effort and dedication in learning academics and a second language are recognized at the end of each school year in grades Transitional Kindergarten through sixth. Each student receives a dog tag at the end of each school year which they can accumulate throughout each of their elementary school years. In addition, students in the sixth and eighth grades are recognized with the Pathway Award to the State Seal of Biliteracy for their bilingualism and biliteracy. After meeting all criteria, students in the twelfth grade will be awarded with the California State Seal of Biliteracy. Please see the California State Seal of Biliteracy tab.

Maintenance bilingual education model:

An enrichment model that adds to students' linguistic abilities or additive bilingualism continuing the development in both languages. It preserves and enhances students' skills in the mother tongue while they acquire a second language.

Foreign language immersion model:

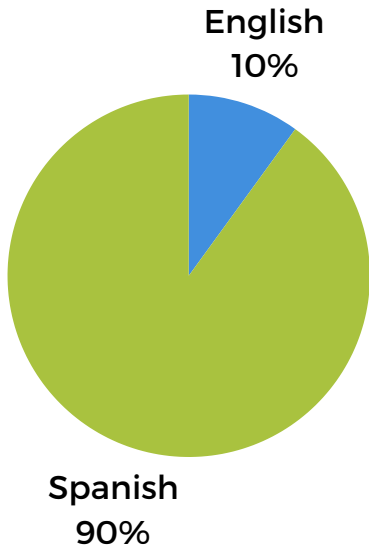
Method of teaching a second language in which the target language is used as the means of instruction. Language immersion uses the target language as a teaching tool, which means all subjects are taught in the target language.



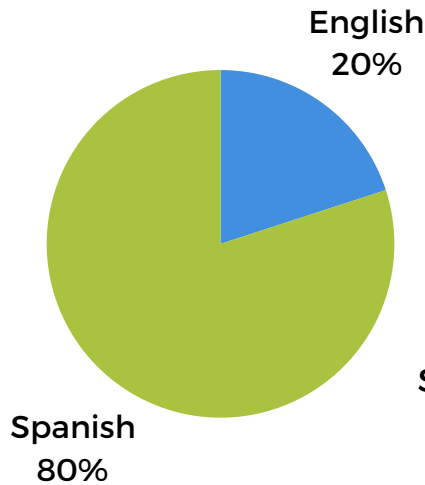
Jurupa's Program is the 90:10 Model:

The Jurupa Model follows a similar structure to programs across the nation. The following chart represents the percentage of time allotted for each language.

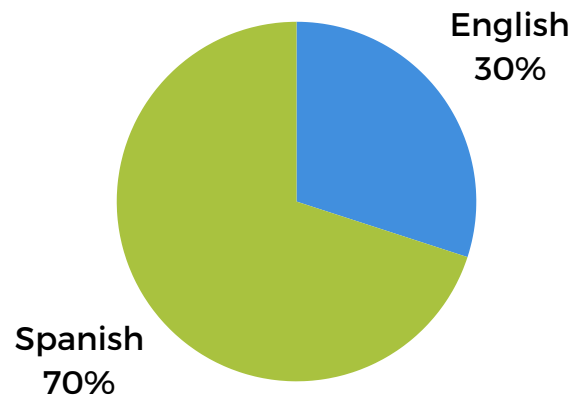
Grade TK/K



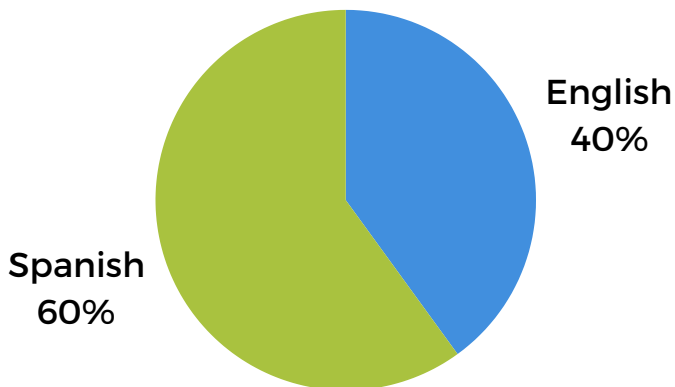
Grade 1



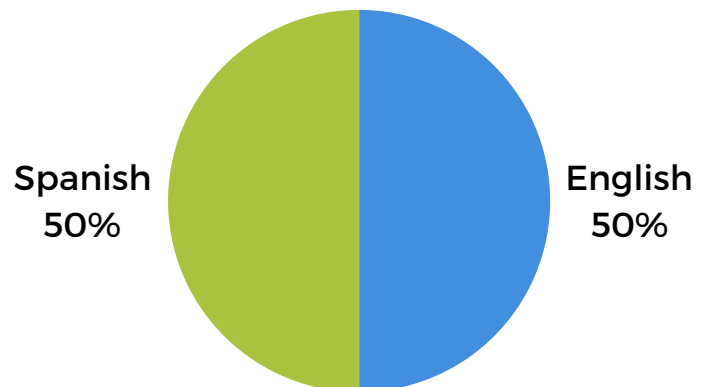
Grade 2



Grade 3



Grade 4-6



At the elementary level, schools have two or three Transitional Kindergarten/Kindergarten, first, second, and third grade classes (depending on the school site). After third grade, the classes may be combined into one or two classrooms depending on the number of students enrolled in the program. Teachers teach in only one language and switch students to teach in the other language in order to maintain the integrity of the language. In grades Kindergarten through third, students never hear their home room teacher speak in English. In grades fourth through sixth, teachers continue to switch students unless there is only one teacher in any specific grade level. If this is the case, then the single teacher in that grade level will teach his/her students all day while maintaining the separation of languages for the time allotted to each. This is an essential component of the program.

At the secondary level a minimum of two classes are offered in Spanish.

The following pages display the number of instructional minutes and subject areas that are taught in each language.

Transitional Kindergarten Kindergarten

Total instructional minutes: 315

90/10

Spanish Instructional Minutes: 285

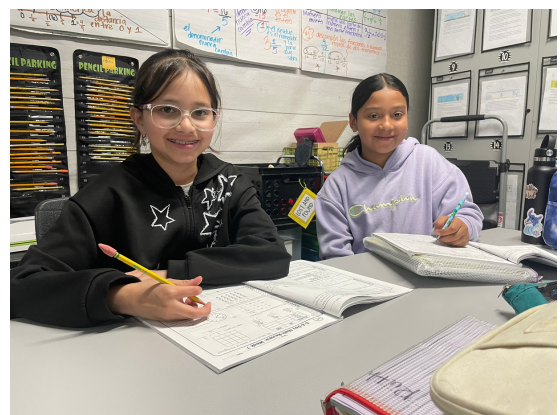
Language Arts
(Can be integrated with Social Studies and Science)

Mathematics

Physical Education:
(20 minutes daily or a total of 200 minutes for a two-week period)

English Instructional Minutes: 30

ELD/ALD: 30
(English/Academic Language Development)



First Grade

Total instructional minutes: 315

80/20

Spanish Instructional Minutes: 255

**Language Arts
(Can be integrated with Social Studies and Science)**

Mathematics

English Instructional Minutes: 60

**ELD/ALD: 40
(English/Academic Language Development)**

**Physical Education:
(20 minutes daily or a total of 200 minutes for a two-week period)**

Second Grade

Total instructional minutes: 315

70/30

Spanish Instructional Minutes: 225

Language Arts

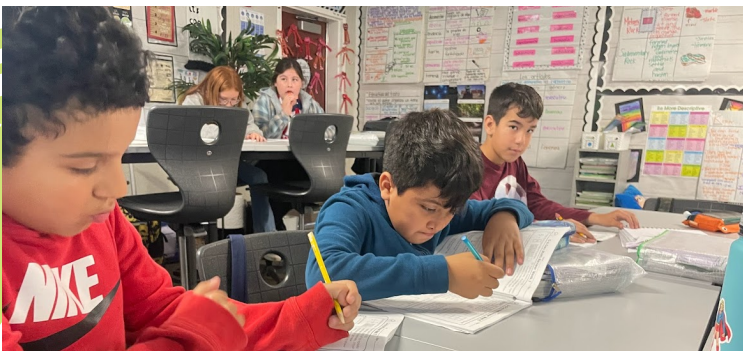
Mathematics

English Instructional Minutes: 90

**ELD/ALD: 40
(English/Academic Language Development)**

Social Studies/Science

**Physical Education:
(20 minutes daily or a total of 200 minutes for a two-week period)**



Third Grade

Total instructional minutes: 315

60/40

Spanish Instructional Minutes: 190

Language Arts

Mathematics

English Instructional Minutes: 125

ELD/ALD: 30
(English/Academic Language
Development)

Language Arts
(Language arts can be done through Social
Studies/Science/Art/Music)

Physical Education:
(20 minutes daily or a total of 200 minutes
for a two-week period)

Fourth, Fifth, Sixth Grade

Total instructional minutes: 315

50/50

Spanish Instructional Minutes: 160

Language Arts

Mathematics

English Instructional Minutes: 160

ELD/ALD: 30
(English/Academic Language
Development)

Language Arts
(Integrating Social Studies and Science)

Social Studies/Science

Physical Education:
(20 minutes daily or a total of 200 minutes
for a two-week period)

Middle School

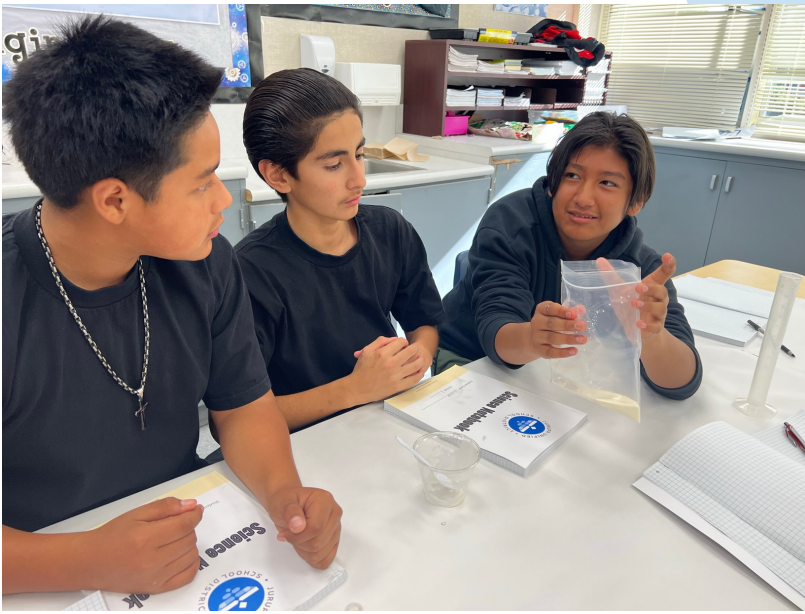
A minimum of two classes in Spanish each semester

Seventh grade

- Honors Spanish Language Arts
- Honors Spanish Social Studies

Eighth grade

- Honors Social Studies
- Spanish 3
- AP Spanish 4



High School

A minimum of two classes in Spanish each semester

Possible classes are:

- Spanish for Native Speakers
- AP Spanish 4
- AP Spanish 5
- Biology
- United States History
- World History
- Physical Education (PE) (as a third class)
- Chicano Studies
- Advancement Via Individual Determination (AVID) for Spanish Speakers
- Translation and Interpretation I



Instructional Language Minutes

**Language Allocation per Instructional Minutes
Based on 315 minutes
Regular Day**

Grade	English Minutes	Spanish Minutes
TK/K	30	285
1st	60	255
2nd	90	225
3rd	125	190
4th	157	158
5th	157	158
6th	157	158

**Language Allocation per Instructional Minutes
Based on 230 minutes
Minimum Day**

Grade	English Minutes	Spanish Minutes
TK/K	15	215
1st	45	185
2nd	70	160
3rd	90	140
4th	115	115
5th	115	115
6th	115	115

**Language Allocation per Instructional Minutes
Based on 234 minutes
Minimum Day**

Grade	English Minutes	Spanish Minutes
TK/K	15	219
1st	45	189
2nd	70	164
3rd	94	140
4th	117	117
5th	117	117
6th	117	117

**Language Allocation per Instructional Minutes
Based on 250 minutes
Minimum Day**

Grade	English Minutes	Spanish Minutes
TK/K	20	230
1st	50	200
2nd	75	175
3rd	100	150
4th	125	125
5th	125	125
6th	125	125

Assessments:

In order to evaluate the progress of our Dual Language Immersion students, their Spanish language, reading, and writing proficiency are assessed utilizing a variety of assessments. The local assessment being the NWEA for students in grades K-6th and the California Spanish Assessment (CSA) for students in grades 3rd-12th. Additionally, students take the California Assessment of Student Performance and Progress in English Language Arts and Math (CAASPP) in 3rd-8th and the 11th grades. Since our students are learning in two languages they are assessed in both; this ensures that that they are mastering the standards in the two languages.

Program Benefits:

There are educational, cognitive, social, cultural, and economic benefits for individuals, community, and society as a whole that result from intensive study of two or more languages. Students who speak, read, and write in two or more languages have a distinct advantage in college entrance and the global marketplace. Children who fully learn more than one language early in life attain unique linguistic and cultural understandings, which allow for greater flexibility in thinking, conceptualization and problem solving. This “global competence” gives them the lifelong ability to skillfully communicate with people from a wide variety of cultures and backgrounds. The program gives students the opportunity for enhanced academic and linguistic competence in two languages, the development of skills in collaboration and cooperation, appreciation of other cultures and languages, cognitive advantages, and of course, increased job opportunities

The Role of the Parent:

Parents are an integral part of their child’s education. Since Dual Immersion is a demanding and rigorous program (as well as limited in the number of students it can accept), parents are making this educational opportunity a conscious choice for their child. Full parent participation in all school activities is an expectation. All parents receive ongoing training in the role and use of their home language in their child’s academic program and are provided materials and strategies to support daily home reading. Acquiring a second language is an important investment in the child’s future, and it is also an investment in time. Acquiring another language may take 5 to 7 years, therefore, the expectation is that parents commit to this program for the 5-7 years required to learn that second language.

Placement Considerations:

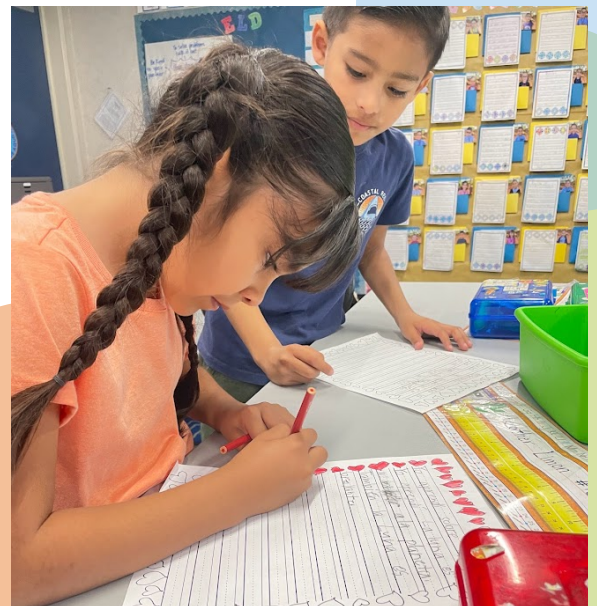
1. All students are eligible to enter the Dual Immersion program but it's important for parents to understand that due to the highly structured plan of learning in two (or more) languages, they must commit to a minimum of seven years. If a student leaves the program, they cannot be readmitted unless they participated in another Dual Immersion program or there were extreme circumstances. This program is designed for students to start in Transitional Kindergarten/Kindergarten and up until the end of the first trimester of first grade; and for students in other grades who come from a Spanish speaking country as well as students who come from other dual language programs.
2. Tentative classes are formed by the end of April.
3. Classes are formed with a balance of English speakers and Spanish speakers.
4. Students are accepted taking into consideration the following:
 - On a first-come, first-served basis upon completion of all required steps in the application process. Priority is for siblings of students who are already enrolled in the program.
 - Home Instruction for Parents of Preschool Youngsters Program (HIPPY)
 - Students who enter our district and were in a Dual Immersion program at their previous district (based upon verification).
 - Newcomers: students who are new to the country and come from a Spanish-speaking country.

Application Process:

1. Complete an Interest Form
2. Attend a required parent meeting
3. Language assessment for appropriate placement
4. Parent Interview
5. Inter or intra district transfer (when applicable)

List of documents needed for registration:

- A copy of the birth certificate
- Immunization card
- Physical exam d. Dental exam
- Proof of address
- Signed Participation Form
- Parent Commitment
- Video/picture Consent Form



Frequently Asked Questions:

How long is the program? Does it go all the way through high school?

Jurupa's goal is to have students participate from Kinder through High School.

Is this an experimental program?

No, it is not an experimental program. It was established in the 1960's in Dade County, Florida. Dual Immersion programs began in California between 1980-1986 in San Francisco, San Jose, Windsor, Santa Monica-Malibu, and Oakland. Jurupa's program was established in the 2007-08 school year.

Why don't we teach French, Chinese or any other foreign language?

We don't teach other languages because according to the district demographics we don't have enough students who speak them. Our largest population is Spanish speakers.

May I place my child's name on the waiting list if they are only 3 years old?

Of course, you may. This way, your child's name will be one of the first names on the list when they are ready to start Kindergarten

Can my child participate in the program at any grade?

The program is designed for students to start in Kinder and up until the end of the first trimester of first grade. Starting in higher grades is not recommended. However, there are a few exceptions. Please call the Department of Multilingual Education for details.

Do I have to speak Spanish to have my child participate?

You do not need to be bilingual. However, you do need to be actively involved in your child's education using your home language.

What if I want to take my child out of the program by the 2nd or 3rd year?

Parents who enroll students in this program need to understand that the commitment is for a minimum of five years.

Are parents allowed to visit classrooms?

Yes, visits are welcomed and can be arranged with the teachers and principal.

If I didn't make it to the Dual Immersion information meeting can I still enroll my child?

Parents must attend a required informational meeting in order for their child to be officially considered for the program.

Who can I contact if I have questions in regards to this program in the future?

You can contact the Department of Multilingual Education or any of the schools offering the program.

Is parent training offered?

Yes, parent training is offered throughout the year and all parents are expected to participate.

Will two languages confuse my child or "slow down" his/her academic progress?

There is no research to indicate that learning in two languages will confuse or slow down the rate of progress of students. There is, however, significant research to indicate that two languages can enhance academic growth. Remember that two and three languages are used for instruction in most developed nations of the world - with impressive results by American standards. Two languages will also not complicate any behavior problem or learning disability. Again there is no research to indicate that children in other parts of the world have more of these than do American children. One note of caution: all well-designed programs require consistent implementation. Moving children in and out of such programs reduces their effectiveness. In order to get the maximum benefits from a Dual Immersion program, plan on staying with the program design for at least five years. Two languages require a larger vocabulary to be built, and the early years of the program will be critical. Our schools will assist you in locating a similar program should a family move become unavoidable. Think of it as learning two names for an object, such as "person" and "man"; one of the names your child also knows is "hombre".

Why does one teacher only speak in Spanish?

The English-dominant child often comes from an environment where only one language is spoken. One of the few motivating factors for them to want to learn another language will be to understand the teacher. If the student knows that the teacher speaks English, this important motivating factor may be diminished. In immersion programs throughout the world, the teacher speaks only in the "target" language - in this case, Spanish. Spanish-dominant students in an English-dominant culture have many other motivating factors for wanting to learn English and the language spoken by the teacher is not as important a factor. If you need to speak with the teacher in English, you may write a note or wait for a time when you can be away from students.

Frequently Asked Questions Continued

What if my child seems frustrated by listening to Spanish?

Expect your child to feel a bit tired or frustrated during the first few months in the program. This is known as the “silent period,” as they learn the way the new language sounds. Try to be encouraging and ask for positive feedback about what they like most in school each day. Children are very perceptive. If you are having doubts about the program, they will know it and feel similarly, no matter what you say to them.

Am I expected to help my child with homework in Spanish?

Homework is designed to be practice of learned material in the classroom, therefore students should be able to complete work independently. Parents can help by providing a quiet learning space.

Can I volunteer in the classroom?

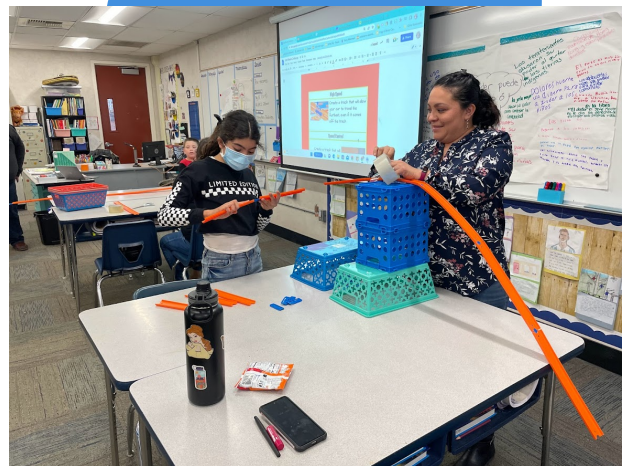
Yes, you may volunteer. Please feel free to contact your child’s teacher.

What language should I be reading to my child in?

Please read aloud to your child in the language you are most comfortable with. It is very important to continue this special way of spending time together. You are not expected to read in Spanish if you do not speak Spanish yourself. Reading skills transfer into other languages.

If I choose to remove my child from the program, will they be allowed to return?

No.



For more information regarding Dual Immersion Programs:

School Site Tours

Have you ever wondered what a Dual Immersion classroom looks like and sounds like?

As part of our commitment to our Dual Immersion program and to give the opportunity to our community to experience and learn what the program has to offer, site tours are scheduled four times a year, on each quarter.

For information on exact dates and times, please visit our website or call one of our Dual Immersion elementary schools;

Pedley

(951) 360-2793

Stone Avenue

(951) 360-2859

Sunnyslope

(951) 360-2781

West Riverside

(951) 222-7759

Online Resources

District Home Page

<https://jurupausd.org/home>

Online Resources California Department of Education:

<http://www.cde.ca.gov/sp/el/ip/faq.asp>

Two-Way Immersion, Center for Applied Linguistics:

<http://www.cal.org/twi/directory/index.html>

The Center for Advanced Research on Language Acquisition:

<http://www.carla.umn.edu/immersion/>

Californians Together:

<http://www.californianstogether.org/>

STARlight Consortium for EL Achievement:

http://nsla.lewiscenter.org/documents/NSAA/Dual%20Immersion/leary_eng.pdf



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