

# **DAVIS JOINT UNIFIED SCHOOL DISTRICT**

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The Davis Joint Unified School District

**BILINGUAL SPANISH IMMERSION MASTER PLAN**

**PREFACE**

**INTRODUCTION**

**PART I THE BILINGUAL SPANISH IMMERSION PROGRAM**

- A. Scope
  - Elementary Program
  - Secondary Program
  
- B. Program Goals
- C. Financial Support
- D. Educational Support Services
- E. Curriculum
- F. Coordination
- G. Enrollment Criteria
  - Initial Developmental Screening
  - Enrollment Conditions
- H. Staff Selection
- I. Staff Development
- J. Program Evaluation
  - Minimum Competencies
  - Promotion/Retention -Standardized Testing
  - District Spanish Immersion Assessment Program
  - Spanish Immersion Data Base
- K. Siting

**PART II PARENT PARTICIPATION**

**PART III REFERENCE MATERIALS APPENDIX**

**APPENDIX**

## **PREFACE**

"...to be bound by tradition is the way of the mindless and enslaved. To be inspired by it to achieve further heights is the way of genius...Learning a language is not just an acquisition of works, but an enlightenment of culture. Bilinguality isn't merely accepting and learning. It is understanding. Imagine the wonders that language could bring. Eyes would look out into a larger world and ears would hear and understand so much more... To be restricted by language is to deprive oneself of what America has to offer."

Theoddeus Millan, 11th Grader, Chula Vista, California, 1987 National Essay Contest Winner, National Association for Bilingual Education.

## **INTRODUCTION**

The Davis Joint Unified School District's Bilingual Spanish Immersion Program began in the 1982-83 school year with a class of kindergarten/first grade students. The program has flourished and is growing.

The purpose and function of a Master Plan is that a planning document. This Master Plan can be viewed as a blueprint to be modified and updated on a regular basis. Such a document provides the Board of Education and the Administration the framework necessary to review and determine the program's direction.

Successful immersion programs are characterized by:

- a. Qualified teachers.
- b. Administrative support.
- c. Parental support.
- d. Appropriate materials in the target languages.
- e. Time for teachers to prepare instructional materials in the target languages.
- f. Ongoing staff development.
- g. Parent and community education.

## **PART I. THE BILINGUAL SPANISH IMMERSION PROGRAM**

### **A. Scope**

#### Elementary Program

The program for grades K-6 is an early bilingual immersion model in which students begin their study of Spanish in kindergarten, and continue with limited instruction in English in the second grade which gradually increases to 30% of instructional time for integrated language arts at the sixth grade level (see Appendix).

#### Secondary Program

The secondary program offers opportunities for immersion students to continue their experience in grades seven through twelve. Each year through the District's established secondary curriculum review process, the administration will review the course(s) planned to be offered for continued program support.

### **B. Program Goals**

**GOAL 1:** All students will develop a high level of proficiency in Spanish and English

**GOAL 2:** All students will gain skills and knowledge in the content areas of the curriculum in keeping with the District's stated objectives in these areas.

**GOAL 3:** All students will develop positive attitudes toward other languages and cultures.

### **C. Financial Support**

As for other district programs, the Davis Joint Unified School District will provide the administrative costs associated with program planning, development, implementation, supervision and evaluation. The district will also provide the same general fund support, basic instruction materials and all educational support services for the Bilingual Spanish Immersion program as for other classroom programs.

### **D. Educational Support Services**

The District will endeavor to provide educational support services whenever feasible

and reasonable, in the language of instruction.

**E. Curriculum**

The Davis Bilingual Spanish Immersion Program is a bilingual immersion program in which all classroom instruction in the initial years is conducted in Spanish with the gradual introduction of English beginning in the second grade (see Appendix).

Bilingual Immersion is a method of Spanish language instruction in which the curriculum is taught through the medium of the target language. Language is the vehicle for content instruction; it is not the subject of instruction itself.

For native speakers of Spanish, the program functions to accomplish three academic goals: to maintain and develop Spanish language proficiency, to develop English proficiency through natural communicative interactions and comprehensible content instruction and to develop literacy and academic proficiency in two languages.

The Bilingual Immersion Program also addresses two very important social goals: social integration, and psycho-social competence. Native speakers of Spanish maintain pride in the validity of their first language and develop high levels of competence in integrating with native English speakers.

**F. Coordination**

The Director of Curriculum and Instructional Services will coordinate the overall operation of the District program. The site principals coordinate the instructional program, evaluate/supervise the teachers, administer policy, and make the final decisions regarding the daily operation of the program.

The District's Bilingual Resource Coordinator provides instructional and second language research information to the teachers and administration. The coordinator advocates for access to appropriate education for language minority students.

**G. Enrollment Criteria**

Students are enrolled annually on the basis of the following criteria:

1. All students eligible to attend Davis schools may apply.
2. Students may enter the program at kindergarten or the first semester of first grade unless they are Spanish speaking.

3. Parents should understand that continuing participation from kindergarten through sixth grade allows for maximum benefits for the child.
4. Registration will be handled by the school sites.
5. Spanish-dominant students and siblings of children already enrolled in the Bilingual Immersion Program will receive first priority for placement.
6. In the event that any of the following conditions occur, priority numbers will be issued if:
  - a. a sufficient number of kindergarten students have not registered by the established date to fill a class;
  - b. there are not enough vacancies in the established first grade classes to accommodate applications.
7. Once enrolled in the program, students are automatically continued unless disenrolled by parents or the District.
8. Disenrollment of a student will be done in consultation with the site principal at the school in which the child is enrolled:

### **Initial Developmental Screening**

Although there is no formal pre-Kindergarten screening procedure, parents may want to consider the following quote before enrolling their child in the program:

"While most immersion educators believe that the program is suitable for learners of all ability levels, including learning disabled children, there is also general consensus that children with serious delay in first language development, or auditory processing, auditory memory, or general auditory impairment should not be in an immersion program."

"Twenty Questions: The Most Commonly Asked Questions About Starting an Immersion Program," Foreign Language Annals, September 1987, Volume 20.

## **Enrollment Conditions**

The District's Bilingual Spanish Immersion program will operate on an annual basis under the following conditions and assumptions:

1. The average staffing ratio of the program should be equal to the teacher/student staffing ratio of the elementary school program as of mid-June of the preceding year.
2. The configuration of classes will be determined annually by the administration. If enrollment declines at anyone grade level, it may necessitate combination classes for the following year.
3. A minimum of thirty kindergarten registrants must be confirmed by June 1 of each preceding school year to ensure a kindergarten class the following year.
4. A multiple track program is authorized if enrollment minimums are reached.

## **H. Staff Selection**

Hiring criteria should place emphasis on: 1) candidates with training in current immersion principles, techniques and methodologies; and 2) candidates with native-like fluency in both Spanish and English.

## **I. Staff Development**

Opportunities will be provided to the Bilingual Spanish Immersion staff to promote their understanding of second language acquisition and update their skills in current immersion instructional techniques.

## **J. Program Evaluation**

### 1. Promotion/Retention

Spanish Immersion students will be expected to follow the district's established policies in regard to promotion and retention procedures.

### 2. Standardized Testing

These students (grades 3 and 5) will be tested in Spanish by the Spanish

Assessment of Basic Education (SABE) Achievement Test. SABE testing materials will be purchased and scored as part of the District's Assessment Program.

**K. Siting**

The Bilingual Spanish Immersion Program is currently housed at two sites, WDE (K-3) and WDI (4-6).

**PART II PARENT PARTICIPATION**

"...extensive parent orientation prior to admitting students is important to ensure that parents (and where appropriate, students) understand the nature of the program. Frequent and close communication between school and parents helps to maintain the commitment parents made when choosing the program for their child."

"Twenty Questions: The Most Commonly Asked Questions About Starting an Immersion Program," Foreign Language Annals, September 1987, Volume 20.

Parents play a significant role in providing voluntary support for the Spanish Immersion Program by:

- a. Working as classroom aides. Parents wanting to assist in this capacity will contact the classroom teacher to determine feasibility and/or make arrangements.
- b. Involvement in school committees and organizations. Parents are encouraged to participate in the school PTA, School Advisory Council, School Site Council and other committees in order to support integration of the Spanish Immersion Program, parents and students with the total school environment and school activities.
- c. Participating in the activities of the Spanish Immersion Parent's Association (SIP A).

**PART III REFERENCE MATERIALS**

There are several major references which are on file at each site and at the Office of Curriculum and Instructional Services.

## APPENDIX

### BILINGUAL IMMERSION PROGRAM SPANISH/ENGLISH USAGE PERCENTAGES

<b>Instruction</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Percent Spanish	100	100	95	80	75	70	70
Percent English	0	0	5	20	25	30	30

#### **SECONDARY PROGRAM: SPANISH LANGUAGE SUPPORT PLAN 1992-1993**

- 7-9 grade students may enroll in a one semester Literature/Language Course: Spanish for Spanish Speakers.
- 7th graders may enroll in Spanish 2.
- 7-9 grade students may take high school Spanish placement test in the spring of each year. Students are placed according to the following scores: 50%-60% -Spanish 3; 61%-70% - Spanish 4; 71% or higher -Spanish 5.
- A Spanish 6 course was given for four Immersion students during the lunch period by Marti Arnold.

#### **SECONDARY PROGRAM: SPANISH LANGUAGE SUPPORT PLAN 1993-1994**

- 7th graders may take: 1) Spanish 3; 2) Cross Age Tutoring or Teacher Assistant in Spanish Class; 3) Literature/Language Course: Spanish for Spanish Speakers.
- 8th graders may take: 1) Spanish 3 at junior high or take high school placement test for Spanish 4 or 5; 2) Literature/Language Course: Spanish for Spanish Speakers.
- 9th graders may take: 1) Literature/Language Course: Spanish for Spanish Speakers; 2) Spanish 3 at junior high; 3) take high school placement test for Spanish 4 or Spanish 5.