

THINGS TO CONSIDER: "ROME WASN'T BUILT IN A DAY"

It takes 2-3 years for students to have conversational skills in the target language.

It takes 5-7 years for students to become fluent in academic language.

Along the way, we are building the Dual Immersion program from the ground up! We need to lay a solid foundation. As such, BUSD is committed to providing and fostering:

- Professional development for D.I. teachers
- Networking and observing other schools with mature, successful programs by our D.I. teachers and administrators
- Parent education and multiple opportunities for inclusion
- Supporting and educating all school and District staff
- Dual Immersion Parent Advisory Council



"El que sabe dos idiomas, vale por dos"

-"He who knows two languages is worth two [people]."

PROGRAM DESIGN

The Burbank Unified School District currently implements a 90/10 dual immersion model:

- In Kindergarten 90% of the instruction is given in Spanish and 10% of the instruction is given in English.
- In every grade level thereafter the amount of Spanish instruction is reduced while the English is increased until reaching a 50/50 language balance by fifth grade.
- Teachers use monolingual lesson delivery with no repetition of lessons so instructional minutes aren't spent waiting for a translation of the instruction.
- 50% of the class is composed of native speakers of English and 50% of native speakers of Spanish.
- Students help each other to speak, read, write, and understand one-another's language.
- Skills and knowledge learned in one language transfer to another

SCHOOL SITES WHERE DUAL IMMERSION IS OFFERED:

Walt Disney Elementary School

Principal: Molly Hwang
1220 W. Orange Grove Ave.
Burbank, CA 91506
(818) 729-0100

William McKinley Elementary School

Principal: Liz Costella
349 W. Valencia Ave.
Burbank, CA 91506
(818) 729-2000

Burbank Unified School District



DUAL IMMERSION PROGRAM SPANISH-ENGLISH 2022-2023



ADVANTAGES OF DEVELOPING TWO LANGUAGES

- ◇ Has a positive effect on intellectual growth
- ◇ Enriches and enhances a student's cognitive development
- ◇ Opens the door to other cultures and helps children understand and appreciate people different from themselves
- ◇ Increases job opportunities

GOALS OF THE PROGRAM:

- To prepare students to perform at or above grade level in both languages
- To develop high level of proficiency in listening, speaking, reading, and writing in both academic English and academic Spanish
- To develop positive attitudes towards those who speak a second language and originate from various cultures
- To promote self-esteem and lifelong leadership skills

BENEFITS OF THE PROGRAM FOR ALL STUDENTS*:

- Enhanced knowledge of how language works.
- Improved performance on tasks that call for divergent thinking, pattern recognition, and problem solving.
- Additional knowledge and understanding of one's native language.
- Greater understanding, tolerance, appreciation, and respect for other languages and cultures.
- Ability to take advantage of opportunities that are available only in other languages.
- Enhanced employment opportunities once school is completed.
- Ability to communicate with other ethnic and cultural groups.

Native Spanish Speakers	Native English Speakers
Acquire strong literacy skills in Spanish which can then be applied to the acquisition of English literacy.	Outperform control students in all-English schools on a variety of English language tests including reading, writing and listening.
Make better progress in acquiring full proficiency in English, which leads to achievement at grade-appropriate levels in all domains of academic study in both Spanish and English.	Achieve the same levels of competence in academic subjects (math, science and social studies) as English-speaking students in all-English programs.
Fully develop proficiency in native language which allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in second language which facilitates communication with more members of the community and social support networks.

*Based on research by Cummins, 1986, Thomas & Collier, 2000 & 2002, Genesee & Lindholm-Leary, 2009, & ACTFL 2006.

WHAT IS THE TYPICAL EXPERIENCE FOR A CHILD UPON FIRST ENTERING THE DUAL IMMERSION PROGRAM?

There is an initial adjustment period for children when they first enter the program. Your child may ask, "Why is the teacher talking to me in a language I can't understand?" The combination of activities, lots of singing, and gesturing helps children to feel comfortable and competent in the Immersion environment by the second or third month of Kindergarten.



AS A PARENT, HOW WILL I BE ABLE TO HELP MY CHILD IF I DON'T KNOW THE TARGET LANGUAGE?

- Continue reading with your child in your primary language
- Maintain close communication with your child's teachers in order to help your child at home
- Talk to your child frequently about the importance of multilingualism and remind him/her of the gains they are making in learning the target language
- Listen to the radio and television in Spanish with your child
- If you eat at a Mexican restaurant, read the menu in Spanish
- Get the phone numbers of classmates to plan get-togethers, or to talk on the phone in Spanish
- Become aware of graduation requirements and opportunities for future studies

WHAT IS THE IDEAL AMOUNT OF TIME FOR STUDENTS TO REMAIN IN THE PROGRAM?

It is highly recommended that families make at least a six year commitment to the program. Ideally, students will begin the program in Kindergarten, and continue through middle and even high school.

WHEN CAN I EXPECT MY CHILD TO BE FLUENT IN BOTH LANGUAGES?

In general, it takes five full years to develop written and oral proficiency in the dual immersion classroom. Typically, children soak up the foreign language for the first two years of the program and their listening comprehension exceeds their ability to express the language orally. In most cases, children begin using their phonetic skills they have built to begin reading in Spanish sometime in first grade. By the middle of second grade children are comfortable speaking both languages. They usually reach full oral and written fluency by fourth or fifth grade.