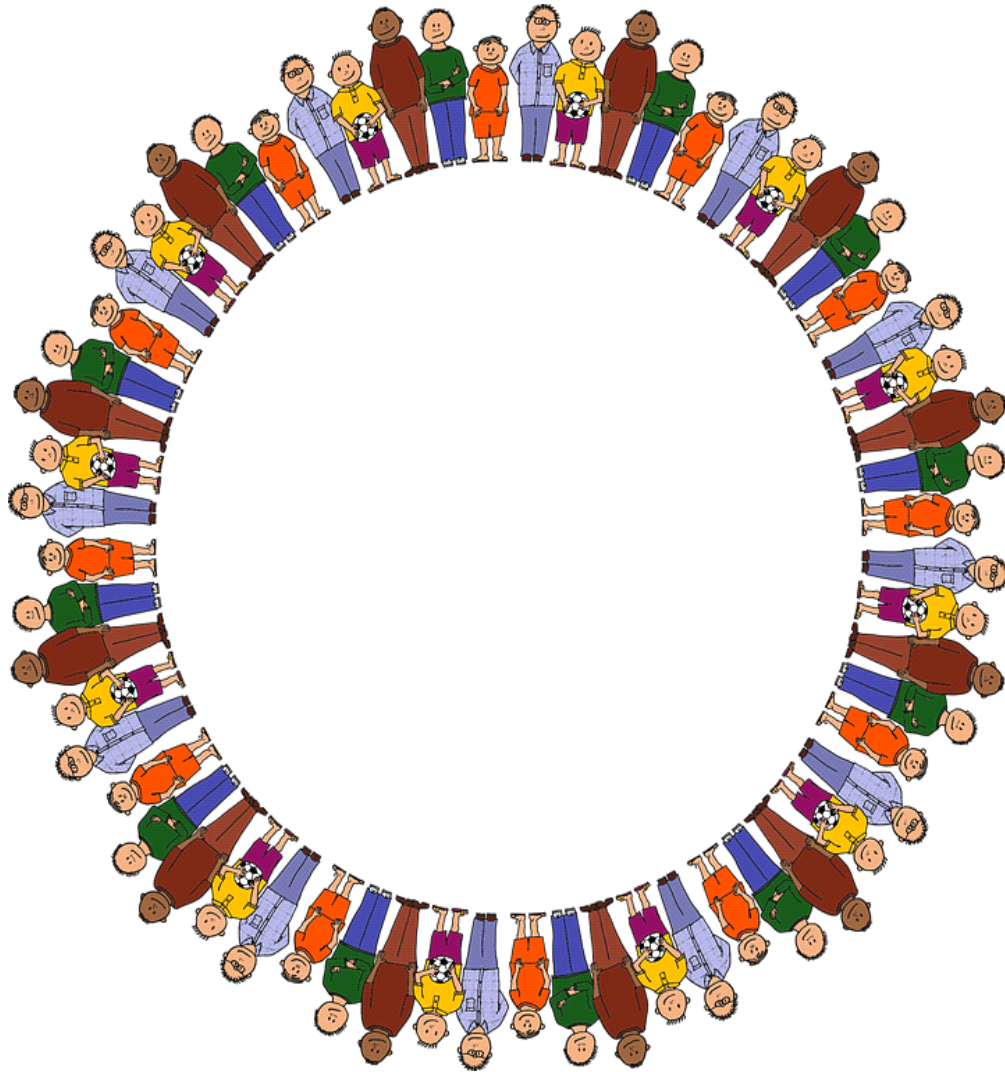


Capistrano Unified School District Language Immersion Program Master Plan



“One language sets you in a corridor for life. Two languages open every door along the way.”

Frank Smith

Table of Contents

District Information

CUSD Mission, Vision, and Goals

Language Immersion Contact Information

Language Immersion Goals

Program Models

Instruction in the Language Immersion Classroom

Assessment and Evaluation

Continuous Cycle of Improvement

Admission and Enrollment

FAQs

Resources and Information

Board Policy 5111.5(a) and Administrative Regulation 5111.5(a)

District Information

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Language Immersion K-12

Rowena Mak, Director II, Office of Language Acquisition

Office of Language Acquisition

Patricia Effenberger, Bilingual Staff Secretary

CUSD Mission, Vision, and Goals

Mission Statement

To prepare our students to meet the challenges of a rapidly changing world.

Vision Statement

An unwavering commitment to student success.

Wildly Important Goals

- **Teaching and Learning**

Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

- **Communications**

Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

- **Facilities**

Optimize facilities and learning environments for all students.

*“Learning another language
is not only learning different
words for the same things,
but learning another way to
think about things.”*

Flora Lewis

Language Immersion Program Contact Information

School	Mandarin Immersion	Spanish Immersion
---------------	-------------------------------	--------------------------



Middle Schools

Marian Bergeson
Rancho Niguel Rd.
Laguna Niguel CA



Las
110
Sa



(949) 234-5333
HYPERLINK

"http://lpes.capous
d.ca.schoolloop.co
m/" [Las Palmas
School](#)

RH
242
D



(949) 496-5784
[RH Dana School](#)

San Juan
31642 El Camino Real
San Juan Capistrano
CA 92675
(949) 493-4533
[San Juan School](#)

Viejo
26782 Via Grande
Mission Viejo CA
92691
(949) 582-2424
[Viejo School](#)

High Schools

Fred Newhart
25001 Veterans Way



[Fre](#) [ool](#)



Bernice Ayer
1271 Calle
Sarmentoso
San Clemente CA
92673

(949) 366-9607
HYPERLINK
"http://bams.scho
olloop.com/"
[Bernice Ayer School](#)

25



San Juan Capistrano
CA 92675
(949) 234-5907
[Marco Forster
School](#)

Se
Mi



no
ool

San Juan Hills
29211 Stallion Ridge
San Juan Capistrano
CA 92675
(949) 234-5900
[San Juan Hills School](#)

Fred Newhart
25001 Veterans Way
Mission Viejo CA
92692
(949) 855-0162
[Fred Newhart School](#)

Capistrano Valley
26301 Via Escolar
Mission Viejo CA
92692
(949) 364-6100
[Capistrano Valley
School](#)

Capistrano Valley
26301 Via Escolar
Mission Viejo CA
92692
(949) 364-6100
[Capistrano Valley
School](#)

Dana Hills
33333 Golden
Lantern
Dana Point CA 92629
(949) 496-6666
[Dana Hills School](#)

CUSD Language Immersion Goals

CUSD has promoted language immersion instruction since 1992 and currently offers programs in Spanish and Mandarin. The Two Way immersion program in Spanish is offered at four elementary sites while the One Way immersion program in Mandarin is offered at one elementary site. Students from both programs matriculate into middle and high school programs that support them with further study in target languages. The goals of the language immersion program are:

- **Goal 1: Bilingualism/Biliteracy**: Students develop high levels of language proficiency in both program languages.
- **Goal 2: Academic Achievement**: Students demonstrate high levels of academic achievement in two languages.
- **Goal 3: Sociocultural Competence**: Students develop an appreciation for and an understanding of diverse cultures.

Why Choose Language Immersion?

Making the decision to enroll a child in a language immersion program is one of the more important educational decisions that parents will make. Benefits of a language immersion education include:

- Students develop language proficiency in English and the target language while engaging with grade level content.
- Students develop a respect and appreciation of other cultures through academic and extracurricular activities.
- Studies link acquisition of a second language to cognitive benefits such as enhanced critical thinking skills and non-verbal problem solving abilities.
- Students are able to communicate with people from diverse linguistic and cultural backgrounds.
- Biliterate skills open up opportunities for future careers.

Commitment to the K-12 Program

The opportunity for a child to become bilingual and biliterate is priceless and requires commitment and investment on the part of parents. It is widely understood that it takes 5-7 years for students to reach native-like fluency in a second language. Parents are asked to commit to the language immersion program through fifth grade at minimum, and optimally to the K-12 program to ensure that their child has the time needed to fully develop their abilities in both languages.

Language Immersion Program Models

CUSD is proud to offer two models of language immersion. Each program is considered “additive bilingual”, meaning the child’s first language continues to be strengthened and augmented while he/she acquires a second language.

- **Two-Way Language Immersion** programs strive to include approximately equal numbers of students who are monolingual or dominant in English at the time of enrollment and students who are monolingual or dominant in the partner language at the time of enrollment. CUSD offers this program in both the 80/20 and 50/50 models.
- **One-Way Language Immersion** programs are those in which the majority of students are monolingual or dominant in English at the time of enrollment. These programs are also known as foreign or world language immersion programs.

Regardless of program model, the curriculum used in CUSD’s language immersion programs is aligned with the vision and goals of bilingualism/biliteracy, academic achievement, and sociocultural competence, and includes authentic literature across the grades. Additionally, the curriculum is:

- aligned with state standards and assessments
- academically challenging
- enriching
- integrated with technology
- horizontally and vertically aligned

Spanish Immersion Program				
Percentage of Instruction in Spanish/English				
	80/20		50/50	
K	80	20	50	50
1	80	20	50	50
2	70	30	50	50
3	60	40	50	50
4	50	50	50	50
5	50	50	50	50

Mandarin Immersion Program		
Percentage of Instruction in Mandarin/English		
	80/20	
K	80	20
1	80	20
2	70	30
3	50	50
4	50	50
5	50	50

Spanish Immersion Content Instruction: 80/20 Program

To ensure consistency across sites, CUSD has identified the language of instruction for subject areas at each grade level.

Grade	ELA*	SLA**	Science	History/SS	Math
K	English	Spanish	Spanish	Spanish	Spanish
1	English	Spanish	Spanish	Spanish	Spanish
2	English	Spanish	Spanish/English	Spanish	Spanish
3	English	Spanish	Spanish/English	Spanish	Spanish
4	English	Spanish	Spanish/English	Spanish	Spanish/English
5	English	Spanish	Spanish/English	Spanish	Spanish/English

Spanish Immersion Content Instruction: 50/50 Program

Grade	ELA*	SLA**	Science	History/SS	Math
K	English	Spanish	Spanish	Spanish	English
1	English	Spanish	Spanish	Spanish	English
2	English	Spanish	Spanish	Spanish	English
3	English	Spanish	Spanish	Spanish	English
4	English	Spanish	Spanish	Spanish	English
5	English	Spanish	Spanish	Spanish	English

* ELA: English Language Arts ** SLA: Spanish Language Arts

Mandarin Immersion Content Instruction Kindergarten – 8th Grade

Grade	ELA*	MLA**	Science	History/SS	Math
K	English	Mandarin	Mandarin	Mandarin	Mandarin
1	English	Mandarin	Mandarin	Mandarin	Mandarin
2	English	Mandarin	Mandarin/English	Mandarin	Mandarin/English
3	English	Mandarin	English	English*	Mandarin
4	English	Mandarin	English	English*	Mandarin
5	English	Mandarin	English	English*	Mandarin
6	English	Mandarin	English	Mandarin	English
7	English	Mandarin	English	Mandarin	English
8	English	Mandarin	English	English	English

* ELA-English Language Arts ** MLA-Mandarin Language Arts

*“If you talk to a man in a
language he understands,
that goes to his head. If you
talk to him in his own
language, that goes to his
heart.”*

Nelson Mandela

Secondary Language Immersion Program

Secondary language immersion students continue their studies in the target language as they matriculate to middle and high school. They develop linguistic sophistication and are provided the opportunity to participate in Advanced Placement and/or International Baccalaureate world language courses as offered at their high schools. Students earn distinguished recognition at graduation for their academic performance within the language immersion program. Please visit the high school websites for more specific information about their language immersion pathway of courses.

Grade	Spanish Immersion		Mandarin Immersion	
	Spanish	English	Mandarin	English
6	Social Studies Science *SLA	All other courses	Social Studies **MLA	All other courses
7	Social Studies *SLA	All other courses	Social Studies **MLA	All other courses
8	*SLA	All other courses	**MLA	All other courses
9-12	1 HSS Course 4 years Spanish/World Language	All other courses	1 HSS Course 4 years Mandarin/World Language	All other courses

* SLA-Spanish Language Arts ** MLA-Mandarin Language Arts

California State Seal of Biliteracy

Students who participate in the language immersion program are well prepared to qualify for the California State Seal of Biliteracy, a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in one or more languages. The Seal of Biliteracy

is marked by a gold seal on a student's diploma. To learn more about the California Seal of Biliteracy visit <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

Instruction in the Language Immersion Classroom

Instructional strategies in language immersion classrooms mirror those used in all CUSD classrooms.

Great First Instruction (GFI)

Great First Instruction (GFI) Strategies are integral to the instruction provided at all grade levels. Language immersion teachers are trained in the use of these strategies to ensure students achieve at high levels in both languages. These strategies include:

- Consistent use of content and language objectives
- Scaffolding techniques
- Promotion of higher-order thinking skills
- Frequent opportunities for interaction
- Grouping configurations that support objectives
- Assessment of student learning

Teaching students to listen, speak, read, and write in two languages while maintaining high levels of academic achievement is a challenging endeavor. For this reason, instruction in language immersion classrooms is rigorous and strategic, as well as motivating, engaging, highly interactive, and intellectually challenging. Students are provided multiple opportunities to experience meaningful interaction with others, to engage with a variety of literary and informational text, and to collaborate with peers.

At each grade level, content is taught in one language or the other and teachers work diligently to adhere to the language of instruction. In the primary grades there is a strong focus on keeping languages separated whenever possible to prevent students from relying on their native languages. As students become bilingual, they use resources in both languages to learn and produce content.

Frequent professional learning opportunities support language immersion teachers in strengthening their planning and instructional skills. Additionally, teachers meet with peers across the program, both horizontally and vertically, to examine the instructional program and plan improvements. Teachers regularly collaborate with grade level peers to analyze student data so that they might plan intervention and enrichment opportunities accordingly.

Assessment and Evaluation of Language Acquisition

Language immersion programs use multiple assessment measures in both languages to evaluate students' progress toward meeting bilingual and biliteracy goals in addition to content-related goals.

Assessments are aligned with the goals of the program and with curriculum and state content standards. Formative and summative assessments are conducted in both languages and shape and monitor program effectiveness in addition to measuring student progress.

The following assessments are used in CUSD's language immersion programs and are integral to assessing student progress, guiding instruction and planning professional development.

Assessments: Spanish Language Immersion Program	Assessments: Mandarin Language Immersion Program
California Assessment of Student Performance and Progress (CAASPP) in English	California Assessment of Student Performance and Progress (CAASPP) in English
California Assessment of Student Performance and Progress (CAASPP) in Spanish	English Language Proficiency Assessments for California (ELPAC)
English Language Proficiency Assessments for California (ELPAC)	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
Indicadores Dinámicos del Éxito en la Lectura (IDEL)	Avant Standards-Based Measurement of Proficiency (STAMP)
Common formative assessments designed by classroom teachers	Common formative assessments designed by classroom teachers

Grade Span Assessments and General Achievement Expectations

Grade Level Span	Language Arts	Math	General Achievement Expectations
K-2	<ul style="list-style-type: none"> • IDEL/DIBELS, • ELPAC • Common Interim Assessments 	<ul style="list-style-type: none"> • i-Ready Math 	The expectation for student achievement in this grade span is that students will end second grade with a solid grasp of Spanish or Mandarin while also being at grade level in mathematics. It is understood that students may be below grade level in English literacy skills due to the focus on the target language.
3-5	<ul style="list-style-type: none"> • IDEL/DIBELS • CAASPP ELA and SLA • ELPAC • AAPL (5th grade Mandarin) • Common Formative Assessments 	<ul style="list-style-type: none"> • i-Ready Math • CAASPP Math 	The expectation for student achievement in this grade span is that students will be able to learn content and curriculum in both languages. Students should be speaking and writing in both languages and also aware of different cultures and accepting of differences.
6-8	<ul style="list-style-type: none"> • CAASPP ELA and SLA • ELPAC • Common Formative Assessments • STAMP (Mandarin) 	<ul style="list-style-type: none"> • CAASPP Math • Common Formative Assessments 	The expectation for student achievement in this grade span is that students will continue to refine both languages as the percentage of Spanish/Mandarin instruction decreases while there is increased instruction in English. Students are expected to achieve at grade level standards in both languages and in content areas taught in a specific language.
9-12	<ul style="list-style-type: none"> • CAASPP ELA (9th and 11th grades) • ELPAC • Common Formative Assessments • AP and/or IB Tests • CUSD Common Interim Assessments 	<ul style="list-style-type: none"> • CAASPP Math (9th and 11th grades) • Common Formative Assessments 	The expectation for student achievement in this grade span is that students will end their high school years fully bilingual and biliterate and achieving at or above proficiency in all subject areas. Students are given various ways to earn distinguished recognition and the CA Seal of Biliteracy upon graduation for their academic performance within the language immersion pathway. Students are encouraged to use their bilingual skills in post-secondary plans.

Continuous Cycle of Improvement

Capistrano Unified School District is committed to the growth of professional learning communities (PLC). All language immersion schools participate in the PLC process to ensure the academic growth of students in both languages. Using PLC protocols, schools provide intervention and enrichment based on the results of assessments administered in both languages. Teachers and support staff work together to monitor student learning and provide timely interventions and enrichment opportunities.

As a language immersion PLC community, our schools are committed to the following:

- A focus on learning rather than teaching
- Collaboration on matters related to learning
- Accountability for results that fuel continual improvement
- Participation in the Plan, Do, Study, Act PLC protocol on a regular basis to ensure students are learning at high levels and receiving the timely support they need

Collaborative teams at each language immersion school focus on four critical questions about student learning in both languages:

1. What do we want students to know and be able to do?
2. How will we know they have learned it?
3. How do we respond when they don't learn it?
4. How do we respond when they have already learned it?

Interventions

Interventions are based on the PLC process and are provided as follows:

- Small group instruction
- Individualized instruction with classroom teacher or aide
- Before or after school intervention programs
- Online language and math programs in both languages
- Use of differentiated strategies and instructional materials as appropriate

Admission and Enrollment

Kindergarten Enrollment Procedures

Attend a mandatory Language Immersion meeting and tour

School sites host information meetings for interested parents with the purpose of providing an overview of the language immersion program and its expectations.

Complete the Language Immersion Program Application

Parents complete a paper or online Language Immersion Program Application within the application window for language immersion. Parents may submit only ONE application for one language immersion school. Parents may include alternate school choices, to increase chances of admittance based upon space available.

Written Notification

Within three weeks of the closing of the application window, parents receive a written notification as to whether or not their child is accepted into the language immersion program.

Enrollment Packet

Once parents receive written notification of acceptance into the program, an enrollment packet is picked up at the school site. Enrollment packets must be completed and turned in to the school within the established time frame. Failure to return a completed packet within the school's timeline may result in revocation of acceptance and placement on a waiting list.

For questions regarding students transferring into CUSD's language immersion programs from previous language immersion schools, call the Office of Language Acquisition at (949)234-9259.

Enrollment after Kindergarten/Moving Within the Program

CUSD's Language Immersion (LI) program is a kindergarten through twelfth grade program*. Enrollment in each grade level is limited to the number of students determined to be at capacity for the site. If the school's enrollment is at capacity there will not be consideration of the parent's request to enroll. For families interested in enrolling their child in a grade beyond kindergarten, the following criteria will be used to determine eligibility for enrollment:

1. Available space in the desired LI school and grade
2. Student is a sibling of an existing LI student at the school
3. Student has a parent who works at the LI site in which they wish to enroll
4. Student resides within the boundaries of the LI school in which they wish to enroll
5. Student resides within the Capistrano Unified School District (CUSD) boundaries
6. Student has a parent who works within CUSD

*Transitional Kindergarten programs are not available in the Language Immersion program. Enrollment in a LI preschool program does not ensure a place in LI Kindergarten. The application and enrollment process must be completed to enter LI Kindergarten.

Eligibility for first grade:

English Only (EO) and English Learners (EL) will be allowed to enroll.

Eligibility for second grade and beyond:

- Student language classification will be determined by the Home Language Survey or previous CALPADS data. Students who are EL must speak the target language of the LI school to be considered for entry.
- Students who are classified as EO students must have previous language Immersion enrollment or experience. Administrative personnel will verify this experience.

Re-entry into program after a multi-year break in enrollment (secondary).

- A student's language classification will be determined by the Home Language Survey or previous CALPADS data. Students who are EL must speak the target language of the LI school to be considered for entry.
- Students who are classified as EO students must have previous language immersion enrollment or experience. Administrative personnel will verify this experience

Language Immersion (LI) Frequently Asked Questions

How early can I sign my child up for the LI Program?

Interest lists are not maintained. Parents can apply during the application window (December-February) prior to their child entering kindergarten.

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

Ideally, students should begin the program in kindergarten. However from time to time there are seats available in the higher grades. If you are interested in enrolling your child in first grade, contact the school of interest to see if there are openings and if so complete the LI program application. In grades 2-5, applications will be considered if students have previous language immersion experience or have attained a level of proficiency in the target language commensurate with the grade level in which enrollment is requested.

My home school is not one of the LI sites. What do I do?

Complete the district's language immersion application and indicate the language immersion site of your choice. Once your child enrolls in the LI school, that school becomes his/her home school from kindergarten forward.

What happens if I don't get into the LI school of my first choice and I want to transfer to another LI school? Do I need to complete another application?

Parents complete one LI application only. When completing the application be sure to answer the question that asks about your interest in a different LI school if not accepted into your first choice. We will call you to let you know what schools have openings.

Are there any requirements to get accepted into the program? Are students tested to get into the program?

Students are not tested prior to entering the program. The only information considered is the student's age and dominant language.

If my child has special needs, can they still be in the LI program?

Yes! Students with special needs have excelled in the program throughout the years. Upon notifying the school that your child has special needs, personnel will meet with you to gain an understanding of the support your child requires.

What are my chances of getting into the program?

The language immersion program is a very popular program. It is critical that you attend a LI meeting and tour and complete the online application during the specified window. The number of seats available differs at each LI school.

What happens if there are not enough spots in the program for the number of applications? How will I know if there will be a lottery?

Once the enrollment criteria has been applied, a lottery system is used to select students for the remaining spaces. If there are more applicants than seats, the remaining students are placed on a wait list. You will receive notification that your child is in the program or that he/she is on the wait list.

Once I have applied to the LI program, is my child considered enrolled in kindergarten for this coming fall?

No, the application to the LI program does NOT serve as enrollment in kindergarten. You must also complete the Kindergarten Enrollment Packet. The packet is available at your School of Residence and should be completed and turned in to the LI school to which your child has been accepted.

How soon will I hear back from the district after I send in my application?

You will hear back from CUSD after the LI application window closes. Our goal is to provide you with enrollment or wait list information by the end of February/beginning of March and prior to the School of Choice application window.

How successful are LI programs?

Several decades of scientifically based research document that native English speakers and English learners experience lasting positive cognitive, academic, linguistic, socio-cultural, and economic benefits from participating in language immersion programs.

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

There is no research to indicate this. Rather, research has consistently shown that learning in two languages enhances academic growth. However, moving children in and out of the program should be avoided at all costs. To gain the most benefit from the program, students need to stay in the program consistently through 5th grade at minimum.

Are there programs such as this one in surrounding districts?

Yes, language immersion programs are growing in popularity and ever expanding. Saddleback USD, Garden Grove, Santa Ana, and others have well-established LI programs.

Resources and Information

Click on the titles below to link to the websites

[*Capistrano Unified School District Language Immersion Webpage*](#)

[*Center for Applied Linguistics, Two Way Immersion*](#)

[*The Center for Advanced Research on Language Acquisition*](#)

[*Association of Two-Way and Language Education*](#)

[*Seal of Biliteracy*](#)

[*Language Immersion Program FAQ from the California Department of Education-*](#)

[*National Association for Bilingual Education \(NABE\)*](#)

[*Colorín Colorado; A bilingual site for families and educators*](#)

[*Dual Language Schools*](#)

[*Center for Applied Linguistics*](#)

[*The Two-Way Immersion Toolkit*](#)

[*California Association for Bilingual Education \(CABE\)*](#)

Board Policy: Language Immersion and International Baccalaureate

Admissions 5111.5(a)

Purpose and Intent

The Board of Trustees encourages District students to challenge themselves academically, cultivate intercultural understanding and respect, and develop biliteracy, bilingualism, and biculturalism. The District shall offer opportunities for students to participate in both International Baccalaureate and Language Immersion programs. The kindergarten through grade 12 Language Immersion and International Baccalaureate programs are integral features of the District's instructional offerings. The District's International Baccalaureate programs shall provide structured, purposeful inquiry that engages students in their own learning. The District's Language Immersion program shall provide academic content and literacy in English and a partner language. The goals of Language Immersion are for students to develop high levels of language proficiency and literacy in both program languages, to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures.

Once admitted to a Language Immersion or International Baccalaureate program, the program becomes the student's School of Residence and matriculation path through high school.

School capacities and class size mandates/guidelines are established to optimize the use of existing facilities and to maintain relatively balanced enrollments. All Language Immersion and International Baccalaureate schools offer high-quality instructional programs addressing the District's mission, goals, and adopted curricula. Parents/guardians of any student who resides within District boundaries may apply to a Language Immersion program or an International Baccalaureate program, regardless of the location of their residence within the District. This policy includes a *Grandfather Clause* for currently enrolled Language Immersion students which will be implemented 2016-2024 to provide adequate time for parents and student to select their Language Immersion middle and high schools. Matriculation pathways will begin with the newly enrolled kindergarten students in the 2016-2017 school year and will be in full effect the 2024-2025 school year. The 2015-2016 kindergarten class will be in grade 8 in 2023-2024; the transition plan will conclude with these students. As part of the transition plan, staff will survey the parents and students for their preferred matriculation school, and will enroll students in their selected school without a School of Choice application or additional paperwork.

Priority Criteria for School Placement

The criteria below will be used to fill the openings at each Language Immersion and International Baccalaureate site. After all School of Residence students have been placed, any child of an employee will be given priority placement at the employee's work site. At each step, a random unbiased lottery will be used to fill openings. Remaining openings will be determined before moving to the next criteria, as outlined in the following section, until all open positions are filled.

District students residing in any Board-approved school attendance area shall first be provided the option of attending the Language Immersion/International Baccalaureate program at their School of Residence.

Any sibling(s) of a currently enrolled Language Immersion/International Baccalaureate student. Sibling means brother/sister, step-brother/step-sister, or foster brother/sister residing in the same household.

Students residing within the District attendance boundaries, but not within the Language Immersion/International Baccalaureate school attendance boundaries.

Students of an employee who is not assigned to the Language Immersion or International Baccalaureate work campus, and who resides outside the District attendance boundaries.

Interdistrict transfers (students who reside outside the District attendance boundaries).

Matriculation Pathways

The International Baccalaureate program and the Mandarin Language Immersion Program are open to applicants Districtwide. After initial Spanish Language Immersion kindergarten enrollment, if a family wishes to change schools, or change to a new pathway, for any reason, this request must be done through the School of Choice (SOC) process. Language Immersion/International Baccalaureate families will be afforded priority in the SOC process. Priority will be based upon the criteria as outlined in the SOC policy, with priority given to support a student's continued participation in a K-12 program. The guaranteed matriculation pathways, as outlined within the matriculation pathway table, and will be in full effect the 2024-2025 school year.

Matriculation Pathways

Language Program	Spanish Immersion	Spanish Immersion	Spanish Immersion	Spanish Immersion	Mandarin Immersion	International Baccalaureate
Elementary Schools	Viejo	San Juan	RH Dana	Las Palmas	Bergeson	Hankey
Middle Schools	Newhart	Marco Forster	Marco Forster	Bernice Ayers	Newhart	Hankey
High Schools	CVHS	SJHHS	DHHS	SCHS	CVHS	CVHS

*Two District high schools offer International Baccalaureate programs: Capistrano Valley High School and San Clemente High School.

Home-to-School Bus Transportation

If the Language Immersion or International Baccalaureate School is a student's School of Residence and the school provides transportation, the student may qualify to receive District provided transportation. Transportation of students who do not reside within the attendance area of the Language Immersion or International Baccalaureate school, is the responsibility of the parent/guardian.

School-to-School Bus Transportation

If parents living within a Spanish Language Immersion attendance area do not wish to have their child participate in a language immersion program or if students are ineligible due to starting in the school in a higher grade level without Spanish proficiency, District transportation will be provided from the school of residence to another school within the District through a double boundary or Every Student Succeeds Act (ESSA) Receiving School:

Spanish Language Immersion School	Double Boundary	ESSA Receiving School
Las Palmas Elementary	N/A	Marblehead Elementary Palisades Elementary Truman Benedict Elementary
R.H. Dana Elementary	Del Obispo Elementary	N/A
San Juan Elementary	N/A	Ambuehl Elementary Del Obispo Elementary
Viejo Elementary	Bathgate Elementary	N/A

K -12 Program Assurances

Language Immersion and International Baccalaureate are a K -12 commitment both for families and the District. Students and families are asked to commit to the program through all three school levels. The District's commitment to the families in these programs lies in providing quality standards-driven instruction, that will allow students to demonstrate high levels of academic achievement, develop an appreciation for and an understanding of diverse cultures, and develop proficiency and literacy in both program languages in Language Immersion programs. Students who struggle academically or who experience difficulty in acquiring the program language and content will be supported with quality instruction and intervention strategies rather than being exited from the program.

Language Immersion and International Baccalaureate Students who are involuntarily transferred back to their original School of Residence, or another school deemed appropriate, have the right to an Admission and Discharge hearing relative to the infraction which caused the involuntary transfer. Students requesting a transfer to their School of Residence after having been accepted into another school through the School of Choice (SOC) process, will not be guaranteed a place in their School of Residence until after the next SOC cycle, or unless space is available.

Legal Reference:

EDUCATION CODE

Authority of governing boards

35160.1 Broad authority of school districts

35160.5 District policies; rules and regulations

35291 Rules

Transportation of students

Assignment of students to particular schools

29 Ops.Cal.Atty.Gen. 63

Policy CAPISTRANO UNIFIED SCHOOL DISTRICT

Adopted: April 13, 2016

San Juan Capistrano, California

Revised: December 14, 2016

Administrative Regulation - AR 5111.5(a)

LANGUAGE IMMERSION

1.0 Purpose

The District's kindergarten through 12th grade Language Immersion (LI) program is available to all students. The program goals are focused on bilingualism, biliteracy, academic achievement, and sociocultural competence. These skills equip students to find success in college and career endeavors.

1. Students achieve dual language proficiency in English and in the target language while developing high level academic skills.
2. Students develop respect and appreciation of other cultures and experience multicultural settings.
3. Biliteracy allows students the option to utilize these skills in future careers.

2.0 Program Model

2.1 There are two Language Immersion program models at the elementary level:

2.1.1 In the 80/20 model students in kindergarten and first grade receive 80% of their instruction in the target language and 20% of their instruction in English. Each year, target language instruction decreases and English language instruction increases, reaching 50% target language and 50% English instruction by fourth grade. Students develop academically and linguistically in both languages.

2.1.2 In the 50/50 model students in all grade levels experience 50% of their instructional day in each language.

2.2 The secondary Language Immersion program model varies based on secondary level.

2.2.1 Middle School Language Immersion programs:

1. Spanish Language Immersion:

In sixth grade, students take two core academic classes in Spanish and one Spanish Language Arts class in place of their elective. In seventh grade, students take one core academic class in Spanish and one Spanish Language Arts class in place of their elective. In eighth grade, students take one Spanish Language Arts class in place of their elective. When a zero period class is available, students may have the opportunity to enroll in an additional elective based on established criteria.

1. Mandarin Language Immersion:

In sixth and seventh grades, students take one core academic class in Mandarin and one Mandarin Language Arts class in

place of their elective. In eighth grade, students take one Mandarin Language Arts class in place of their elective. When a zero period class is available, students may have the opportunity to enroll in an additional elective based on established criteria.

2.2.2 High School Language Immersion Programs:

1. In ninth grade, students take one core academic class in the target language and one Language Arts course in the target language as an elective.
2. In tenth, eleventh, and twelfth grade, students take one academic class in the target language.

3.0 Admissions and Enrollment

Language Immersion registration takes place prior to the School of Choice application window and the regular registration period. Starting in the late Fall, Language Immersion elementary sites offer tours and informational meetings. Parents are then invited to submit an application to the school in which they are interested. While awaiting acceptance to the LI school, parents are required to register their child at their home school in the event that they do not receive admittance to the program.

Once a student is admitted to a Language Immersion program, the school in which they are admitted becomes the student's School of Residence. While a student resides within Capistrano Unified School District, their initial School of Residence remains the same, regardless of where they live. Matriculation patterns through high school are determined at initial enrollment in the program (beginning with the 2016-2017 kindergarten class). Parents are clearly notified of this upon enrollment. School of Choice policies do not apply to Language Immersion students.

The following criteria shall be used to fill kindergarten openings at each Language Immersion site:

1. School of Residence
2. Sibling(s) of currently enrolled students
3. Students of an employee who work at the site
4. Students residing within District attendance boundaries
5. Students of an employee who resides outside of the District boundaries
6. Interdistrict transfers

3.1 Language Immersion entry in grades beyond kindergarten

The District Language Immersion Program is a kindergarten through twelfth grade program. Enrollment in each grade level is limited to the number of students determined to be at capacity for the site. If the school's enrollment is at capacity, a parent's request to enroll will not be considered.

For families interested in enrolling their child in a grade beyond kindergarten, the following criteria will be used to determine eligibility for enrollment:

1. Available space in the desired LI school and grade
2. Student is a sibling of an existing LI student at the school
3. Student has a parent who works at the LI site in which they wish to enroll
4. Student resides within the boundaries of the LI school they wish to enroll
5. Student resides within the Capistrano Unified (CUSD) boundaries
6. Student has a parent who works within CUSD

3.1.1 Eligibility for first grade
English Only (EO) and English Learners (EL) will be allowed to enroll.

3.1.2 Eligibility for second grade and beyond

1. Student language classification will be determined by the Home Language Survey or previous CALPADS data. Students who are English Learners (EL), Reclassified Fluent English Proficient (R-FEP), or Initial Fluent English Proficient (I-FEP) must speak the target language of the LI school to be considered for entry.
2. Students who are classified as English Only (EO) students must have recent Language Immersion enrollment or experience. This experience will be verified by administrative personnel.

3.1.3 Re-entry into program after a multi-year break in enrollment

1. Student language classification will be determined by the Home Language Survey or previous CALPADS data. Students who are EL, R-FEP, or I-FEP must speak the target language of the LI school to be considered for entry.
2. Students who are classified as EO students must have recent Language Immersion enrollment or experience. This experience will be verified by administrative personnel.

3.1.4 Late Enrollment Process

1. Verify the language classification of the student via CALPADs or the Home Language Survey and Initial ELPAC results. If the student is EO, District staff will verify prior recent immersion experience.
2. Verify that space is available in the LI school being requested
3. District staff will:
 - a. Confirm the name of the student to be enrolled
 - b. Communicate with and direct parents to the site for enrollment
 - c. Support site staff, as necessary, in enrolling the student

If the student does not fit the criteria or if there is no space available in the school and grade, parents will be informed that the student will not be enrolled in LI. Sites will keep interest lists of students whose parents have been through the above process but denied enrollment due to lack of space.

When opening a new LI program, consideration to the grade level(s) in which students enter will be given. Student demographics and academic needs will be paramount in decision making. Specialized support may be needed to ensure students are not adversely affected due to the unique circumstances of starting this instructional program.

3.2 Transfers

Requests for transfer from one Language Immersion school to another will be addressed by District staff and will be handled on a case-by-case basis.

4.0 Program Monitoring and Exiting

All students are administered state and local assessments. Assessment data is analyzed at the site and District level to determine program effectiveness. Common formative assessment data is analyzed at the site level as an ongoing process to inform instruction and ensure high levels of student performance.

As students matriculate from fifth grade to sixth grade and from eighth grade to ninth grade, parents of all LI students are surveyed to determine whether their child will remain in the LI program. If parents indicate that they are not continuing, District staff will contact them to ascertain the reason for discontinuing. This information provides staff with attrition patterns and trends in order to determine support needed to retain students.

District staff is committed to providing the support necessary for all students to be successful. Parents who wish to withdraw their child from the LI program will be counseled by school staff regarding the academic impact of such a decision and encouraged to remain in the program.