

**Garvey School District**  
**DUAL LANGUAGE *Plus* PROGRAMS**  
**KINDERGARTEN**

**Program Participation Application**  
**2019-2020 School Year**

**Application Due Date: February 28, 2019**

**To apply, please use one of the following options:**

- 1) Complete this application and **submit** at the District Office (2730 N Del Mar Ave., Rosemead, CA 91770)
- 2) Attend a **School Visit/Meeting**: <https://www.garvey.k12.ca.us/apps/pages/duallanguageplusevent>
- 3) Submit an **online** application: <https://www.garvey.k12.ca.us/apps/pages/duallanguageplus>

**Parents will receive notification regarding approval status by March 15, 2019.**

<b>Child's First Name:</b>	<b>Child's Last Name:</b>	<b>Child's Date of Birth:</b>
<b>Parent's First Name</b>	<b>Parent's Last Name:</b>	<b>Contact Number:</b>
<b>School of Residence:</b>		<b>Email:</b>
<b>Home Address:</b>		

**SCHOOLS & PROGRAMS Requested**

**Check ALL the School(s) you would like to enroll your child in.**

If you check more than one school, please indicate your **priorities by marking 1, 2, and 3.** (1 = most desirable)

**Dewey Avenue Elementary School (Spanish/English Dual Language *Plus* Program)**

*525 E. Dewey Ave., San Gabriel, CA 91776*

**Program:**

8:20 a.m.-2:35 p.m. (during school day) – Spanish/English Dual Language Program

2:35-3:30 p.m. (required) – After-School Enrichment Program to develop appreciation for Chinese language and culture through visual and performing arts

**Duff Language Magnet Academy (Chinese/English Dual Language *Plus* Program)**

*7830 Dorothy Ave., Rosemead, CA 91770*

**Program:**

8:20 a.m.-2:35 p.m. (during school day) – Chinese (Mandarin)/English Dual Language Program

2:35-3:30 p.m. (required) – After-School Enrichment Program to develop appreciation for Spanish language and culture through visual and performing arts

**Hillcrest Elementary School (Chinese/English Dual Language *Plus* Program)**

*795 Pepper Street, Monterey Park, CA 91755*

**Program:**

8:20 a.m.-2:35 p.m. (during school day) – Chinese (Mandarin)/English Dual Language Program

2:35-3:30 p.m. (required) – After-School Enrichment Program to develop appreciation for Spanish language and culture through visual and performing arts

**PARENT COMMITMENT**

The Dual Language *Plus* Program is a challenging and rigorous program. Parent support and commitment to the program is of critical importance to the success of your child in the program.

Please indicate your commitment in the following areas:

- Attend a Parent Orientation Meeting before the start of the new school year.
- Positively support and encourage your child in the acquisition of the target language.
- Positively support the teachers.
- Volunteer for the program as your schedule permits.
- Commit to attending Dual Language parent workshops.
- Commit to the entire duration of the program. It takes at least 5 years to 7 years to develop intermediate fluency in academics in a target language. (Inform the school if the child has to withdraw from the program due to unforeseen circumstances.)

## Garvey School District Dual Language *Plus* Program Overview

### WHAT IS DUAL LANGUAGE+ PROGRAM?

- Students develop simultaneous proficiency in English and a target language. Students learn academic content through the target language and English. For Garvey School District, the target languages offered are Spanish and Chinese Mandarin.
- Additionally, students experience a third language as an afterschool enrichment to promote cultural exposure and appreciation.

### WHY DUAL LANGUAGE+ PROGRAM AT GARVEY SCHOOL DISTRICT?

#### 1) 21<sup>st</sup> Century Competencies

Several decades of scientifically-based research in the U.S. and Canada indicate that native English speakers and English learners experience lasting cognitive, academic, linguistic, socio-cultural and economic benefits from participation in dual language programs (Peale & Lambert, 1962; Cummins, 1979; Krashen, 1983; Genesee, 1984; Willig, 1985; Cloud, Genesee & Hamayan, 2000; Thomas & Collier, 1997/2002; Lindholm Leary, 2005). Specifically, the benefits are essential to developing 21<sup>st</sup> Century Competencies, including:

- **Bilingualism & Biliteracy**  
Students develop a high level of proficiency in the target language and English beginning in Kindergarten through high school.
- **Cognitive Competencies & Academic Excellence**  
Students develop higher levels of cognitive brain function and proficiency in problem solving and other mentally demanding tasks. The advanced cognitive competencies help students attain academic excellence in all subject areas and met or exceed State and District standards.
- **Multicultural Understanding & Appreciation**  
Students develop positive attitudes and appreciation toward their own ethnic identity and world cultures, promoting healthy self-esteem and collaboration in our global, multicultural society.

#### 2) District & State Vision

- Garvey School District's vision is to develop 21<sup>st</sup> Century leaders. To lead effectively in a global society, 21<sup>st</sup> Century leaders need to be equipped with cognitive, social-emotional, cultural and linguistic competencies.
- In May 2018, the state of California launched the "Global California 2030" initiative to vastly expand the teaching and learning of world languages and the number of students proficient in more than one language over the next 12 years.

#### 3) Community Support

- Parent surveys indicate strong interest in dual language programs.
- Majority of students in Garvey School District has a home language other than English (e.g., 36% Chinese, 20% Spanish). Students bring to school rich language and cultural assets that can be further developed to attain bilingualism and biliteracy.

### CHALLENGES & COMMITMENT

#### 1) Potential Challenges

- Some children may feel frustrated in the initial months of the program. However, this phenomenon is completely normal and temporary for the initial phase of the Dual Language program. Research indicates that it is easier for young children to learn a second language than when they are older.
- The English proficiency level of students in the primary grades (e.g., K-2) may not be as high as the English level of students in English Only programs. However, this is the expected outcome of the Dual Language program design. Research indicates that beginning in upper grades students in Dual Language program begin to achieve a similar or higher English proficiency level than their peers in English Only program.

#### 2) Required Commitment

- Parents understand the program design, align their expectations to the progressive outcomes, and commit to the entire duration of the program to gain the maximum benefits.
- Parents serve as partners in promoting the program goals by attending parent meetings/training, volunteering in the classroom, and providing support to children at home.
- Students make persistent efforts to meet program requirements.

## GARVEY SCHOOL DISTRICT – DUAL LANGUAGE *PLUS* PROGRAM DESIGNS

Beginning 2018-19 school year, Garvey School District will provide two Dual Language *Plus* program models.

### Spanish & English+ Program

- The Spanish & English+ Program follows a 90:10 model, enhanced with an additional 10% for a third language experience offered afterschool.
- The 90:10 model is used because Spanish and English share a similar alphabetic system; therefore, there is a more immediate transfer of instruction between languages.
- The percent (%) of time spent for instruction in Spanish and English varies across grade levels. In Kindergarten, 90% of time is spent for instruction in Spanish and 10% in English. The amount of time in Spanish decreases annually by 10 percent until a 50:50 balance is achieved in 4<sup>th</sup> grade.

Grades	During School Day % of Instructional Time		After School % of Instructional Time
	Spanish	English	Third Language (Chinese)
K	90	10	10
1	80	20	10
2	70	30	10
3	60	40	10
4	50	50	10
5	50	50	10
6	50	50	10

+10% (afterschool)	Chinese (Cult/Performing Arts)	Chinese (Cult/Performing Arts)	Chinese (Cult/Performing Arts)	Chinese (Cult/Performing Arts)	Chinese (Cult/Performing Arts)	Chinese (Cult/Performing Arts)	Chinese (Cult/Performing Arts)
100%	ELD/Science	ELD/Science	ELA & ELD Science	ELA & ELD Science	ELA & ELD Science Math	ELA & ELD Science Math	ELA & ELD Science Math
90%	Spanish Language Arts	Spanish Language Arts	Spanish Language Arts	Spanish Language Arts	Spanish Language Arts Social Studies	Spanish Language Arts Social Studies	Spanish Language Arts Social Studies
80%							
70%							
60%							
50%	Social Studies	Social Studies	Social Studies	Social Studies	Math	Math	Math
40%	Math	Math	Math	Math	Math	Math	Math
30%							
20%							
10%	PE	PE	PE	PE	PE	PE	PE
Grade	K	1	2	3	4	5	6

Spanish
  English
  Third Language (Chinese)

### Chinese & English+ Program

- The Chinese & English+ Program follows a 50:50 model, enhanced with an additional 10% for a third language experience offered afterschool.
- The 50:50 model is selected because Chinese uses a non-alphabetic system so the language transfer takes longer.
- Therefore, there is an equal emphasis on both languages and the amount of time spent for each language is 50 percent in all grade levels.

Grades	During School Day % of Instructional Time		After School % of Instructional Time
	Chinese	English	Third Language (Spanish)
K	50	50	10
1	50	50	10
2	50	50	10
3	50	50	10
4	50	50	10
5	50	50	10
6	50	50	10

+10% (afterschool)	Spanish (Cult/Performing Arts)	Spanish (Cult/Performing Arts)	Spanish (Cult/Performing Arts)	Spanish (Cult/Performing Arts)	Spanish (Cult/Performing Arts)	Spanish (Cult/Performing Arts)	Spanish (Cult/Performing Arts)
100%	ELA & ELD	ELA & ELD	ELA & ELD	ELA & ELD	ELA & ELD	ELA & ELD	ELA & ELD
90%	Math	Math	Math	Math	Math	Math	Math
80%	Science	Science	Science	Science	Science	Science	Science
70%	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
60%							
50%	Chinese LA	Chinese LA	Chinese LA	Chinese LA	Chinese LA	Chinese LA	Chinese LA
40%	Math	Math	Math	Math	Math	Math	Math
30%	Science	Science	Science	Science	Science	Science	Science
20%	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
10%	PE	PE	PE	PE	PE	PE	PE
Grade	K	1	2	3	4	5	6

Chinese
  English
  Third Language (Spanish)