



Hacienda La Puente Unified School District

Master Plan for Dual Language Immersion Programs



Hacienda La Puente Unified School District Dual Language Immersion Master Plan

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Acknowledgements



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October 15, 2021

To the Hacienda La Puente Unified School District Community:

It is the goal of Hacienda La Puente Unified School District that all students will graduate, and upon doing so, be world competitive. In pursuit of this goal, the Board of Education made the decision in 2009 to initiate a Dual Immersion Program option for our students. The first of these programs, a Mandarin Dual Immersion Program, began at Wedgeworth Elementary School in the fall; later a Spanish Dual Immersion Program at Los Altos Elementary School and Valinda School of Academics in the 2012 school year. In 2016, Korean Dual Language Program began at Cedarlane Academy. Consistent with the District's vision and beliefs, the charge to program staff and administrators is to ensure that students in the Dual Language Program achieve high levels of academic success in both the target language, as well as in English. As an added benefit, students will develop the critical intercultural skills needed to be positive contributors in an increasingly interconnected, global society.

This Dual Language Master Plan outlines the K-12 pathway for Hacienda La Puente Unified School District students in the Dual Immersion Program and will allow our teachers and administrators to grow in their understanding of Dual Language education and partnership at all grade levels. We recognize that through this work, HLPUSD has entered a strong network of Dual Language programs within the state and nation. We will work with county agencies and other technical support organizations that we consider resources for the continued successful development of our program, students, teachers, and administrators.

We are pleased to provide this opportunity to create exciting educational environments that prepare our students to be leaders in a multilingual and multicultural world. We hold high expectations for these students who we know will be able to bridge linguistic and cultural differences in the community. We believe these students will become excellent contributors to our community and beyond.

Sincerely,

Dr. Alfonso Jiménez
Superintendent

Vision Statement:

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.

Chapter 1: HLPUSD Mission and Vision Statements

Partners in Your Child's Future

Our Mission

The Hacienda La Puente Unified School District is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district curriculum is based on the California State Frameworks. Classroom instruction is integrated, thematically applied, technologically integrated, and sensitive to the individual learning styles of students and the needs of the multicultural community we serve.

Our Guiding Principles

Our commitment to partnerships exemplifies our Board's Guiding Principles. Our Board believes students, parents, staff, and community have a shared responsibility:

- We believe students, parents, staff, and community have a shared responsibility for the establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, mutual trust, and respect.
- We believe students, parents, staff, and community have a shared responsibility for recognizing the diverse learning styles and individual needs of our students and ensuring all students meet high learning standards.
- We believe students, parents, staff, and community have a shared responsibility to create a learning environment reflecting our community's diversity that is safe, clean, supportive, and responsive.
- We believe students, parents, staff, and community have a shared responsibility to protect and preserve the short-and long-term financial well-being of the District.

The Dual Language Immersion Program in Hacienda La Puente Unified School District (HLPUSD) schools was first implemented in 2009 with the Mandarin Chinese Dual Immersion (DI) program at Wedgeworth Elementary School. Spanish DI programs began at Los Altos Elementary and Valinda School of Academics in 2013-2014. In the 2016-2017 school year, Cedarlane Academy implemented the Korean Dual Immersion Program beginning with Kindergarten and middle school Mandarin DI Program beginning at the sixth grade.

DI Program Goals and Models

The three major goals of Dual Immersion programs are for students to achieve:

- Bilingualism/bi-literacy in the target language (Korean, Mandarin, or Spanish) and English
- High academic achievement in two languages
- Cross-cultural competence

The two main DI program models at the elementary level are known as the 90/10 and the 50/50 models. In the 90/10 model, the amount of time spent with each language varies depending upon the grade level. Students at the Kindergarten and First grade spend 90% of their instructional time taught in the target language and 10% in English. English instruction increases by 10% each year beginning in grade one, to reach 50% target language and 50% English instruction by grade four. In the 50/50 model, students are taught half the time in the target language and the other half in English, kindergarten through fifth grade. At the middle school level, the partial immersion model includes two class periods in the target language. The target language is maintained at the high school level with advanced coursework in the target language.

Chapter 2: Dual Language Immersion Education Benefits and Research Findings

A Dual Language Immersion Program is designed to maximize the benefits of second language learning for student participants based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient.

The program design is evidence-based. A significant body of research has established many benefits for learning a second language. These benefits are cognitive, academic, economic, and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world and an international job market by offering students the opportunity to develop multilingual proficiencies. California schools are facing rapidly changing demographics and working not to squander the linguistic capital that families and students possess. Students who participate in Dual Language Immersion programs will be able to develop skills throughout their K-12 experience that will serve them well in the local, western region, and Latin American and Asian countries.

Research-based Benefits for all Students in TWBI/DL Programs

- 1.The “additive bilingual” immersion setting allows all students to learn two languages simultaneously without losing one to learn another (Howard, Sugarman, Perdomo and Adger, 2005).
- 2.Second-language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language (Thomas and Collier, 2002).
- 3.The mental discipline of learning a second-language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009).
- 4.Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills foster intergroup

contact and appreciation (Cummins, 1986; Ager 2005).

5. Second language course content naturally explores social studies, math, science, and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL 2006).

6. Proficiency in other languages enables learners to gain direct access to additional sources of knowledge as well as understanding about the similarities and differences between the structures of the languages they know (ACTFL 2006).

7. Immersion helps close the achievement gap between English Learners and their English Only counterparts. Research shows that English Learners □ have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures (Genesee and Lindholm-Leary, 2009).

8. Students studying two languages have a more positive self-concept and are more likely to remain in school and attend college than English learners in mainstream English classes (Thomas and Collier, 2002).



California State Seal of Bi-literacy

The State Seal of Bi-literacy (SSB), established by Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Each school district or direct-funded charter school that confers with the SSB is required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in foreign language will be given.

School districts in California offering Dual Language Immersion or Two-Way Immersion programs are encouraged to adopt a Seal of Bi-literacy Board Resolution that indicates a commitment to the preparation of their Dual Language program students. As a result of 8-9 years of study in two languages, students will be able to advance into the secondary programs fully prepared to participate in either advanced placement or honors coursework in the language they have been studying during elementary and intermediate school years. Dual Language students may be awarded "bi-literacy pathway awards" in accordance with the State Seal of Bi-literacy guidelines to motivate students to continue developing their first and second languages. The awards can be presented after both 5th

and 8th grade as students work to meet the criteria set for each award (L. Olsen 2010).

Research Review

The first TWBI programs, also known as Dual Language Immersion (DLI), in the U.S. began in the 1960s and were based on well-researched French- English immersion models in Canada and successful Bilingual Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI/DL Programs in the United States has grown to over 850 programs. As of May 2014, there were 47 in the State of Washington. More than 95% of these programs throughout the United States offer Spanish as the target language.

In order for a program to be a Two-Way Bilingual Immersion program, the program must possess the following critical features:

1. The target language is used for a significant portion of the student's' instructional day (from 50% to 90%).
2. The program involves periods of instruction during which only one language is used i.e., no translation or language mixing by classroom teachers.
3. Approximately equal numbers of Native Spanish Speakers (NSS) and Native English Speakers (NES) are enrolled.
4. The students are integrated for most or all of instruction.

Research Findings

The leading researcher in TWBI education is Dr. Kathryn Lindholm-Leary, Professor Emeritus, from San José State University in California who studied the longitudinal development of the first TWBI programs in California and has the largest research base on the development of TWBI programs dating back to the mid-70s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, Dual Language Education: Bilingualism & Bilingual Education, in 2001 and it continues to serve as the seminal research base for Two-Way & Dual Language education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted a comprehensive research analysis of programs in Maryland, Texas, Washington DC, and other states. Their work is responsible for informing the field about the effectiveness of different program designs on the development of both target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies of the students over their K-12 schooling experiences.

The most pertinent research for HLPUSD focuses on three areas:

- A. Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)
- B. Variances between 50/50 and 90/10 TWBI models
- C. Academic achievement levels for both groups of students

A. Oral Language Proficiency Levels of NSS and NES Students

The national research trends indicate that all English Speakers (referred to as Native English Speakers or NES in the studies) entering a TWBI program as a kindergartener fluent in English continued to be fluent in English. There is no evidence in the research that participation of an NES in a TWBI program caused delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students continued to test orally fluent in English. Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

In Spanish, the research found a significant variance in the oral language abilities of students who had been in 90/10 TWBI programs and those who in 50/50 TWBI programs. In 50/50 TWBI first grade program classes, 88% of NSS students tested orally fluent in Spanish. In second grade and above, 100% of the NSS students tested orally fluent in Spanish but only 20% of NES students rated orally fluent in Spanish. By grades 4 and 5, 50% of the NES students rated orally fluent in both languages. By sixth grade, almost 70% of NES students gained Spanish fluency. In 90/10 model programs, students develop higher levels of bilingual proficiency than students in 50/50 model programs (Lindholm-Leary 2001).

B. Variances in the 50/50 and 90/10 Models

The primary distinction between a 50/50 TWBI model and a 90/10 TWBI model is the amount of time allocated to each language at each grade level. The first number refers to the percentage of time spent in the target language in kindergarten and the second number to the percentage of time in English. In the 90/10 model, the amount of English-language instruction increases as the student's progress through the grades with the ratio reaching 50/50 generally by 4th through 6th grades. In the United States more than 70% of TWBI programs implement a 90/10 model.

The findings of these students show that both TWBI models, 90/10 and 50/50, promote proficiency and achievement in both languages, although not necessarily at the same time or to the same levels. Both are viable models for second language study. All 90/10 TWBI program models engage in a sequential literacy development while 50/50 programs engage in a simultaneous literacy effort. The primary difference in these programmatic variances is the development and literacy level of students in the second language. 90/10 programs produce stronger proficiencies in the target language by the intermediate grades than do 50/50 programs. (Dr. Kathryn Lindholm-Leary & Dr. Elizabeth R. Howard (CAL) "Language Development & Academic Achievement in Two Way Immersion Programs").

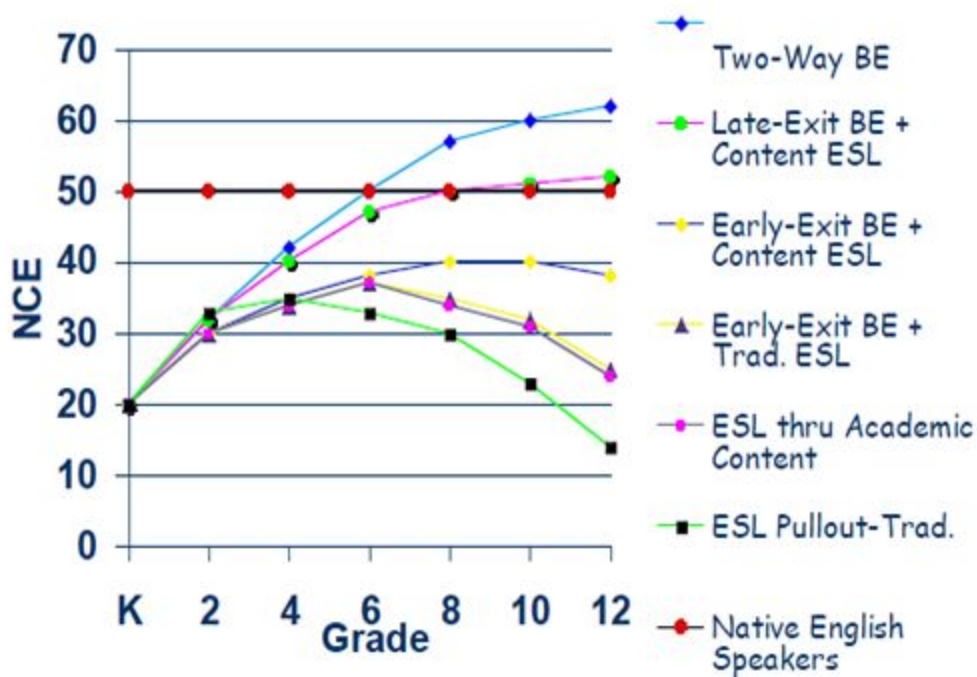
C. Academic Achievement

Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track the long term educational benefit of NSS during their K-12 academic experience and found that when

programs are implemented well, there is a significant program effect that is apparent by late high school.

The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed these students to close the gap between their test scores and those of their English speaking peers. They also found that in the long-term data, fewer high school dropouts came from these programs. This is especially significant for English Learners whose graduation rate in the nation, in regular English-only language programs is about 50% lower than that of white middle class students. These studies indicate that in TWBI programs, NSS students tend to outperform English Learners in other programs as measured by their scores on Spanish achievement and English oral proficiency measures. English-speakers in TWBI programs also tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs. (English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models, Thomas * & Collier, 2000)

Table 1: English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas * & Collier, 2000)



Chapter 3: Program Structure

Guidelines for K-12 TWBI Program Participation

Guidelines for the Dual Language Program Participation are required to develop classrooms that are linguistically balanced. Linguistically balancing the classrooms ensures that all students have peer models with which to practice academic and conversational language and thus build native-like proficiency in both languages. To ensure this balance, careful attention must be given to the enrollment procedures by district and site staff members for the Dual Language Immersion students. The ideal mix of 50% English Speakers and 50% Target Language Speakers is difficult to achieve, but can be controlled by forming two separate enrollment lists. In many TWBI/DL programs throughout California, the ratio of 30-30-30% is easier to attain and often preferable. Thirty percent (30%) of the students would be English speakers, 30% Bilingual students, and 30% Target Language-speaking students.

The Dual Language Immersion program will be marketed to the local community to ensure that a balanced number of language models are recruited into the program each year. The Dual Language Immersion program staff will conduct marketing and outreach informational sessions in the spring and early fall each year at the local preschools. This recruitment effort will be a shared endeavor with teachers, parents and administrators from the program.

Since the Dual Language Immersion (DLI) Program is a Choice program for all families, parents are required to attend DLI Program Information Night and Parent Meetings about the DLI design and grade level requirements before enrolling their children into the program. Parents will need to agree to sign a DLI Parent Compact as part of the enrollment process into kindergarten expressing their commitment to the program and a clear understanding of the expected outcomes for their children. In addition, parents will need to sign a Parental Exception Waiver requesting an Alternative Program for their child and refusing the district recommended Structured English Immersion Program of Instruction. The Parental Exception Waiver states that while English Learners participate in an Alternative Program they must receive a minimum of 30 minutes of English Language Development (ELD) instruction.

A. APPLICATION FOR ENROLLMENT ADMISSION

1. Open Application Period: Each year, applications will be accepted during a pre-designated time period. A series of informational meetings will be held during this period. Parents or guardians of prospective applicants must attend one of these meetings prior to submitting an application. Applications received beyond the official application period will be placed last on the waiting list.
2. Application: Application packets will include school/district contact information, basic information on TWBI programs, frequently asked questions, a Home Language Survey, and an application. Applications will be available at the informational meeting or through a meeting with the Dual Language Program Coordinator or designee.
3. Siblings: Siblings of current Dual Language Immersion students will be given first priority consideration subject to balance of the number of English and target language speakers needed in program.

4. Lottery: If needed, the selection lottery will take place within one month following the closing date for applications to be received (determined by school site). In the case that there is not 50% native speakers and 50% native English speakers, the application process will be held open until appropriate applications are received. Following the lottery selection, written notification will be mailed to the parents by the program building office along with information about the required parent meetings.

7. Placements made during the rest of the year, will be made by the principal in consultation with the TWBI teachers and Dual Language Program Coordinator/Designee. The TWBI school office will notify parents by phone and written notification of placements made during the remainder of the year.

8. Students on the waiting list will be placed into the TWBI program as openings are available. The waiting lists will be maintained by the program building school office.

B. GRADE LEVELS FOR ENTRY

1. Kindergarten: Each year, to ensure a balanced class, a selection lottery will be held for students who are not automatically enrolled as siblings.

2. First Grade: students may be added in cases where the student has previous academic instruction in target language. All other placements after the first trimester, first grade will be based on previous academic instruction in the target language and entrance assessment.

3. Middle School: Native English speakers must begin the Dual Immersion program in elementary school to be eligible to participate. Native Speakers of the Target Language who do not attend an elementary Dual Immersion program, may begin middle school dual immersion program, contingent upon passing a language proficiency test in the target language.

II. ACCEPTANCE AND ENROLLMENT

A. NOTIFICATION: All applicants will be notified in writing within two weeks of the lottery drawing to inform them of acceptance or their placement on the waiting list.

B. ORIENTATION: Parents of students accepted into the program are required to attend an orientation meeting further describing the program model and providing question/answer sessions. Students whose parents do not attend an orientation meeting will not be enrolled.

1. At the time of orientation, parents will be asked to:

1. Support the child's second language development by stressing the value of TWBI program to the child's future and encouraging the child in a positive manner;
2. Support the child's first language development at home by reading to and with the child in their first language;
3. Set aside time for the child to read daily;
4. Ask questions to avoid misunderstandings about their child's learning and the program;
5. Commit to attend the program building elementary Two-Way Bilingual Immersion Program

- through 5th grade by signing the Parent Compact;
6. Notify the school office in advance prior to moving.
 7. Notify the school in advance if they are considering withdrawing their child from the program prior to the end of the commitment period.
 8. Participate in an Exit Interview with a Dual Language Coordinator/Designee in the event they withdraw their child from the TWBI Program prior to the end of the commitment period.

C. ENROLLMENT: Accepted students must submit an enrollment/registration form and signed Parent Compact within two weeks following their orientation meeting. Standard district forms will be used for registration and emergency contact information.

D. STUDENTS WITH SPECIAL NEEDS: Students with special learning needs such as learning disabilities or physical handicapping conditions will be afforded equal access to participate. Upon enrollment, students will receive the same level of service and support provided in all HLPUSD Public Schools. The program offers students the appropriate type and level of differentiation including language to ensure our students with IEPs are successful. If a child is unable to show reasonable progress in the second language to keep up with grade-level expectations, the Response To Instruction (RTI) Academic Team and/or IEP team, as required by law, will recommend the most educationally appropriate services/placement and support for that child.

K-12 TWBI Program Pathways/Articulation

Spanish Program

Elementary School Pathway	Middle School Pathway	High School Pathway
TWBI Programs: <ul style="list-style-type: none"> • Los Altos Elementary • Valinda School of Academics 	Projected Middle Schools: <ul style="list-style-type: none"> • Newton Middle School • Valinda School of Academics 	Suggested High School: <ul style="list-style-type: none"> • Los Altos High School • William Workman High School
K– 90% in Sp; 10% in Academic English Language Development (AELD) 1st – 80% in Sp; 20% in AELD 2nd – 70% in Sp; 30% in ELA 3rd – 60% in Sp; 40% in ELA 4th - 5th – 50% in Sp; 50% in Eng Cross Cultural Studies at all Grade Levels	Two required courses in the Target Language 6th Grade – Spanish LA, Spanish Social Studies, English LA, English Math, English Science, English PE, Spanish or English Elective 7th Grade - Spanish LA, Spanish Social Studies, English LA, English Math, English Science, English PE, Spanish or English Elective 8th Grade - Spanish LA, Spanish	Two required courses in the Target Language (or meet AP/IB requirements) Pathway #1 gr. 9: Spanish IB SL gr.10: AP Spanish Language and Culture gr.11: AP Spanish Literature and Culture gr. 12: Spanish IB HL Pathway #2 gr. 9: AP Spanish Language and Culture

	Social Studies, English LA, English Math, English Science, English PE, Spanish or English Elective Option: Students take the AP Spanish Language Test at the end of 8th grade	gr. 10: AP Spanish Literature and Culture gr.11: gr.12:
Pathway to Biliteracy Award OR Dual Immersion Participation Award at the end of grade 5.	Pathway to Biliteracy Award OR Dual Immersion Participation Award at the end of grade 8.	Recognition* Seal of Biliteracy on the High School Diploma; college credit for coursework in the TWBI strand

Chinese/Korean Program

Elementary School Pathway	Middle School Pathway	High School Pathway
Wedgeworth Elementary (Traditional Chinese) Cedarlane Academy (Korean)	Middle School: Cedarlane Academy	Projected High School: Glen A. Wilson High School C
K-1 st – 50% in Target Language; 50% in Academic English Language Development (AELD) 2 nd – 50% in Target Language; 50% in AELD 3 rd – 50% in Target Language; 50% in ELA 4 th – 50% in Target Language; 50% in ELA 5 th – 50% in Target Language; 50% in ELA Cross Cultural Studies at all Grade Levels	Two required courses in the Target Language 6 th Grade – Target Language LA, Target Language Social Studies, English LA, English Math, English Science, English PE, English Elective 7 th Grade - Target Language LA, Target Language Social Studies, English LA, English Math, English Science, English PE, English Elective 8 th Grade - Target Language LA, Target Language Social Studies, English LA, English Math, English Science, English PE, English Elective	Two required courses in the Target Language (or meet AP/IB requirements) 9 th Grade - 1. Chinese: Chinese or Advanced Placement Chinese 2. Korean: Korean 3 10 th Grade - 1. Chinese: Advanced Placement Chinese or 2. Korean: Korean IB I 11 th & 12 th Grade Program: 1. Chinese: Chinese IB II or 2. Korean IB II) 3. TBD 3 rd Language Options and other program offerings: cross-age tutoring, internships, program abroad, independent studies for career preparation, etc.

Pathway to Biliteracy Award OR Dual Immersion Participation Award at the end of grade 5.	Pathway to Biliteracy Award OR Dual Immersion Participation Award at the end of grade 8.	Recognition* Seal of Biliteracy on the High School Diploma; college credit for coursework in the TWBI strand
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Chapter 4: Assessment and Accountability

HLPUSD Accountability System may include assessments that will appropriately measure the success of the DLI Program. Standardized tests, benchmark testing, writing samples, oral language proficiency assessments, and curriculum based assessments will make up the multiple measures required for the DLI program. The school's data collection and reporting system will be instituted so that students, teachers, families, and the district can receive information about the progress of the DLI students in the program. All data will be disaggregated by program for analysis and trend data will be collected to mark the progress of the students over the student's participation in the program.

The following chart outlines the assessments that will be used in the program to measure both academic progress in both languages, Target Language development, and cross cultural attitudes and proficiencies.

Standards, Assessment, and Accountability:

The program systematically collects and analyzes data to ensure compliance, assess program outcomes and measure students' academic achievement, second language proficiency, and multicultural understanding. These data are communicated to all stakeholders and used for program planning and improvement.

Program Goals	Standards	Assessments
Academic Achievement	Common Core Standards in all content areas	Curriculum-based Assessments may include: <ul style="list-style-type: none"> • End of Unit tests and quizzes • Language Arts, Writing, and Math Benchmark Assessments in both languages. • CAASPP test
Second Language Proficiency	English Learners: ELD Standards	ELPAC and SOLOM: Immersion Program-wide district and state assessments monitoring target language and

	English Speakers: ACTFL World Language Standards	English Language Development in Listening, Speaking, Reading, and Writing. SOLOM
Cross-Cultural Proficiencies	California and National World Language Standards	Grades 5th and 8th: Cultural Attitudinal Surveys (Lindholm-Leary)

http://www.healthystartpinellas.org/pdf/Self_Assess_5.pdf

Chapter 5: Curriculum and Instruction

The Dual Language Immersion curriculum, through its alignment to content and World Language standards and to the program design, is interdisciplinary and standards-based and is fully articulated for all students. “A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices” (Levin, Haertel, Kirst, Williams, & Perry, 2006). The content language of specific curriculum elements is consistent with the program’s language of instruction chart and will prompt the purchasing of curriculum and textbooks in a specific language. (See Language of Instruction chart, Chapter 2.) Instruction and materials reflect the student population and promote cross-cultural appreciation.

Program administrators and teachers will implement a systematic multi-year plan for curriculum development, program review and textbook adoption consistent with Dual Language Immersion guiding principles and goals. The program shall continue to address high academic standards that extend and expand student learning, using interesting and relevant textbooks, instructional materials and technology, consistent with program goals and with second language acquisition research. Teachers in successful research-based immersion programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. The HLPUSD DLI teachers and participants across both program sites will share a clear and consistent understanding of program curriculum, instructional practices, and content and objectives of the California Common Core Standards and ELD standards. This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, language of instruction and implementation program goals. Furthermore, teachers and administrators are prepared to apply the

program content knowledge and understanding confidently in the immersion classroom and to communicate the program components effectively to all stakeholders.

Chapter 6: Staffing and Professional Development

Staffing/Hiring:

High quality and appropriately credentialed staff members are recruited, trained, assigned, and assisted to ensure the effectiveness and appeal of the program. Teaching staff will have both the grade-level knowledge and the language capabilities to teach both content and language at their grade level.

Secondary DLI programs will design a Dual Language Immersion core program that offers students two to three courses as part of the program offerings. The secondary DLI program offerings are contingent on the following:

1. Staffing: Hiring teachers with the appropriate credentials will determine the success of the Dual Immersion programs. This includes hiring highly-qualified and appropriately credentialed teachers. The program will be staffed by teachers who are appropriately credentialed and possess the linguistic capabilities of delivering the program in the Target Language. HLPUSD will hire teachers that possess either a (1) Multiple Subjects credential and a BCLAD to teach the core classes; and/or a (2) Single Subject BCLAD credential to teach single classes such as Target Language and Social Studies.
2. Student numbers: The enrollment of students that choose to continue in the Dual Immersion program will affect the configuration of course offerings. The Dual Language Immersion program must meet the credentialing requirements for teachers as outlined by the State and Federal requirements.

Professional Training Plan

DLI staff will participate in a focused professional development plan in an effort to continuously build both methodology and pedagogical understanding of instruction in two languages for each teacher's respective grade level. The following training structure is a proposed training descriptor of the specific instructional components necessary for DLI teachers to successfully build their professional "toolkit".

- Tier One (first two years in the program) Dual Language/TWBI Program Components – An Overview Teaching Reading and Writing in the Target Language Using Grade Level Standards (Common Core Standards) for instruction in both languages Teaching ELD in a DL Classroom and Conversational Management Strategies Data Management Systems – EduSoft, Data Director, etc. Grade Level Collaboration Training Curriculum Trainings – New adoptions/curriculums.
- Tier Two (next three-four years in the program) Frontloading Strategies GLAD – Guided

Language Acquisition, Design Using Data to inform Instruction Response to Intervention (RTI) Literacy Strategies: Shared Reading, Guided Reading, Phonemic Awareness, etc. Continued ELD Training Grouping Strategies / Cooperative Learning Curriculum Mapping

- Tier Three (after five years in the program) Thinking Maps, SIOP Strategies, Sheltered English Instruction Methodology (SDAIE)

Chapter 7: Support and Resources

The program cultivates knowledgeable and effective leaders, enables stakeholders to provide support and advocacy, and maintains structures and processes for decision-making and communication. Human, technological, and financial resources are allocated equitably and effectively.

- Dual Immersion District Leadership Committee: Monthly committee comprised of school and district administrators and program specialist to plan and advise the program.
- Dual Immersion Parent Advisory Council: Meets three times a year comprised of TWBI school parent representatives to advise and share about the program.
- Dual Immersion Multilingual Supplemental Support: Provides ongoing support to TWBI schools and staff. DLI educators engage in state, regional and local trainings and professional development to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting

Chapter 8: Family and Community Involvement

HLPUSD has an established system for marketing and parent outreach. In addition, it has developed a process for student recruitment, application, and enrollment into the Dual Language program. This process is described in the Dual Language By-Laws in Appendix A. The by-laws are amended as district and state policies change but the basis of these programmatic guidelines remains intact. The TWBI program will have ongoing outreach, education, and recruitment programs in the community, including the distribution of flyers and presentations at preschools, District elementary schools and local community organizations. The program will expand and improve its communications with families in the district community at large, including key information about the documented success of the TWBI programs.

The active engagement of participants' families is especially critical to the success of the Dual Immersion Program. The program encourages parents, guardians and/or other family members to help their children be successful in school. Families can directly and indirectly contribute their time and talents to the program in many ways including (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as PTA/PTO and Site Council, DDIPAC, and (4) fund-raising activities. Parents can also support the Program by serving on committees, serving as Room Parents, planning special cultural events, working on fundraising events, translating materials, chaperoning field trips and volunteering for specific classroom activities.

There are many opportunities for families from both linguistic and cultural backgrounds to participate in the ongoing administration and development of the program. It is the hope of the District that hands-on involvement by families will facilitate communication and provide a better understanding of the program's development. In addition, families can benefit from involvement in the program, as they learn how they can better assist in their child's own linguistic skills and gain new multicultural perspectives.

Conclusion

In conclusion, the HLPUSD Dual Language Immersion Master Plan will be a working document as the Dual Language Immersion Programs grow through the grade levels. This master plan will be expanded to guide the on-going implementation of the Dual Language Immersion programs as schools/program are added.

Appendices

Appendix A Program By-laws

Appendix B Dual Immersion 5th and 8th grade Awards

Appendix C Programs Brochure

Appendix D Cedarlane Academy Chinese Dual Immersion Program (6th grade) Interest Form

Appendix E Cedarlane Academy Korean Dual Immersion Program Interest Form

Appendix F Los Altos Elementary Dual Immersion Interest Form (English and Spanish versions)

Appendix G Los Altos Elementary Dual Immersion Parent Welcome Letter (English and Spanish versions)

Appendix H Los Altos Elementary Spanish Dual Immersion Parent Contract

Appendix I Los Altos Enrollment and Beyond Letter (English and Spanish versions)

Appendix J Los Altos Elementary Dual Immersion Parent Meeting template

Appendix K Valinda School of Academics Dual Immersion Program Interest Form (English and Spanish versions)

Appendix L *Two-Way Immersion Education: The Basics* from cal.org

Appendix M Wedgeworth Dual Immersion Interest Form Chinese

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

District Dual Immersion Parent Advisory Committee Bylaws

ARTICLE I

Role of the Committee

The District Dual Immersion Parent Advisory Committee shall serve as an advisory committee and shall meet a minimum of three times per year. For the 2020 - 2021 school year, there will be three meetings.

The responsibilities of the District Dual Immersion Parent Advisory Committee are to:

- a. Learn ways in which to support their children's education in a Dual Immersion Program
- b. Participate in education designed to help understand, support, and advocate for the Dual Immersion Program
- c. Review and advise on the selection of primary language instructional materials
- d. Advise on efforts to recruit students for the Dual Immersion Programs
- e. Engaged in school site Dual Immersion Program, attend two school site meetings, and share information about the Dual Immersion Program

ARTICLE II

Members

Section 1 – Methods of Selection

Elections for membership on the District Dual Immersion Parent Advisory Committee (DDIPAC) will be held for the first time in February 2014, and every other year thereafter at the first DDIPAC meeting.

1. Parents of students in the Dual Immersion Program are eligible to nominate and participate in the District Dual Immersion Parent Advisory Committee.
2. Parents of students in the Dual Immersion Program will elect by ballots one parent and one alternate to represent their school on the District Dual Immersion Parent Advisory Committee.

Section 2 – Term of Office

The members elected to DDIPAC in February 2014 will serve terms as follows:

- a. One member to serve from February 2014 – August 2014
- b. One member to serve from August 2014 – August 2015

All committee members thereafter shall serve a two-year term.

Section 3 – Termination of Membership

A member shall no longer hold membership should he or she cease to have children in the dual immersion program, or no longer meets the membership requirements under which he or she was elected, (e.g. a parent becomes employed by the district). Membership shall automatically terminate for any member who is absent from two consecutive meetings. However, if the member sends an alternate to attend the meeting, the absence will not be counted.

The committee, by affirmative vote of two-thirds of all members present at the meeting, can suspend or expel a member for actions that go beyond those responsibilities set in policy by the District Dual Immersion Parent Advisory Committee, if he or she does not comply with what is stipulated in Article 1 “a to e”.

Section 4 – Vacancy

Vacancies on the District Dual Immersion Parent Advisory Committee will be filled by the school sending that representative. The respective School Dual Immersion Parent will fill the position by a majority vote. The substitute or alternate will assume the functions of representative for the rest of the term of that election where the vacancy took place. In the event there is no substitute or alternate, the School Dual Immersion Parent Committee by election shall fill the vacancy with any parent as authorized above (see Article II).

Section 5 – Alternates

Alternates will be able to participate in the meetings in the absence of the elected representative.

ARTICLE III

Officers

Section 1 – Officers

The officers of the District Dual Immersion Parent Advisory Committee shall be one chairperson, one vice-chairperson, and one parliamentarian for meeting of the whole. The DDIPAC will have no more than one school site representative from any one of the Dual Immersion sites serving on the board at one time.

Section 2 – Election and Term of Office

The officers of the District Dual Immersion Parent Advisory Committee shall be members who adhere to Article 1, sections a-e and elected to represent school's Dual Immersion Parent Advisory Committee. Officers shall be elected by the members of the District Dual Immersion Parent Advisory Committee and shall serve for a two year term. Elections will be held during the first DDIPAC meeting.

Officers shall be limited to two consecutive terms in any one position. A DDIPAC member may serve no more than a total of six years for all elected positions.

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Members whose children will be at a different school during the next year may have the option to continue in office provided the member is elected as the DDIPAC rep by the parents of the new school.

Section 3 – Termination of Officers

An officer shall no longer hold office should he or she cease to have children in the dual immersion program or no longer meets the membership requirements under which he or she was elected, (e.g. a parent becomes employed by the district). The term of office shall automatically terminate for any officer who is absent from three consecutive meetings of the full membership.

The committee, by affirmative vote of two-thirds of all the members, can suspend or expel a member for actions that go beyond those responsibilities set in policy by the District Dual Immersion Parent Advisory Committee.

Section 4 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by a special election of the District Dual Immersion Parent Advisory Committee for the unexpired portion of the term. This unexpired portion of the term will not count towards the terms limits as set forth in Article III, Section 2.

Section 5 – Chairperson

The chairperson shall preside at all meetings of the District Dual Immersion Parent Advisory Committee. The chairperson and vice-chairperson may sign all letters, reports, and other communications of the District Dual Immersion Parent Advisory Committee. Duties are to plan the agenda with The Multilingual Education School Based Programs office staff and/or one or more principals at least two weeks before the DDIPAC meeting to plan and coordinate meetings. In addition, the District Dual Immersion Parent Advisory Committee reports once a year to the district board. Such communications shall have been approved in written form by the District Dual Immersion Parent Advisory Committee prior to presenting them to the Board as the opinion of that committee. Such written form assures that the communication represents the opinion of the committee and not one or two people.

Section 6 – Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the District Dual Immersion Parent Advisory Committee. The chairperson and the vice-chairperson are subject to all articles and sections of these Bylaws.

Section 7 – Secretary

The Multilingual Education/School Based Executive Director shall appoint one secretary to serve the committee as a whole. The secretary shall keep the minutes of the meetings, both regular and special. The District Dual Immersion Advisory Committee shall promptly transmit the minutes to each of the members, the board of education, superintendent, assistant superintendent of instruction, the Multilingual Office, and to such other persons as the District Dual Immersion Advisory Committee may deem appropriate. Duties of the secretary will be to keep copies of the minutes of such meetings,

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maintain committee records, and keep a record of the addresses and telephone number of each member and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the secretary by the co-chairpersons or by the District Dual Immersion Advisory Committee.

Section 8 – Parliamentarian

The Parliamentarian shall advise the chairperson and all others when requested on parliamentary procedures. He/she will keep on hand current copies of District Dual Immersion Parent Advisory Committee bylaws for all representatives and ascertains that they have a copy; and shall perform such other duties as may be assigned by the chairperson or by the District Dual Immersion Parent Advisory Committee.

ARTICLE IV

Meetings of the District Dual Immersion Parent Advisory Committee

Section 1 – Regular Meetings

The District Dual Immersion Parent Advisory Committee normally has three meetings during the school year. It is the responsibility of the Multilingual Education School Based Programs office to inform all eligible members and Dual Immersion Program site administrators/principals of all upcoming meetings.

Section 2 – Additional Meetings

An additional meeting can be called if necessary, by vote of the committee at the end of a regular meeting to complete agenda items that were not finished at that regular meeting. The additional meeting will be held on a newly established meeting date.

Section 3 – Special Meetings

Special meetings may be called by the chairperson, the District or by majority vote of the District Dual Immersion Parent Advisory Committee, with notice sent to the parents 48 hours in advance of the meeting.

Section 4 – Steering Committee Meetings

A steering committee may be formed and members appointed by the chairperson and vice-chairperson. These members shall come from the District Dual Immersion Parent Advisory Committee membership. The size of the committee shall range from 2-4 members. Authority will be given to the steering committee by the District Dual Immersion Parent Advisory Committee to meet and confer regarding specific issues/concerns for which the committee was formed. The steering committee shall report to the District Dual Immersion Parent Advisory Committee any findings or suggestions. Final approval of recommendations can only be made by a DDIPAC quorum.

Section 5 – Place of Meetings

10.16.2020

The District Dual Immersion Parent Advisory Committee shall hold as regular meetings and its special meetings in a facility provided by the school district and readily accessible by all members of the public, including handicapped persons. Baby-sitting will be provided for the meetings.

Meetings will be held at a district facility.

Section 6 – Decisions of the District Dual Immersion Parent Advisory Committee

All decisions of the District Dual Immersion Parent Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance provided a quorum is present. One (representative) vote per site, where the alternate shall vote when the representative is not present.

In accordance with the Brown Act, decisions can only be made on items published on the agenda 48 hours in advance and appropriately posted.

Section 7 – Quorum

In order for any official business to be conducted, a quorum must be met. A quorum is considered to be met if at least 1 duly elected member from each school is present for the meeting.

ARTICLE V

Amendments

An amendment of these bylaws may be made at any regular meeting of the District Dual Immersion Parent Advisory Committee by a vote of a majority of the members present. Written notice of the proposed amendment must be submitted to District Dual Immersion Parent Advisory Committee members at least 14 days prior to the meeting at which the amendment is to be considered for adoption.



Hacienda La Puente Unified School District Dual Immersion Programs

Students must meet the following criteria to qualify for the Pathway to Biliteracy Award or Dual Immersion Participation Award at the end of 5th grade and 8th grade:

I. Pathway to Biliteracy Award

Measure	Achievement
<ul style="list-style-type: none"> Fourth Grade Proficiency on CAASPP Language Arts OR ELA Interim Seventh Grade Proficiency on CAASPP Language Arts OR ELA Interim 	<ul style="list-style-type: none"> Score of Meeting or Exceeding Standard in Language Arts OR Score of 70% on 5th grade Fall or Winter ELA Interim Score of Meeting or Exceeding Standard in Language Arts OR Score of 70% on 8th grade Fall or Winter ELA Interim
English Learner Proficiency (only students identified as English Learners)	<ul style="list-style-type: none"> Reclassified with an Overall Summative ELPAC score of 4 OR Score of 70% on 5th grade ELD Benchmark Bridging Level in Fall or Winter Reclassified with an Overall Summative ELPAC score of 4 OR Score of 70% on the 8th grade APPEL 2.0 Level in the fall and/or winter reporting period
Target Language Project	<ul style="list-style-type: none"> Fifth Grade: Oral Presentation Rubric Score of 3 Eighth Grade: Oral Presentation Rubric Score of 3 <p style="text-align: center;">AND</p> <p>Writing Task Rubric Score of 3</p>
Students with Disabilities	For students with disabilities, refer to IEP goals and objectives

II. Dual Immersion Participation Award

All dual immersion students qualify for this award at the completion of fifth grade and eighth grade.



Hacienda La Puente Unified School District
5th GRADE ELEMENTY SCHOOL DUAL IMMERSION STUDENT PROFILE

Student Name: _____ I.D: _____ School: _____

In order to receive the Pathway to Biliteracy Award **OR** Dual Immersion Participation Award,
All students must complete the eligibility requirements upon 5th grade completion.

I have met the following eligibility requirements:

1. _____ I am demonstrating progress in English by **(one of the following)**:
 - a. _____ Attaining Standards Met/Exceeded on the 4th grade English Language Arts section of the Smarter Balance Assessment Consortium (SBAC), **OR**,
 - b. _____ Attaining 70% on the 5th grade district ELA interim administered in the fall and/or winter reporting period
2. _____ English Learner Proficiency (NOTE: This criteria applies only to students who were initially identified as English Learners)
 - a. _____ Reclassified with an Overall Summative ELPAC score of 4, **OR**
 - b. _____ Attaining 70% on the 5th grade ELD Benchmark Bridging Level in the fall and/or winter reporting period
3. _____ I am demonstrating progress in a language other than English by:
 - a. _____: Present an oral presentation and receive a rubric score of 3 or higher delivered in Spanish, Mandarin, or Korean.
4. _____ I am completing 5th grade enrolled in a Dual Immersion program in the Hacienda La Puente Unified School District (Note: This criteria applies to the Dual Immersion Participation Award criteria).

SCHOOL'S VERIFICATION SIGNATURES	
<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Student's Signature _____ (Date) _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Parent's Signature _____ (Date) _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Principal's Signature _____ (Date) _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Teacher's Signature _____ (Date) _____</div>	<p>The candidate has: _____ Successfully met the eligibility requirements for the Elementary School Biliteracy Attainment Award.</p> <p><i>Please forward a list of all eligible students from your school site to the Multilingual Education School Based Programs on or before May 5th. Attention: Mercedes Michael, District Program Specialist.</i></p>

District Office Use Only	
	Student meets all criteria and is eligible for the Pathway to Biliteracy Award
	Students meets all criteria and is eligible for the Dual Immersion Participation Award
	Student does not meet the following criteria:



Hacienda La Puente Unified School District

8th GRADE ELEMENTY SCHOOL DUAL IMMERSION STUDENT PROFILE

Student Name: _____ I.D.: _____ School: _____

In order to receive the Pathway to Biliteracy Award **OR** Dual Immersion Participation Award,
All students must complete the eligibility requirements upon 8th grade completion.

I have met the following eligibility requirements:

1. _____ I am demonstrating progress in English by **(one of the following)**:
 - a. _____ Attaining Standards Met/Exceeded on the 7th grade English Language Arts section of the Smarter Balance Assessment Consortium (SBAC), **OR**,
 - b. _____ Attaining 70% on the 8th grade district ELA interim administered in the fall and/or winter reporting period
2. _____ English Learner Proficiency (NOTE: This criteria applies only to students who were initially identified as English Learners)
 - a. _____ Reclassified with an Overall Summative ELPAC score of 4, **OR**
 - b. _____ Attaining 70% on the 8th grade APPEL 2.0 Level in the fall and/or winter reporting period
3. _____ I am demonstrating progress in a language other than English by completing an oral presentation and writing task in Spanish, Mandarin, or Korean and received a rubric score of 3 or higher.
 - a. _____: Present an oral presentation and receive a rubric score of 3 or higher.
 - b. _____: Write a personal narrative describing a personal experience where being bilingual was beneficial and explaining importance of being multilingual and multicultural.
4. _____ I am completing 8th grade enrolled in a Dual Immersion program in the Hacienda La Puente Unified School District (Note: This criteria applies to the Dual Immersion Participation Award criteria).

SCHOOL'S VERIFICATION SIGNATURES		
Student's Signature _____	(Date) _____	<p>The candidate has: _____ Successfully met the eligibility requirements for the Middle School Biliteracy Attainment Award.</p> <p><i>Please forward a list of all eligible students from your school site to the Multilingual Education School Based Programs on or before May 5th. Attention: Mercedes Michael, District Program Specialist.</i></p>
Parent's Signature _____	(Date) _____	
Principal's Signature _____	(Date) _____	
Teacher's Signature _____	(Date) _____	

District Office Use Only	
	Student meets all criteria and is eligible for the Pathway to Biliteracy Award
	Student meets the criteria and is eligible for the Dual Immersion Participation Award
	Student does not meet the following criteria:

“Why are bilingualism and biliteracy important to a work of study or career you may be considering?””

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Smarter Balanced Performance Task Scoring Rubrics



Grades 3-11

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3-5)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

4-Point Opinion Performance Task Writing Rubric (Grades 3-5)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the opinion and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the opinion and supporting idea(s) that includes little or no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

*Elaborative techniques may include the use of personal experiences that support the opinion.

2-Point Opinion Performance Task Writing Rubric (Grades 3–5)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

**4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)**

Score	4	3	2	1	NS
Purpose/Organization	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> • an effective plot helps to create a sense of unity and completeness • effectively establishes and maintains setting, develops narrator/characters, and maintains point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately maintains a setting, develops narrator/characters, and/or maintains point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> • there may be an inconsistent plot, and/or flaws may be evident • unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak 	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> • there is little or no discernible plot or there may just be a series of events • may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view* • few or no appropriate transitional strategies may be evident • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • opening and/or closure may be missing 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

*point of view begins at grade 7

**4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)**

Score	4	3	2	1	NS
Development/Elaboration	<p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</p> <ul style="list-style-type: none"> experiences, characters, setting and events are clearly developed connections to source materials may enhance the narrative effective use of a variety of narrative techniques that advance the story or illustrate the experience effective use of sensory, concrete, and figurative language that clearly advances the purpose effective, appropriate style enhances the narration 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> experiences, characters, setting, and events are adequately developed connections to source materials may contribute to the narrative adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience adequate use of sensory, concrete, and figurative language that generally advances the purpose <p>generally appropriate style is evident</p>	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:</p> <ul style="list-style-type: none"> experiences, characters, setting, and events are unevenly developed connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative narrative techniques are uneven and inconsistent partial or weak use of sensory, concrete, and figurative language that may not advance the purpose inconsistent or weak attempt to create appropriate style 	<p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> experiences, characters, setting, and events may be vague, lack clarity, or confusing connections to source materials, if evident, may detract from the narrative use of narrative techniques may be minimal, absent, incorrect, or irrelevant may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

2-Point Narrative Performance Task Writing Rubric (Grades 3-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling.
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety alternate and opposing argument(s) are clearly acknowledged or addressed* 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas alternate and opposing argument(s) may be confusing or not acknowledged * 	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression alternate and opposing argument(s) may not be acknowledged * 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

* acknowledging and/or addressing the opposing point of view begins at grade 7

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques; emotional appeal may dominate vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

APPENDIX B:DUAL IMMERSION 5TH AND 8TH GRADE AWARDS



Hacienda La Puente Unified School District Grades 5 and 8 Pathway Presentation Rubric

Student Name: _____

Oral Presentation Date: _____

Rater Name: _____

	1	2	3	4	Total
Content	Requirements for the presentation were met at a minimum level. Information is surface only, general or incomplete. <input type="checkbox"/>	The presentation attempts some explanation for the student's topic. Some relevant details included. <input type="checkbox"/>	The presentation attempts some explanation for the student's topic. The student has developed the presentation with attention to the topic. The presentation includes details and/or reasons to support the student's thinking. <input type="checkbox"/>	The presentation makes it clear the student has engaged in an in-depth study of the topic. Specific evidence and relevant details are used to support the student's thinking. <input type="checkbox"/>	
Organization	Organization is hard to follow. <input type="checkbox"/>	Organization is functional. <input type="checkbox"/>	The presentation is well organized. <input type="checkbox"/>	The presentation is logically developed and well organized with transitions. <input type="checkbox"/>	
Vocal Delivery	Delivery was ineffective Rate was too rapid or too slow. <input type="checkbox"/>	Articulates inadequately Rate is appropriate. <input type="checkbox"/>	Articulates appropriately Rate varies at appropriate times. <input type="checkbox"/>	Vocal expressiveness enhances the presentation, articulation contributes to the clarity of the delivery. Rate adds to effectiveness. <input type="checkbox"/>	
Nonverbal Expression	Very limited eye contact Nervousness became a distraction. <input type="checkbox"/>	Attempts eye contact Maintains physical poise. <input type="checkbox"/>	Use of gestures or facial expression contributes to the presentation. Appears calm and in control. Makes eye contact with the audience. <input type="checkbox"/>	Enhances presentation through animated gestures. Facial expression contributes to the delivery. Exudes confidence through posture and direct eye contact. <input type="checkbox"/>	
Visual Aides can include: ppt, photos, video, artifacts, props.	Visual aides are not organized or easy to follow or not used at all. <input type="checkbox"/>	Has clear and mostly supportive visual aides. <input type="checkbox"/>	Creates interesting, supportive and clear visual aides. <input type="checkbox"/>	Creates engaging, original, provocative, clear visual aides. <input type="checkbox"/>	
Note: Student must receive an average overall score of "3" or above and no single score is at "2" or below to achieve proficiency.					Average Score

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西班牙語雙語漸進課程 現正展開接受入讀幼稚園申請! 名額有限 可致電校長或上網至學區網址作更詳盡查詢!



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

"Partners in your child's education"

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Benefits of a Dual Immersion Program

Research shows there are many benefits for students enrolled in dual immersion programs. Students develop full oral, reading and writing proficiency in two languages. Their academic performance in Reading and Math meets and often exceeds state and district standards. Bilingual students are more creative, better at problem-solving, and score higher on literacy tests. They also have higher graduation rates, an increased interest in attending college, higher self-esteem and greater cultural awareness.

Los Beneficios del Programa de Inmersión Doble

Las investigaciones demuestran que hay muchos beneficios para los estudiantes matriculados en programas de Inmersión Doble. Los estudiantes desarrollan fluidez completa en dos lenguajes oralmente, en lectura y escritura. Su desempeño académico en Lectura y Matemáticas a menudo excede las normas del distrito y del estado. Los estudiantes bilingües son más creativos, mejores al resolver problemas, y sacan mejores resultados en exámenes de conocimiento práctico. También tienen tasas más altas de graduación, mayor interés para asistir a la universidad, mayor auto estima y mayor conocimiento cultural.

中文翻譯

依研究顯示, 對學生就讀於雙語漸進課程是有所得益。能培養學生們以雙語全面溝通運用在: 對話、讀、寫方面。而他們的閱讀和數學成績將會超出州府及學區所訂的標準。雙語學生比較有創意及能在處理解決問題方面較好。在讀書測試方面得分較高。他們同時也有較高的畢業率。對入讀大學的興趣也增加, 更加有自信和更深的文化意識。

Hacienda La Puente Unified School District

DUAL IMMERSION PROGRAMS

DUAL IMMERSION PROGRAMS IN SPANISH-ENGLISH AND MANDARIN-ENGLISH

PROGRAMAS DE INMERSIÓN DOBLE EN ESPAÑOL - INGLÉS Y CHINO-MANDARIN - INGLÉS

雙語漸進課程
以西語 - 英語 及 中文 - 英語



PREPARE YOUR CHILD FOR A GLOBAL SOCIETY!
(PREPARE A SU HIJO/A PARA UNA SOCIEDAD GLOBAL!)

LANGUAGE
A Remarkable Key to Success!
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——開闢通往成功之關鍵!

為給孩子們於全球競爭的社會上作出準備!

LOS ALTOS ELEMENTARY



15565 Los Altos Drive
Hacienda Heights, CA 91745
Phone: 626.933.2308
Fax: 626.855.3735
Web: <http://losaltos.hipschools.org>
Ms. Rosalita Sinapi, Principal
rsinapi@hpusd.k12.ca.us



Los Altos Elementary provides a high-quality educational program for students including our new Spanish Dual Immersion Program. Over the past four years, we have been recognized as a Distinguished School and a Title I High Achieving School. In our Spanish Dual Immersion Program, we immerse students in Spanish language along with culture and history of the regions and provide our families events to share and experience what our students are learning. We offer a 90/10 model which means students are instructed in Spanish 90% and in English 10% of the instructional day. Each year the English instruction is increased until it reaches 50% English and 50% Spanish in 4th grade and continues as such.

La Primaria Los Altos provee un programa educativo de alta calidad para estudiantes incluyendo nuestro nuevo programa de Inmersión Doble al Español. Durante los últimos cuatro años, hemos sido reconocidos como una Escuela Distinguida y una Escuela de Título I de Alto Desempeño. En nuestro programa de Doble Inmersión al Español, sumergimos a los estudiantes en el lenguaje Español junto con historia y cultura de las regiones y proveemos a nuestras familias con eventos para compartir y experimentar lo que nuestros estudiantes están aprendiendo. Se ofrece un modelo del 90/10 lo cual significa que los estudiantes están siendo instruidos un 90% en Español y un 10% en Inglés como parte de la instrucción diaria. La instrucción en Inglés se incrementa cada año hasta que alcanza el 50% en Inglés y el 50% en Español en el 4^o grado y así sucesivamente.

Los Altos 小學提供優質教育課程給學生們,包括我們新創入的雙語漸進課程。過往的四年,我們已被認定為傑出表現學校及 Title I 獲得高評等學校。我們與我們夥伴的西班牙文學校,我們提供學習西班牙語的學生及提供各項多元文化及歷史活動分享及經驗給各學生們及家庭作為學習。Los Altos 西班牙雙語漸進課程以 90/10 比例模式授課,這代表每天是以 90%西班牙語授課給學生們以及 10% 為英語授課,而以英語授課時間會每年增加直至 4 年級有 50% 英語 及 50%西班牙語及以 雙語式授課。

VALINDA SCHOOL OF ACADEMICS



1030 N. Indian Summer Ave.
La Puente, CA 91744
Phone: 626.933.4700
Fax: 626.855.3787
Web: <http://valinda.hipschools.org>
Ms. Elizabeth Bernal, Principal
ebernal@hpusd.k12.ca.us



Valinda School of Academics is a K-8 school with an enrollment of 547 students. Our hardworking and dedicated teaching staff and full time counselor use research-based strategies to ensure student success. We offer Journalism, Science Olympiad, instrumental band classes in addition to the Headstart/Preschool and ASES (before school care) programs. Valinda has a strong ASB and PTA. We are proud to also offer a Spanish Dual Immersion Program. This unique program offers English and Spanish speaking students the opportunity to learn and excel in two languages, English and Spanish. Students are taught in the 90/10 model. Students in kindergarten receive 90% of their instruction in Spanish and 10% in English. Each year, English is gradually increased until instructional time reaches 50% English and 50% Spanish in grades 4th through 8th.

La Escuela Académica Valinda es una escuela del K-8 con 547 estudiantes matriculados. Nuestro personal docente, laborioso y dedicado, así también como nuestro consejo de tiempo completo usan estrategias a base de investigación para asegurar el éxito estudiantil. Ofrecemos periodismo, olimpiada de ciencias, clases de banda instrumental además de los Programas de Comienzo Temprano/Pre-escolar y ASES (servicio de niños gratuito para después de horas escolares). Nos enorgullecimos en ofrecer el Programa de Inmersión Doble al Español. Este programa único les ofrece a los estudiantes que hablan Inglés y Español la oportunidad de aprender y sobresalir en dos idiomas, Inglés y Español. Los estudiantes en el Programa de Inmersión Doble son enseñados con un modelo de instrucción del 90/10. Los estudiantes del Kinder reciben el 90% de su instrucción en Español y el 10% en Inglés. Cada año, el inglés es gradualmente aumentado hasta que el tiempo de instrucción alcance el 50% en Inglés y el 50% en Español del 4^o al 8^o grado.

Valinda 是一所學科學校由 K 至 8 年級有 547 位學生,我們及職員致力以鑽研教學策略為學生達到成功。我們提供 AVID, Mathabocce, Science Olympiad, 樂器隊及早上學前教育及 ASES (課後輔助課程)。Valinda 很自豪能為西班牙語課程,這獨特課程提供給英語及西語學生們有機會去學習及能透過這兩種語言以 90/10 比例模式授課給學生們,這代表每日以 90% 西語及 10% 英語授課,以英語授課時間會每年增加由 4 年級至 8 年級,可達至 50% 為英語 及 50% 為西語授課。

WEDGEWORTH ELEMENTARY



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Dr. Paulina Cho, Principal
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Wedgeworth provides strong, rigorous K-5 curriculum programs including the foreign language programs that are focused on infusing 21st century skills with a strong emphasis on technology literacy and project-based learning.
■ Mandarin Chinese/English Dual Immersion Program
■ Foreign Language Elective Classes (FLES)
■ School-Wide GATE-Depth and Complexity
■ Science Olympiad

Dual Immersion Program Model: Our program promotes a bilingual, multicultural environment by providing 50% of instruction in English and 50% in Mandarin Chinese. Standards-based instruction in both languages ensures that all students are able to achieve high academic standards as well as they become bilingual, biliterate, and bicultural citizens.

Wedgeworth 小學由 K-5 提供強勁、精確學校課程包括外語課程。著重於 21st 世紀外語技巧同時強調以優質能力課程技巧及學習策略。方案:
■ 國語/英語雙語漸進課程 ■ 外語自選課程(FLES)
■ 全校深度 GATE 綜合課程 ■ 科學智識競賽

雙語漸進課程模式: 我們推廣雙語多元文化環境,以 50% 英語及 50% 中文課程授課。以基礎課程及標準授課,從首級所有學生們取得同等學業成績,同時能成為雙語雙文及多元文化的公民。

Wedgeworth 提供課程為 plan de estudio fuertes y rigurosos para K-5 incluyendo los programas de lenguaje extranjero los cuales están enfocados en infundir habilidades del siglo 21 con un fuerte énfasis en alfabetización de tecnología y aprendizaje a base de proyectos.

■ Programa de Inmersión Doble al Chino-Mandarin/Inglés
■ Clases Electivas de Lenguaje Extranjero (FLES)
■ GATE a Fondo y Complejidad a Tráves de Toda la Escuela
■ Olimpiada de Ciencias

Modelo de Programa de Inmersión Doble: Nuestro programa promueve un ambiente multicultural, bilingüe al proveer el 50% de instrucción en Inglés y 50% en Chino-Mandarin. La instrucción a base de normas y en ambos lenguajes asegura que todos los estudiantes puedan lograr normas académicas altas a medida que ellos se convierten en ciudadanos con capacidad de leer y escribir en dos lenguajes y aprender dos culturas.



**CEDARLANE ACADEMY
GOLDEN-BELL AWARD-WINNING
CHINESE DUAL IMMERSION PROGRAM
INTEREST FORM**



The HLPUSD offers a Middle School Chinese (Traditional) Dual Immersion program at Cedarlane Academy. Additional zero period is added for our DI students to ensure that the students have an opportunity to add an elective class (such as STEAM, Tech, Band, Guitar, Spanish, Associated Student Body, Chinese Culture, etc.), too.

This program is open to current Dual Immersion students and new enrollees who demonstrate fluency in English and the target language at the 6th, 7th or 8th grade level. If a student is a new enrollee, he/she will need testing in Mandarin language to qualify for the program.

Please complete below if you wish to enroll your child in our dual immersion program at Cedarlane Academy:

PARENT/GUARDIAN INFORMATION

NAME/S: _____

ADDRESS : _____ CITY : _____

HOME NUMBER: _____ MOBILE NUMBER: _____

EMAIL: _____

STUDENT INFORMATION

NAME : _____ BIRTHDATE: _____

HOME SCHOOL: _____ Home Language: _____

I plan to enroll my grade child in the Dual Immersion Program at Cedarlane Academy:

Parent Signature: _____ Date : _____

Come and see! Please feel free to contact Mrs. Ellen Park, Principal, at (626)933-8001,2 or eypark@hlpusd.k12.ca.us to hear more about the CDIP, observe the CDIP classrooms, and/or take a tour of the school!

Please forward to Cedarlane Academy school office. **For office use only:**

- ☐ Approved
- ☐ Denied because _____

Principal's Signature: _____ Date _____



KOREAN DUAL IMMERSION PROGRAM **INTEREST FORM**

한국어 이중언어 프로그램 신청서



PARENT/GUARDIAN INFORMATION 학부모 정보

NAME/S: _____

ADDRESS : _____ CITY : _____

HOME NUMBER: _____ MOBILE NUMBER: _____

EMAIL: _____

STUDENT INFORMATION 학생 정보

NAME : _____ BIRTHDATE: _____

HOME SCHOOL: _____ Home Language: _____

I plan to enroll my Kinder/1st/2nd/3rd grade child in the Korean Dual Immersion Program at Cedarlane Academy to begin in August 2019:

본인의 자녀를 Cedarlane 공립학교의 한국어 이중언어 프로그램의 유치원/1/2/3 학년반에 등록하기
원합니다.

Parent Signature 학부모 서명: _____ Date : _____

Please read the description of our KDLP on the back!

Pre-registration is available also at <http://bit.do/cedarlaneKDLP> or contact Mrs. Ellen Park, Principal, at (626)933-8001,2 or eypark@hlpusd.k12.ca.us.

For office use only:

Please forward to Cedarlane Academy school office.

- ☐ Approved
- ☐ Denied because _____

Principal's Signature: _____ Date _____



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT LOS ALTOS ELEMENTARY

15565 LOS ALTOS DRIVE • HACIENDA HEIGHTS, CA 91745 • (626) 933-2300 • FAX (626) 855-3735



ROSALIE SINAPI, PRINCIPAL
Leticia Cid, Office Manager

Date Received: _____

Dual Immersion Interest Form

Student Name: _____ Grade: **K** **1** **2** **3**
Transitional Kindergarten DI not offered on site.

Student Information

Date of Birth: _____ Current School: _____
Is child in an DI Program? Yes No If student is in a current DI program, grades must be submitted.

Family Information

Address: _____ City: _____ Zip Code: _____
Phone: _____ Email (required): _____
Parents/Guardians _____

Enrollment Priority Information (please check/list name where indicated)

- ☐ Current Los Altos or Valinda Dual Immersion Sibling: _____
☐ HLPUSD Employee (Must be Legal Guardian or/and Parent): _____
☐ Los Altos Elementary Resident
☐ HLPUSD Resident
☐ Out of District Resident

Family Language Survey

- ☐ My child's native language is Spanish.
☐ My child's native language is English.
☐ My child is bilingual. Is able to communicate basic wants/needs in both.

Personal Statement

Why do you want your child to participate in the Dual Language Program?



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ROSALIE SINAPI, PRINCIPAL
Leticia Cid, Office Manager

Fecha de recibida: _____

Formulario de Interés en programa de Doble Inmersión

Nombre del estudiante: _____ Grado: K 1 2 3

Kindergarten de Transición DI (Doble Inmersión) no se ofrece en la escuela.

Información del estudiante

Fecha de Nacimiento: _____ Escuela actual: _____

¿Esta su niño en un programa de DI? Si No Si el estudiante esta en un programa de DI, debe de entregar las notas o calificaciones.

Información familiar

Calle: _____ Ciudad: _____ Código Postal: _____

Teléfono: _____ Correo electrónico (requerido): _____

Padres/responsables _____

Información sobre prioridad de matrícula (Por favor marcar/escribir nombre donde está indicado)

- ☐ Hay un hermano/a asistiendo a Doble Inmersión actualmente en Los Altos o Valinda _____
- ☐ Empleado de HLPUSD (Deben ser los padres o el encargado legal): _____
- ☐ Residente del área de Los Altos Elementary
- ☐ Residente del área de HLPUSD
- ☐ Residente fuera del Distrito

Encuesta de Lenguaje Familiar

- ☐ El lenguaje nativo de mi hijo/a es español.
- ☐ El lenguaje nativo de mi hijo/a es inglés.
- ☐ Mi hijo/a es bilingüe. Es capaz de comunicar sus necesidades básicas en ambos idiomas.

Declaración Personal

¿Porque usted quiere que su hijo/a participe en el programa de Doble Inmersión?



Hacienda La Puente Unified School District
LOS ALTOS ELEMENTARY

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Rosalie Sinapi, principal
Leticia Cid, Office Manager

Dual Immersion Welcome

Thank you for choosing to be part of our Dual Immersion Family for the 2015-2016 school year. We welcome you and your family to this 13 year commitment Kindergarten through 12th Grade.

We appreciate your support as we work together to build our program and create a lasting difference in your child's life.

If your child is on the wait list, blasts will go out via email over the next two months to inform you of any changes. Final decisions on wait list students will be made in April.

All students who currently speak another language or first language was not English must take the CELDT test in the summer through Multilingual. Please see Ms. Cid regarding information about CELDT summer testing.

Upcoming Events:

Los Altos Open House	Los Altos El.	4/30 @ 5:30 p.m.
Arts and Crafts Day #1	Los Altos El.	6/2 @ 9 a.m.
Arts and Crafts Day #2	Los Altos El.	6/16 @ 9 a.m.
New Student/Kindergarten Orientation	Los Altos El.	7/31 @ 8:30 a.m.
Dual Immersion Welcome Back Movie Event	Los Altos El.	7/31 @ 4 p.m.

Volunteering

Many of our parents do volunteer in class. Some weekly, others once or twice a year. We appreciate any support in and out of class. If you are going to volunteer, please make sure you complete a volunteer form. See Ms. Cid regarding procedures. Forms can be done now for next year. Forms must be re-submitted annually.

Parent Leader

We are seeking our parent leaders for the next group of DI students. If you are interested in being a room parent, please make sure to email losaltosdualimmersion@gmail.com. We will be having a Dual Immersion Parent Leader Meeting on April 23 @ 3 p.m. Please make arrangements to attend this meeting. If you cannot, please contact our parent group via email.

Sincerely,

Rosalie Sinapi, principal



Hacienda La Puente Unified School District
LOS ALTOS ELEMENTARY

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Rosalie Sinapi, principal
Leticia Cid, Office Manager

Bienvenido a Doble Inmersión

Gracias por escoger el ser parte de nuestra familia de Doble Inmersión para el año escolar 2015-2016. Le damos la bienvenida a usted y su familia por este compromiso de 13 años desde Kindergarten hasta el grado 12.

Apreciamos su apoyo al trabajar juntos para construir nuestro programa y crear una diferencia duradera en la vida de su hijo/a.

Si su hijo/a esta en la lista de espera, le enviaremos información a través de correo electrónico en los siguientes dos meses para hacerles saber cualquier cambio. La decisión final sobre los estudiantes en lista de espera se hará en abril.

Todos los estudiantes que actualmente hablan otro idioma o que su primer idioma no es Inglés tienen que tomar el examen CELDT en el verano a través de la oficina Multilingüe. Por favor contacte a la Sra. Del Cid para mayor información acerca del examen CELDT en el verano.

Próximos eventos:

Exhibición de Doble Inmersión y Subasta Silenciosa	Hacienda Height Community Center	2/24 @ 6 p.m.
Escuela Abierta de Los Altos	Los Altos El.	4/30 @ 5:30 p.m.
Día de Arte y manualidades #1	Los Altos El.	@ 9 a.m.
Día de Arte y manualidades #2	Los Altos El.	@ 9 a.m.
Orientación para nuevos estudiantes y Kinder	Los Altos El.	7/31 @ 8 a.m.
Evento de Película y bienvenida para Doble Inmersión	Los Altos El.	7/31 @ 4 p.m.

Voluntarios

Muchos de nuestros padres ayudan como voluntarios en clase. Algunos semanalmente, otros una o dos veces al año. Apreciamos su ayuda dentro y fuera del salón de clases. Si ustedes van a servir como voluntarios, por favor completar el formulario de voluntario. Contacte a la Sra. Del Cid con respecto al proceso a seguir. Los formularios se pueden llenar ya para el próximo año. Los formularios deben de renovarse anualmente.

Translate the following: We are seeking our parent leaders for the next group of DI students. If you are interested in being a room parent, please make sure to email losaltosdualimmersion@gmail.com. We will be having a Dual Immersion Parent Leader Meeting on April 23 @ 3 p.m. Please make arrangements to attend this meeting. If you cannot, please contact our parent group via email.

Sinceramente,

Rosalie Sinapi, directora



Hacienda La Puente Unified School District
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Rosalie Sinapi, principal
Leticia Cid, Office Manager

Bienvenido a Doble Inmersión

Nombre del estudiante: _____

Fecha para el examen en la escuela: 13 de marzo o 20 de marzo

Hora: _____

Estado del niño:

Aceptado Preliminarmente

En Lista de Espera

Gracias por escoger el ser parte de nuestra familia de Doble Inmersión para el año escolar 2015-2016. Le damos la bienvenida a usted y su familia por este compromiso de 13 años desde Kindergarten hasta el grado 12.

Apreciamos su apoyo al trabajar juntos para construir nuestro programa y crear una diferencia duradera en la vida de su hijo/a.

Si su hijo/a esta en la lista de espera, le enviaremos información a través de correo electrónico en los siguientes dos meses para hacerles saber cualquier cambio. La decisión final sobre los estudiantes en lista de espera se hará en abril.

Todos los estudiantes que actualmente hablan otro idioma o que su primer idioma no es Ingles tienen que tomar el examen CELDT en el verano a través de la oficina Multilingüe. Por favor contacte a la Sra. Del Cid para mayor información acerca del examen CELDT en el verano.

Próximos eventos:

Exhibición de Doble Inmersión y Subasta Silenciosa	Hacienda Height Community Center	2/24 @ 6 p.m.
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Voluntarios

Muchos de nuestros padres ayudan como voluntarios en clase. Algunos semanalmente, otros una o dos veces al año. Apreciamos su ayuda dentro y fuera del salón de clases. Si ustedes van a servir como voluntarios, por favor completar el formulario de voluntario. Contacte a la Sra. Del Cid con respecto al proceso a seguir. Los formularios se pueden llenar ya para el próximo año. Los formularios deben de renovarse anualmente.

Estamos buscando a nuestros líderes de padres para el siguiente grupo de estudiantes de Doble Inmersión. Si usted está interesado en ser el padre encargado del salón por favor asegúrese de enviar un correo electrónico a losaltosdualimmersion@gmail.com. Vamos a tener nuestra reunión de padres líderes de Doble Inmersión el 23 de abril a las 3:00 p.m. Por favor haga los arreglos necesarios para asistir a esta reunión. Si no puede asistir, por favor contacte a nuestro grupo de padres a través del correo electrónico.

Sinceramente,

Rosalie Sinapi, directora



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LOS ALTOS ELEMENTARY

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Rosalie Sinapi, principal
Leticia Cid, Office Manager

Dual Immersion Welcome

Student Name: _____

School-based Testing Date: March 13 or March 20 Time: _____

Child's Status: Preliminarily Accepted Wait List

Thank you for choosing to be part of our Dual Immersion Family for the 2015-2016 school year. We welcome you and your family to this 13 year commitment Kindergarten through 12th Grade.

We appreciate your support as we work together to build our program and create a lasting difference in your child's life.

If your child is on the wait list, blasts will go out via email over the next two months to inform you of any changes. Final decisions on wait list students will be made in April.

All students who currently speak another language or first language was not English must take the CELDT test in the summer through Multilingual. Please see Ms. Cid regarding information about CELDT summer testing.

Upcoming Events:

Dual Immersion Showcase and Silent Auction	Hacienda Height Community Center	2/24 @ 6 p.m.
Los Altos Open House	Los Altos El.	4/30 @ 5:30 p.m.
Arts and Crafts Day #1	Los Altos El.	@ 9 a.m.
Arts and Crafts Day #2	Los Altos El.	@ 9 p.m.
New Student/Kindergarten Orientation	Los Altos El.	7/31 @ 8 a.m.
Dual Immersion Welcome Back Movie Event	Los Altos El.	7/31 @ 4 p.m

Volunteering

Many of our parents do volunteer in class. Some weekly, others once or twice a year. We appreciate any support in and out of class. If you are going to volunteer, please make sure you complete a volunteer form. See Ms. Cid regarding procedures. Forms can be done now for next year. Forms must be re-submitted annually.

Sincerely,

Rosalie Sinapi, principal



Hacienda La Puente Unified School District
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Rosalie Sinapi, principal
Leticia Cid, Office Manager

Spanish Dual Immersion Parent Contract

STUDENT NAME: _____

Family Commitment & DLI Programmatic Agreements

I understand that my child will participate in a Spanish Bilingual Dual Language Immersion Program in which Spanish and English will be taught in a language-rich environment. I understand that my child will be taught in both Spanish and English beginning in Kindergarten and continuing up to grade 5.

I understand that research shows it takes 5-7 years to acquire a second language, and that continual enrollment in the program is necessary to guarantee my child's academic success. I also understand that it is important to maintain an equal balance between Spanish-language dominant students and English-language dominant students for the program to be successful. For these reasons, I realize that it is necessary to make a six-year commitment to the Dual Language Immersion Program at Los Altos Elementary to ensure full development of my child's language skills in both Spanish and English. I agree to allow my child to continue on the HLPUSD middle school and high school pathway upon leaving Los Altos Elementary. Students who complete the course of study in the HLPUSD will earn the Seal of Biliteracy.

I commit to supporting my child's bi-literacy development and educational success by maintain a positive attitude regarding my child's second language learning and by staying informed about his/her progress by attending parent/teacher conferences and school meetings about the immersion program. I also commit to supporting my child's second language development outside of the school day.

I understand that I am welcomed and encouraged to participate in the classroom and our school community, and that I will be given training to be able to support the language acquisition process.

- As a parent, I agree to support the program and constructively share concerns with staff to resolve concerns regarding my child's learning.
- As a parent, I will work with my child to help support learning in English and Spanish at home.
- As a parent, I promise to have my child here and on time (Students with more than 10 tardies and/or 15 absences will be subject to review and may be removed from program).
- As a parent, I will do my best to be actively involved (communicating with teacher regularly, providing support for the class including volunteering, and participating in extra-curricular events).

Parent Name

Signature/Date



Hacienda La Puente Unified School District
LOS ALTOS ELEMENTARY

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Rosalie Sinapi, principal
Leticia Cid, Office Manager

Contrato para los padres de doble inmersión en español

Nombre del estudiante: _____

Compromiso de familia y acuerdos del programa de DLI

Entiendo que mi niño participará en un programa de español bilingüe de doble inmersión en español y en inglés y que se desarrollará en un ambiente rico de lenguaje. Entiendo que mi hijo aprenderá en español e inglés empezando en el kinder y continuando hasta el grado 5.

Entiendo que las investigaciones han demostrado que tarda 5-7 años para adquirir un segundo idioma y que la inscripción continua en el programa es necesaria para garantizar el éxito académico de mi hijo. También entiendo que es importante mantener un balance igual entre estudiantes dominantes en español e estudiantes dominantes en inglés para que el programa tenga éxito. Por estas razones, me doy cuenta que es necesario hacer un compromiso de seis años con el programa de doble inmersión en la primaria de Los Altos para asegurar el pleno desarrollo de habilidades de lenguaje de mi hijo en español e inglés. Estoy de acuerdo en permitir que mi hijo continúe en el camino de secundaria y preparatoria de HLPUSD después de salir de la escuela primaria de Los Altos. Los estudiantes que completen el curso de estudio en el distrito ganarán el sello de la alfabetización bilingüe.

Me comprometo en apoyar el desarrollo de la alfabetización bilingüe de mi hijo y el éxito educativo por mantener una actitud positiva con respecto a la aprendizaje de segunda idioma de mi hijo, y manteniendo me informado acerca de su progreso por asistir a conferencias de padres/maestros y reuniones sobre el programa de inmersión de la escuela. También me comprometo en apoyar el desarrollo del segundo idioma de mi hijo fuera del día escolar.

Entiendo que soy bienvenido y animado a participar en el aula y nuestra comunidad escolar y que seré dado entrenamiento para poder apoyar el proceso de la adquisición del lenguaje.

- Como padre, me comprometo a apoyar el programa y compartir constructivamente las preocupaciones con el personal para resolver dudas sobre aprendizaje de mi hijo.
- Como padre, yo trabajaré con mi hijo para apoyar el aprendizaje de inglés y español en casa.
- Como padre, me comprometo a que mi hijo este aquí y puntual (alumnos con más de 10 tardanzas o 15 ausencias serán sujetos a revisión y pueden ser eliminados del programa).
- Como padre, haré lo mejor para estar activamente involucrado (comunicación con el maestro regularmente, brindando apoyo a la clase incluyendo el voluntariado y participado en eventos extracurriculares).

Nombre de padre

Firma/Fecha



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ROSALIE SINAPI, PRINCIPAL
Leticia Cid, Office Manager

Los Altos Elementary Enrollment 2017 and Beyond

Thank you for considering Los Altos Elementary as your child's education provider. We are excited that you are interested in being part of our family. As our school program has evolved, so are our enrollment procedures for the 2017-2018 school year.

Dual Immersion Kindergarten

- All Parents must attend an informational meeting in order to receive a registration packet in December
Dates for 2016: 2/18, 3/14, 5/16, 8/19, 9/2, 10/7, 11/4, 12/9. All meetings are set at 8:45 a.m. and last one hour. Meetings subject to change.
- Enrollment is based on residency and language priority.
- Parents must attend an orientation in the Spring to secure spot if chosen for the program.
- A wait list will be pulled for any additional students not chosen for the class.

Traditional Kindergarten

- All Parents should attend one informational meetings in order to receive a registration packet in January.
Dates: Dates: 8/21/15, 9/18/15, 10/16/15, 11/6/15, 12/10/15 (9:15 a.m.) and 1/8/16, 2/18, 3/14, and 5/16 and last one hour. Meetings subject to change.
- Enrollment is based on residency first! Current siblings and Los Altos Elementary attendance area residents will be given priority over non-residents.
- Parents must attend an orientation in the Spring to secure spot if enrolling.
- A wait list will be pulled for any additional students not chosen for the class.

Transitional Kindergarten (currently available off-site only)

- Enrollment packets will be available in January.
- Packets can be turned into the Los Altos office or at a TK site. Site names to be determined early 2016.

Are you looking for a placement for a student currently in HLPUSD?

- Our student enrollment is at capacity. We are currently not accepting Choice or Intras for open enrollment. However, we do have a wait list option for parents interested in Dual Immersion based on eligibility requirements (Must currently be in a Dual Immersion Program or a native Spanish Speaker new to country).

Are you a parent of a toddler or preschool student look for 2017 and beyond?

- Parents of student not eligible to enroll for the 2016/2017 school year are always welcomed to visit our site and attend an information day listed.

Can I get a 1 on 1 tour or special day?

- We would love to accommodate your needs. However, our interest is always what is best for our students. Classroom disruptions (including tours by parents) do take away from our teachers and therefore our student's learning. Our principal can contact you to answer questions, talk to you at events, and before or after-school too! However instruction is first. Special tours and one-on-one school tours cannot be accommodated.

Principal: Rosalie Sinapi (626) 933-2302 rsinapi@hlpusd.k12.ca.us



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT LOS ALTOS ELEMENTARY

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ROSALIE SINAPI, PRINCIPAL
Leticia Cid, Office Manager

Los Altos Elementary Matricula del 2016-2017

Gracias por considerar a la Primaria Los Altos como el proveedor de la educación de su hijo. Estamos contentos de que usted esté interesado en ser parte de nuestra familia. Al mismo tiempo que nuestro programa de Doble Inmersión ha evolucionado, así también nuestro procedimiento de matrícula para el año escolar 2016-2017.

Kindergarten Doble Inmersión

- Todos los padres deben asistir a una reunión informativa para poder recibir el paquete de matrícula en enero. Las fechas son: 3/16/15, 4/9/15, 8/21/15, 9/18/15, 10/16/15, 11/6/15, 12/4/15 and 1/8/15. Todas las reuniones serán a las 8:45 a.m. y duraran una hora. Las reuniones están sujetas a cambios.
- La matrícula está basada en el lugar de residencia y prioridad de lenguaje.
- Para la clase del 2016-2017, se hará una lotería para llenar los espacios vacantes en el programa.
- Los padres deben asistir a una orientación durante la primavera para asegurar un espacio si han sido escogidos para el programa.
- Se va a crear una lista de espera para aquellos estudiantes que no fueron escogidos para la clase.

Kindergarten Tradicional

- Todos los padres deben asistir a una reunión informativa para poder recibir el paquete de matrícula en enero. Las fechas son: 3/16/15, 4/9/15, 8/21/15, 9/18/15, 10/16/15, 11/6/15, 12/4/15 and 1/8/15. Todas las reuniones serán a las 8:45 a.m. y duraran una hora. Las reuniones están sujetas a cambios.
- La matrícula está basada primeramente en el lugar de residencia. Se les dará prioridad a los estudiantes que tienen hermanos en la escuela y que viven en el área de la escuela, sobre los que no viven el área.
- Los padres deben asistir a una orientación durante la primavera para asegurar un espacio si se van a matricular.
- Se va a crear una lista de espera para aquellos estudiantes que no fueron escogidos para la clase.

Kindergarten de Transición (disponible fuera de la escuela solamente)

- Los paquetes de matrícula estarán disponibles en enero.
- Los paquetes pueden entregarse en la oficina de Los Altos o en una escuela que ofrezca el programa. Las escuelas que van a ofrecer el programa se conocerán a principios del 2016.

¿Está usted buscando un lugar para un estudiante que actualmente está asistiendo a HLPUSD?

- Nuestro cupo está totalmente lleno. Actualmente no estamos aceptando aquellos que escogen nuestra escuela o que se quieren mover dentro del distrito por matricula abierta. Sin embargo, tenemos la opción de ponerlo en lista de espera para aquellos padres que estén interesados en Doble Inmersión basado en los requisitos de elegibilidad (Debe estar actualmente en un programa de Doble Inmersión o debe ser un estudiante nuevo en el país cuyo idioma nativo sea el español).

¿Es usted un padre de un infante o de pre-escuela buscando para el año 2017 y más allá?

- Los padres de los estudiantes que no son elegibles para matricularse en el año escolar 2016/2017 son siempre bienvenidos a visitar nuestra escuela y a asistir a las reuniones informativas programadas. Sin embargo, usted necesita asistir a las reuniones dentro del año de matrícula para que su hijo pueda recibir un paquete de matrícula para el siguiente año escolar.

¿Puedo visitar la escuela individualmente o tener un día especial para mi hijo/a?

- Nos gustaría satisfacer sus necesidades. Sin embargo, nuestro interés es siempre lo que es mejor para nuestros estudiantes. Las interrupciones en el salón de clase (incluyendo las visitas de los padres) quitan tiempo a los maestros y afectan el aprendizaje. Nuestra directora puede comunicarse con ustedes para contestarle sus preguntas, hablar con usted durante los eventos y antes o después de escuela también. Sin embargo, la instrucción es lo primero. No podemos programar visitas especiales o visitas individuales.

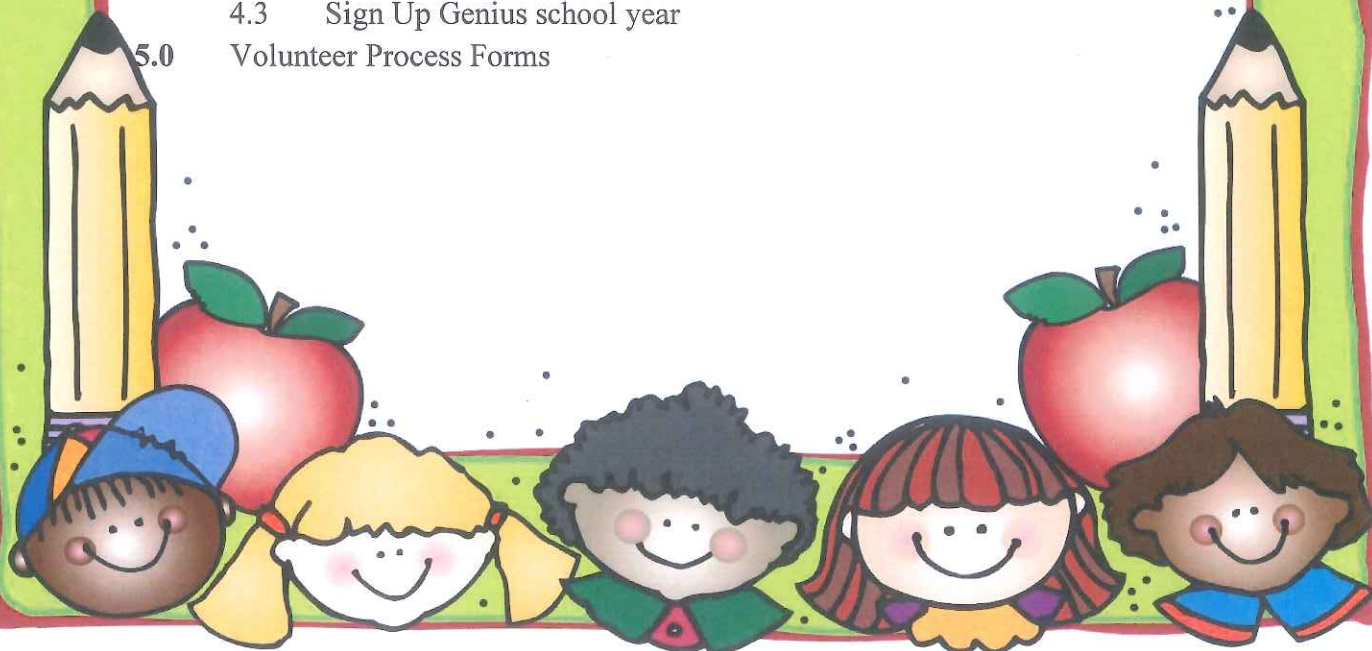
Directora: Rosalie Sinapi (626) 933-2302 rsinapi@hlpusd.k12.ca.us

Dual Immersion New Parent Meeting

When: April 23

Where: Los Altos Elementary G1

- 1.0 Welcome and Introductions (Toots 2 minutes)
- 2.0 Room Parent 101
- 3.0 Upcoming Events
 - 3.1 Summer Events
 - 3.1.1 Work Books- K, 1, and 2
 - 3.1.2 Classes (off site and on site options)
 - 3.1.3 Summer Reading/Project
 - 3.1.4 Art/Craft Day- June 2, 16 9 a.m. to 11 a.m.
 - 3.1.5 Play Date – July 17
 - 3.1.6 Welcome Back-July 31 Movie
- 4.0 Supporting New Teacher/Sr. Lopez
 - 4.1 Summer Support
 - 4.2 Items needed
 - 4.3 Sign Up Genius school year
- 5.0 Volunteer Process Forms





VALINDA SCHOOL OF ACADEMICS
1030 N. INDIAN SUMMER AVE.
LA PUENTE CA. 91744
(626)933-4701

DUAL IMMERSION PROGRAM INTEREST FORM-FALL 2016

PARENT / GUARDIAN INFORMATION

NAME/S: _____

ADDRESS: _____ CITY: _____

HOME NUMBER: _____ MOBILE NUMBER: _____

EMAIL: _____

STUDENT INFORMATION

NAME: _____ BIRTHDATE: _____

HOME SCHOOL: _____ DISTRICT: _____

What language(s) do you speak at home: _____

My child will start Kindergarten in August of _____.

My child is already in grade _____.



Do you already have other children in the program? If yes, what are their names and grades? _____

How did you hear about this program? ☐Flyer ☐Other Parents ☐District's Website
☐At the Assessment Center ☐Other _____

I understand that I must attend a **mandatory** parent informational meeting in order for my child to be considered for the program.

Parent/Guardian Signature

Date

**Final Placement will be determined by the language needs of the classes.
Please return this form to Language Services and Student Programs.**

For office Use Only

Date Received: _____ Parent Meeting Date: _____



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PROGRAMA DE DOBLE INMERSIÓN FORMA DE INTERÉS-OTOÑO 2016

INFORMACION DEL PADRE/TUTOR

NOMBRE/S: _____

DOMICILIO: _____ CIUDAD: _____

NUMERO DE TELÉFONO: _____ CELULAR: _____

EMAIL: _____

INFORMACION DEL ALUMNO

NOMBRE: _____ FECHA DE NACIMIENTO: _____

ESCUELA DE RESIDENCIA: _____ DISTRITO: _____

Qué idioma(s) se hablan en el hogar: _____

Mi hijo o hija empezara el Kinder en agosto del año _____.

Mi hijo o hija ya está en el grado _____.



¿Tiene hijos en el programa actualmente? Si su respuesta es sí, cuáles son sus nombres y en qué grado están. _____

¿Cómo se enteró de este programa? ☐ Pagina Red del Distrito ☐ Volante
☐ Otros Padres ☐ En el Centro de Pruebas ☐ Otro _____

Yo comprendo que debo asistir a una junta informativa **obligatoria** para que se considere oficialmente a mi hijo/a para el programa.

Firma del padre/guardián

Fecha

La colocación final será determinada por las necesidades de lenguaje de las clases. Por favor entregue esta forma al departamento de Servicios de Lenguaje y Programas Estudiantiles.

For office Use Only

Date Received: _____ Parent Meeting Date: _____

Two-Way Immersion Education: The Basics

Dual language programs use two languages for literacy and content instruction for all students. In the United States, programs use English and a partner language, often Spanish. The programs provide the same academic content and address the same standards as other educational programs. They provide instruction in the two languages over an extended period of time, from kindergarten through at least fifth grade. Instruction is in the partner language at least 50% of the time.

Two-way immersion, a kind of dual language education that combines students from two language groups for instruction in both of their languages, has been in existence for nearly 40 years, and its popularity has grown. During the first 20 years, the number of new programs remained relatively low. Only 30 programs were known to exist in the mid-1980s (Lindholm, 1987). Over the past 15 years, however, the number of programs has risen rapidly. Recently, 315 programs were documented (Center for Applied Linguistics, 2005). The majority of them are Spanish/English programs in public elementary schools.

Features of Two-Way Immersion Programs

High quality two-way immersion programs share certain features.

The programs include fairly equal numbers of two groups of students: native English speakers and English language learners (native speakers of another language, such as Spanish, Korean, or Chinese). Two-way immersion is a unique kind of language education because it involves two languages in two ways: Two languages are used for instruction, and two groups of students are involved—students who are native English speakers and students from another language background, most often Spanish.

The programs are integrated. The native English speakers and English language learners are grouped together for core academic instruction (i.e., math, social studies, and science), not just physical education and music, for all or most of the day.

The programs provide both groups of students with core academic instruction in both languages. There are two main program models in two-way immersion education that are generally referred to as “90/10” and “50/50.” In a 90/10 model, 90% of instruction in the first year or two is in the partner language and 10% in English. Over the course of the primary grades, the percentage of instruction in the minority language decreases, while the percentage of instruction in English gradually increases. By about fourth or fifth grade, instructional time in each language reaches a 50/50 ratio. In the 50/50 model, instruction in English and the partner language is divided evenly at all grades.

Goals of Two-Way Immersion Programs

Programs typically aim for these general goals:

Students will develop high levels of proficiency in their first language. This goal means that native English speakers will develop high levels of listening, speaking, reading, and writing ability in English, and English language learners will develop these same abilities in their native language (e.g., Spanish). Neither group of students will have to forego development in the native language as second language proficiency improves.

All students will develop high levels of proficiency in a second language. Native English speakers will have the opportunity to develop high levels of oral and written proficiency in a second language. English language learners will have the opportunity to develop high levels of oral and written proficiency in English. The English language development of English language learners will not be diminished because they are also receiving instruction in their native language. Two-way immersion programs are called additive bilingual programs for both groups of students: they give all students the opportunity to maintain and develop oral and written skills in their first language while they simultaneously acquire oral and written skills in a second language.

Academic performance for both groups of students will be at or above grade level. Dual

language programs maintain the same academic standards and curricula that are in place for other students in a school district. Academic requirements are not diluted for dual language students, and the same levels of academic performance are expected for them as for other students in the district. Evidence that this goal is attainable has been documented in empirical studies (Cazabon, Nicoladis, & Lambert, 1998; Lindholm-Leary, 2001; Thomas & Collier, 2002).

All students will demonstrate positive cross-cultural attitudes and behaviors. Because TWI classrooms bring together students from different language, racial, ethnic, and socioeconomic backgrounds, they allow students to learn first hand about cultures that are different from their own. Research has shown evidence of positive cross-cultural attitudes being developed through TWI programs (Cazabon, Lambert, & Hall, 1993; Freeman, 1998). Other studies point to the dominance of the English language and the native English speakers in the TWI classroom (Amrein & Peña, 2000; Carrigo, 2000; McCollum, 1999), suggesting that particular attention may need to be paid to this goal.

Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence.

For more details about the basics of two-way immersion, read *Two-Way Immersion 101: Designing and Implementing a TWI Education Program at the Elementary School Level*, an Educational Practice Report published by the Center for Research on Education, Diversity & Excellence (CREDE). For the full text of *Two-Way Immersion 101*, visit <http://www.cal.org/twi>.

This document is part of the *Two-Way Immersion Toolkit*, edited by Elizabeth R. Howard, Julie Sugarman, Marleny Perdomo, and Carolyn T. Adger (2005, The Northeast and Islands Regional Educational Laboratory at Brown University — Education Alliance).

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HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT WEDGEWORTH ELEMENTARY SCHOOL

16949 WEDGEWORTH DRIVE • HACIENDA HEIGHTS, CA 91745 • (626) 933-8101



Dr. Paulina Cho, Principal
Veronica Dennis, SOM

MANDARIN CHINESE DUAL IMMERSION PROGRAM INTEREST FORM

學年雙語沉浸式課程意願表

PARENT/GUARDIAN INFORMATION 家長/監護人資料

NAME(S) 名字: _____

ADDRESS 地址: _____

HOME NUMBER 家用電話: _____ CELL NUMBER 手機: _____

EMAIL 電子郵件: _____

STUDENT INFORMATION 學生資料

NAME(S) 名字: _____ BIRTH DATE 出生日期: _____

HOME SCHOOL 在籍地學校: _____ HOME LANGUAGE 在家中使用語言: _____

I plan to enroll my kinder child in the Mandarin Chinese Dual Immersion Program at Wedgeworth Elementary for the fall program in August 2015.

我打算讓我的孩子報名參加 Wedgeworth 小學於 2015 年 8 月秋季班的雙語沉浸式課程。

Parent Signature 家長簽名 _____ Date 日期: _____

Return to school office. 請將填寫完表格交還給學校辦公室

For office use only

Please forward Wedgeworth Elementary School office or doc send to SOM or principal.

- ☐ Approved
- ☐ Denied

Principal Signature _____ Date _____

Vision Statement:

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.