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
Superintendent’s Letter

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 Chinese Dual Immersion Program, began at Wedgeworth Elementary School in the fall and 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 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 Language Immersion Program and will allow our teachers and administrators to grow in their understanding of Dual Language education 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 across linguistic and cultural differences in the community. We believe these students will become excellent contributors to our community and beyond.

Sincerely,

Cynthia Parulan-Colfer
Superintendent
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
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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)
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

<table>
<thead>
<tr>
<th>Elementary School Pathway</th>
<th>Middle School Pathway</th>
<th>High School Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TWBI Programs:</strong></td>
<td><strong>Projected Middle Schools:</strong></td>
<td><strong>Suggested High School:</strong></td>
</tr>
<tr>
<td>• Los Altos Elementary</td>
<td>• Newton Middle School</td>
<td>• Los Altos High School</td>
</tr>
<tr>
<td>• Valinda School of Academics</td>
<td>• Valinda School of Academics</td>
<td>• William Workman High School</td>
</tr>
<tr>
<td><strong>K– 90% in Sp; 10% in Academic English Language Development (AELD)</strong></td>
<td><strong>Two required courses in the Target Language</strong></td>
<td><strong>Two required courses in the Target Language (or meet AP/IB requirements)</strong></td>
</tr>
<tr>
<td>1st – 80% in Sp; 20% in AELD</td>
<td>6th Grade – Spanish LA, Spanish Social Studies, English LA, English Math, English Science, English PE, Spanish or English Elective</td>
<td><strong>Pathway #1</strong></td>
</tr>
<tr>
<td>2nd – 70% in Sp; 30% in ELA</td>
<td>7th Grade - Spanish LA, Spanish Social Studies, English LA, English Math, English Science, English PE, Spanish or English Elective</td>
<td>gr. 9: Spanish IB SL</td>
</tr>
<tr>
<td>3rd – 60% in Sp; 40% in ELA</td>
<td>8th Grade - Spanish LA, Spanish</td>
<td>gr.10: AP Spanish Language and Culture</td>
</tr>
<tr>
<td>4th - 5th – 50% in Sp; 50% in Eng</td>
<td>Cross Cultural Studies at all Grade Levels</td>
<td>gr.11: AP Spanish Literature and Culture</td>
</tr>
<tr>
<td><strong>Pathway #2</strong></td>
<td></td>
<td>gr. 12: Spanish IB HL</td>
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<tr>
<td>gr. 9: AP Spanish Language and Culture</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Pathway to Biliteracy Award OR</th>
<th>Pathway to Biliteracy Award OR</th>
<th>Recognition* Seal of Biliteracy on the High School Diploma; college credit for coursework in the TWBI strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Immersion Participation Award at the end of grade 5.</td>
<td>Dual Immersion Participation Award at the end of grade 8.</td>
<td></td>
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</table>

**Chinese/Korean Program**

<table>
<thead>
<tr>
<th>Elementary School Pathway</th>
<th>Middle School Pathway</th>
<th>High School Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wedgeworth Elementary (Traditional Chinese)</td>
<td>Middle School: Cedarlane Academy</td>
<td>Projected High School: Glen A. Wilson High School C</td>
</tr>
<tr>
<td>Cedarlane Academy (Korean)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

K-1st – 50% in Target Language; 50% in Academic English Language Development (AELD)
2nd – 50% in Target Language; 50% in AELD
3rd – 50% in Target Language; 50% in ELA
4th – 50% in Target Language; 50% in ELA
5th – 50% in Target Language; 50% in ELA

Cross Cultural Studies at all Grade Levels

Two required courses in the Target Language
6th Grade – Target Language LA, Target Language Social Studies, English LA, English Math, English Science, English PE, English Elective
7th Grade – Target Language LA, Target Language Social Studies, English LA, English Math, English Science, English PE, English Elective
8th 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)
9th Grade -
1. Chinese: Chinese or Advanced Placement Chinese
2. Korean: Korean 3

10th Grade -
1. Chinese: Advanced Placement Chinese or
2. Korean: Korean IB I

11th & 12th Grade Program:
1. Chinese: Chinese IB II or
2. Korean IB II
3. TBD 3rd Language Options and other program offerings: cross-age tutoring, internships, program abroad, independent studies for career preparation, etc.
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 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.

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Standards</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>Common Core Standards in all content areas</td>
<td>Curriculum-based Assessments may include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● End of Unit tests and quizzes</td>
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<tr>
<td></td>
<td></td>
<td>● Language Arts, Writing, and Math Benchmark Assessments in both languages.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● CAASPP test</td>
</tr>
<tr>
<td>Second Language Proficiency</td>
<td>English Learners: ELD Standards</td>
<td>ELPAC and SOLOM: Immersion Program-wide district and state assessments monitoring target language and</td>
</tr>
</tbody>
</table>
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
Construction 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
Appendix C: Programs Brochure

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

“Partners in your child’s education”

4000 East Olive Avenue, Industry, CA 91749
Phone: 909-835-2400 - Web: www.hlusd.org

BOARD OF EDUCATION

Mr. Jeffrey Cassel, President
Mrs. Penny Amundsen, Vice President
Dr. Joseph K. Chang, Clerk
Mr. Jay F. Chen, Member
Mr. Gino Sanz, Ed., Member
Mrs. Cynthia Parra-Bollier, Superintendent

Benefits of a Dual Immersion Program

Research shows there are many benefits for students enrolled in dual immersion programs. Students develop full and reading and writing proficiency in two languages. They also have increased graduation rates. They are more motivated to work harder, and score higher on college tests. They also have higher graduation rates and are more successful in college, higher self-esteem and a greater understanding of other cultures.

Los Beneficios del Programa de Inmersión Doble

Los investigadores demuestran que hay muchas ventajas para los estudiantes inscritos en programas de inmersión doble. Los estudiantes desarrollan habilidades en dos idiomas y adquieren destrezas en lectura y escritura. Los estudiantes tienen una mayor motivación para trabajar más duro y obtienen mejores resultados en exámenes de ingreso a la universidad. También tienen tasas más altas de graduación, mayor interés para estudiar en la universidad, mayor autoestima y mayor conocimiento cultural.

中文宣传

双语课程

双语课程的目标是帮助学生在两种语言中发展阅读和写作能力。学生在两种语言中发展阅读和写作能力。他们也提高了毕业率。他们更有动力努力学习，成绩在大学入学考试中更高。他们也有更高的毕业率和在大学中更好的学习能力，更高的自尊心和对其他文化的更好的了解。

LOS ALTOS ELEMENTARY

15750 Los Altos Drive
Hacienda Heights, CA 91745
Phone: 626-850-2008
Fax: 626-850-3773
Web: http://losaltosई.ghschools.org
Ms. Rosalba Rangel, Principal
Email: principal@losaltosई.ghschools.org

Los Altos Elementary provides a high-quality education program for students enrolling in our Spanish Dual Immersion Program. Over the past few years, we have been recognized as one of the best schools in a Title 1 High-Risk School. We also offer a Spanish Dual Immersion Program to students in junior high and high school who wish to continue their dual immersion studies. The dual immersion program is designed to provide our students with a well-rounded education and to prepare them for success in post-high school studies. Our program is based on the latest research in the field and provides our students with the tools they need to succeed. We offer a K-3 model which means students are instructed in Spanish in grades K-3 and in English from grade 4 onward. The dual immersion program is increased until it reaches 50% English and 50% Spanish by grade 6.

La Puente

Los Altos junior high school is a Spanish Dual Immersion Program that offers the students an opportunity to learn both languages. The program is based on the latest research in the field and provides our students with the tools they need to succeed. The dual immersion program is increased until it reaches 50% English and 50% Spanish by grade 6.

WEDGEPORSEN ELEMENTARY

4500 West Windsor Ave.
La Puente, CA 91744
Phone: 626-850-2000
Fax: 626-850-3773
Web: http://wedgeporsch.org
Ms. Elizabeth Barajas, Principal
Email: principal@wedgeporsch.org

Wedgeporren Elementary School is a Spanish Dual Immersion Program that offers the students an opportunity to learn both languages. The program is based on the latest research in the field and provides our students with the tools they need to succeed. The dual immersion program is increased until it reaches 50% English and 50% Spanish by grade 6.
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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Grade Proficiency on CAASPP Language Arts OR ELA Interim</td>
<td>Score of Meeting or Exceeding Standard in Language Arts OR Score of 70% on 5th grade Fall or Winter ELA Interim</td>
</tr>
<tr>
<td>Seventh Grade Proficiency on CAASPP Language Arts OR ELA Interim</td>
<td>Score of Meeting or Exceeding Standard in Language Arts OR Score of 70% on 8th grade Fall or Winter ELA Interim</td>
</tr>
<tr>
<td>English Learner Proficiency (only students identified as English Learners)</td>
<td>Reclassified with an Overall Summative ELPAC score of 4 OR Score of 70% on 5th grade ELD Benchmark Bridging Level in Fall or Winter</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>Target Language Project</td>
<td>Fifth Grade: Oral Presentation Rubric Score of 3</td>
</tr>
<tr>
<td></td>
<td>Eighth Grade: Oral Presentation Rubric Score of 3 AND Writing Task Rubric Score of 3</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>For students with disabilities, refer to IEP goals and objectives</td>
</tr>
</tbody>
</table>

II. Dual Immersion Participation Award

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

<table>
<thead>
<tr>
<th>SCHOOL’S VERIFICATION SIGNATURES</th>
<th>The candidate has:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Signature (Date)</td>
<td>Successfully met the eligibility requirements for the Elementary School Biliteracy Attainment Award.</td>
</tr>
<tr>
<td>Parent’s Signature (Date)</td>
<td></td>
</tr>
<tr>
<td>Principal’s Signature (Date)</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Signature (Date)</td>
<td></td>
</tr>
</tbody>
</table>

**District Office Use Only**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student meets all criteria and is eligible for the Pathway to Biliteracy Award</td>
<td></td>
</tr>
<tr>
<td>Students meets all criteria and is eligible for the Dual Immersion Participation Award</td>
<td></td>
</tr>
<tr>
<td>Student does not meet the following criteria:</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Signature</th>
<th>(Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Signature</td>
<td></td>
</tr>
<tr>
<td>Parent’s Signature</td>
<td></td>
</tr>
<tr>
<td>Principal’s Signature</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Signature</td>
<td></td>
</tr>
</tbody>
</table>

The candidate has: _____ Successfully met the eligibility requirements for the Middle School Biliteracy Attainment Award.

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.
Writing Prompt – 8th Grade

Write an Essay in a language other than English on the following topic:

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

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Smarter Balanced Performance Task Scoring Rubrics

Grades 3-11
# 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3-5)

<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose/Organization</th>
</tr>
</thead>
</table>
| 4     | 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:  
  - 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 |
| 3     | 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:  
  - 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 |
| 2     | The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:  
  - 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 |
| 1     | The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:  
  - 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 |
| NS    | Unintelligible  
  - In a language other than English  
  - Off-topic  
  - Copied text  
  - Off-purpose |
## 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence/Elaboration</strong></td>
<td>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:</td>
<td>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:</td>
<td>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:</td>
<td>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:</td>
<td><em>Unintelligible</em></td>
</tr>
<tr>
<td></td>
<td>• comprehensive evidence from sources is integrated; references are relevant and specific</td>
<td>• adequate evidence from sources is integrated; some references may be general</td>
<td>• some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</td>
<td>• evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• effective use of a variety of elaborative techniques*</td>
<td>• adequate use of some elaborative techniques</td>
<td>• weak or uneven use of elaborative techniques; development may consist primarily of source summary</td>
<td>• minimal, if any, use of elaborative techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• vocabulary is clearly appropriate for the audience and purpose</td>
<td>• vocabulary is generally appropriate for the audience and purpose</td>
<td>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</td>
<td>• vocabulary is limited or ineffective for the audience and purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• effective, appropriate style enhances content</td>
<td>• generally appropriate style is evident</td>
<td>• inconsistent or weak attempt to create appropriate style</td>
<td>• little or no evidence of appropriate style</td>
<td></td>
</tr>
</tbody>
</table>

*Elaborative techniques may include the use of personal experiences that support the controlling idea.*
<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions</td>
<td>The response demonstrates an adequate command of conventions:</td>
<td>The response demonstrates a partial command of conventions:</td>
<td>The response demonstrates little or no command of conventions:</td>
<td>Unintelligible</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In a language other than English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Off-topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Copied text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Off-purpose responses will still receive a score in Conventions.)</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose/Organization</td>
<td>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:</td>
<td>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:</td>
<td>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</td>
<td>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</td>
<td>• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose</td>
</tr>
<tr>
<td>• opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</td>
<td>• opinion is clear, and the focus is mostly maintained for the purpose, audience, and task</td>
<td>• opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</td>
<td>• opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• adequate use of transitional strategies with some variety to clarify relationships between and among ideas</td>
<td>• inconsistent use of transitional strategies and/or little variety</td>
<td>• few or no transitional strategies are evident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective introduction and conclusion</td>
<td>• adequate introduction and conclusion</td>
<td>• introduction or conclusion, if present, may be weak</td>
<td>• introduction and/or conclusion may be missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</td>
<td>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NS</td>
</tr>
<tr>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
</tbody>
</table>
| Evidence/Elaboration | 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:  
  - 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 | 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:  
  - 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 | 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:  
  - 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 | 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:  
  - 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 | • 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)

<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
</tr>
</thead>
</table>
| **Conventions** | The response demonstrates an adequate command of conventions:  
- adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
- limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
- infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling |  
- Unintelligible  
- In a language other than English  
- Off-topic  
- Copied text  
(Off-purpose responses will still receive a score in Conventions.) |

### 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)

<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose/Organization</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</td>
<td>• an effective plot helps to create a sense of unity and completeness</td>
<td>• 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</td>
<td>• there may be an inconsistent plot, and/or flaws may be evident</td>
<td>• may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view*</td>
<td>• Unintelligible</td>
</tr>
<tr>
<td></td>
<td>• effectively establishes and maintains setting, develops narrator/characters, and maintains point of view*</td>
<td>• adequately maintains a setting, develops narrator/characters, and/or maintains point of view*</td>
<td>• unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view*</td>
<td>• few or no appropriate transitional strategies may be evident</td>
<td>• Off-topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</td>
<td>• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• uneven use of appropriate transitional strategies and/or little variety</td>
<td>• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</td>
<td>• Copied text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• natural, logical sequence of events from beginning to end</td>
<td>• adequate sequence of events from beginning to end</td>
<td>• weak or uneven sequence of events</td>
<td>• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</td>
<td>• Off-purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• effective opening and closure for audience and purpose</td>
<td>• adequate opening and closure for audience and purpose</td>
<td>• opening and closure, if present, are weak</td>
<td>• opening and closure may be missing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*point of view begins at grade 7
<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
</table>
| **Development/Elaboration** | The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:  
- 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 | The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:  
- 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 | The narrative, real or imagined, provides uneven elaboration using partial and uneven details, dialogue, and description:  
- 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 | The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:  
- 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 | • Unintelligible  
• In a language other than English  
• Off-topic  
• Copied text  
• Off-purpose |

**Performance Task Writing Rubric (Grades 3–8)**
<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
</tr>
</thead>
</table>
| **Conventions** | The response demonstrates an adequate command of conventions:  
- adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
- limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
- infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | Unintelligible  
- in a language other than English  
- Off-topic  
- Copied text  
(Off-purpose responses will still receive a score in Conventions.) |

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)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
</table>
|       | 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: | 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: | The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: | The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: | • Unintelligible  
• In a language other than English  
• Off-topic  
• Copied text  
• Off-purpose |
| Purpose/Organization | • 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 | • 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 | • 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 | • 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 |
# 4-Point

**Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)**

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence/Elaboration</strong></td>
<td>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:</td>
<td>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:</td>
<td>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:</td>
<td>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:</td>
<td>• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose</td>
</tr>
<tr>
<td>• comprehensive evidence from sources is integrated; references are relevant and specific</td>
<td>• adequate evidence from sources is integrated; some references may be general</td>
<td>• some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</td>
<td>• evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective use of a variety of elaborative techniques*</td>
<td>• adequate use of some elaborative techniques*</td>
<td>• weak or uneven use of elaborative techniques*; development may consist primarily of source summary</td>
<td>• minimal, if any, use of elaborative techniques*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• vocabulary is clearly appropriate for the audience and purpose</td>
<td>• vocabulary is generally appropriate for the audience and purpose</td>
<td>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</td>
<td>• vocabulary is limited or ineffective for the audience and purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective, appropriate style enhances content</td>
<td>• generally appropriate style is evident</td>
<td>• inconsistent or weak attempt to create appropriate style</td>
<td>• little or no evidence of appropriate style</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Elaborative techniques may include the use of personal experiences that support the controlling idea.*
<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
</tr>
</thead>
</table>
| **Conventions** | The response demonstrates an adequate command of conventions:  
• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | • Unintelligible  
• In a language other than English  
• Off-topic  
• Copied text  
(Off-purpose responses will still receive a score in Conventions.) |

**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)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose/Organization</strong></td>
<td>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:</td>
<td>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:</td>
<td>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</td>
<td>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</td>
<td>* acknowledging and/or addressing the opposing point of view begins at grade 7</td>
</tr>
<tr>
<td></td>
<td>• claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</td>
<td>• claim is clear, and the focus is mostly maintained for the purpose, audience, and task</td>
<td>• claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</td>
<td>• claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</td>
<td>• Unintelligible</td>
</tr>
<tr>
<td></td>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• adequate use of transitional strategies with some variety to clarify relationships between and among ideas</td>
<td>• inconsistent use of transitional strategies and/or little variety</td>
<td>• few or no transitional strategies are evident</td>
<td>• In a language other than English</td>
</tr>
<tr>
<td></td>
<td>• effective introduction and conclusion</td>
<td>• adequate introduction and conclusion</td>
<td>• introduction or conclusion, if present, may be weak</td>
<td>• introduction and/or conclusion may be missing</td>
<td>• Off-topic</td>
</tr>
<tr>
<td></td>
<td>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas</td>
<td>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
<td>• Copied text</td>
</tr>
<tr>
<td></td>
<td>• alternate and opposing argument(s) are clearly acknowledged or addressed*</td>
<td>• alternate and opposing argument(s) are adequately acknowledged or addressed*</td>
<td>• alternate and opposing argument(s) may be confusing or not acknowledged *</td>
<td>• alternate and opposing argument(s) may not be acknowledged *</td>
<td>• Off-purpose</td>
</tr>
</tbody>
</table>

* acknowledging and/or addressing the opposing point of view begins at grade 7
<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
</table>
| Evidence/Elaboration | 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:  
  - 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 | 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:  
  - 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 | 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:  
  - 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 | 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:  
  - 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 | • 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)

<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
</tr>
</thead>
</table>
| **Conventions** | The response demonstrates an adequate command of conventions:  
- adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
- limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
- infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | - Unintelligible  
- In a language other than English  
- Off-topic  
- Copied text  
(Off-purpose responses will still receive a score in Conventions.) |

**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.
<table>
<thead>
<tr>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for the presentation were met at a minimum level. Information is surface only, general or incomplete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation attempts some explanation for the student’s topic. Some relevant details included.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization is hard to follow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization is functional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation is well organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation is logically developed and well organized with transitions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocal Delivery</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery was ineffective Rate was too rapid or too slow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulates inadequately Rate is appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulates appropriately Rate varies at appropriate times.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal expressiveness enhances the presentation, articulation contributes to the clarity of the delivery. Rate adds to effectiveness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Expression</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very limited eye contact Nervousness became a distraction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempts eye contact Maintains physical poise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of gestures or facial expression contributes to the presentation. Appears calm and in control. Makes eye contact with the audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhances presentation through animated gestures. Facial expression contributes to the delivery. Exudes confidence through posture and direct eye contact.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual Aides</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual aides are not organized or easy to follow or not used at all.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has clear and mostly supportive visual aides.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates interesting, supportive and clear visual aides.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates engaging, original, provocative, clear visual aides.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Student must receive an average overall score of “3” or above and no single score is at “2” or below to achieve proficiency.
Korean Dual Immersion Program (KDIP) Overview

Cedarlane Academy is continuing the Korean Dual Immersion Program in 2018-2019 school year by adding a 3rd grade class along with the Kinder, 1st, and 2nd grade classes. This program will add one grade level every year until 8th grades. KDIP offers an enriched academic program following a 50:50 model. Students are taught in both English and Korean in all subject areas in addition to learning about Korean culture, holidays and customs. Students register for this program on a first-come, first-served basis in Kindergarten through second grade this school year.

Cedarlane KDIP adopted the IKEN Korean Online Curriculum (K-12th) and textbooks and supplementary materials which are aligned to the Common Core States Standards to develop career and college readiness.

Cedarlane offers FREE Extended Day Programs, including homework support, fun Korean cultural activities, sports, and science enrichment program. This Cultural Enrichment program will provide all of Cedarlane students with the Korean Language class, Korean music, Korean dance, Korean Martial Arts/Taekwondo, and Robotics program. This Free After school program (SSI/ASES) is offered Monday through Friday from dismissal to 6:00 PM free of charge for up to 130 K-8 students.

Cedarlane Academy offers fun technology-based program such as Code to the Future program from Kinder through 8th grade. Code to the Future program includes Logo, Robotics, Computer Programming, and Minecraft program. In addition, Cedarlane offers Science Olympiad team, Robotics team, CyberPatriot Defense team, and math team programs.

Example:

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean Language</td>
<td>Korean Dance/Drum</td>
<td>Tutoring (math/English)</td>
<td>Taekwondo class</td>
</tr>
</tbody>
</table>

Is there a cost for the Korean Dual Immersion Program?
No. Only cost may be for any supplemental materials, special activities, and field trips.

Is the Korean Dual Immersion Program only for students who don’t speak English?
No. Surprisingly, students that have learned a second language or are in the process of learning a second language that have been evaluated on standardized testing procedures used in schools, received higher scores in more than just the verbal aspect of the tests. They also scored higher in math.

When is the best time to learn a second language?
Early. Learning a second language is often challenging for older teenagers and adults, but if a child is introduced to a new language between birth and approximately eight years of age, they are more likely to learn that language with ease and understand the language.

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.
Cedarlane Academy is Proud to Present A Golden Bell Award-winning Excellent Program: Chinese Dual Immersion Program!

Cedarlane Academy offers a Chinese Dual Immersion Program (in Traditional Chinese) starting 6th grade. 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.

These students will take a period of one content course (Social Studies/History/Culture) in Chinese and a period of formal Chinese Language Arts class in addition to five other courses the middle school students take: English Language Arts, Science, Math, PE, and an Elective Class (Choose from Beginning Band, Advanced Band, Guitar, STEAM, Media Tech, Korean, Spanish, etc.). This would mean taking one more class than the rest of the middle school students in our district.

Participating students are also expected to enroll in our Honors English and Honors/Accelerated Math at Cedarlane Academy which use the Spring Board (from College Board) curriculum to enhance the district curriculum. Our rigorous dual immersion program gets them ready for the International Baccalaureate and AP Chinese programs in high school. We believe that our Pre-AP English and math curriculums get our students ready for the high school AP courses. Through this articulated K-12 roadmap, the students will be better equipped to enter desirable universities and the global workforce equipped with truly valuable language and cultural skills at the Advanced Level of proficiency in all four skill areas in Chinese: reading, writing, listening, and speaking.

The Benefits of Dual Language Immersion:

1. **Second Language Skills**: Students achieve high proficiency in the immersion language.
2. **Performance on Standardized Tests**: Immersion students perform as well as or better than the non-Immersion students on standardized tests in English.
3. **Cognitive Skills**: Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem solving skills as well as an enhanced understanding of their primary language.
4. **Cultural Competency**: Immersion students are more aware of and generally show more positive attitudes towards other cultures and an appreciation of other people.
5. **Long Term Benefits**: Immersion students can continue on to a Chinese Advanced Placement and International Baccalaureate programs at the high school; Take on a third language in high school if possible; and obtain a Seal of Biliteracy. Immersion students are better prepared for the global community and job markets where the 21st Century skills are an asset!

Please feel free to inquire about our program! Come and observe our classrooms! Take a tour of the school with the principal, Mrs. Ellen Park!

For more information, please contact Mrs. Park at (626)933-8001,2, or email her at eypark@hlpusd.k12.ca.us. Visit our school website and Facebook page, too!: http://cedarlane.hlpschools.org & https://www.facebook.com/CedarlaneAcademySchool
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, or eypark@hlpusd.k12.ca.us.

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

□ Approved

□ Denied because ____________________________________________________________

Principal’s Signature: _____________________________ Date: ________________
시다레인 한국어이중언어 프로그램은 무엇인가?

시다레인 초중 공립학교 (하시엔다 라푸엔테 교육국)는 캘리포니아 우수학교 (California Honor Roll Award & Golden Bell Award)로 지정 받은 학교로 새학년도 한국어 이중언어프로그램을 유치원, 1~2학년이 이어 3학년으로 확대하여 제공하며 매년 한 학급씩 추가하여 8학년까지 확대할 예정이다. 학생들은 영어와 한국어로 언어과목 뿐 아니라 수학, 과학, 사회, 미술, 음악등을 배운다. 그 외에도 한국문화, 전통과 한국명절에 관한 배운다. 한국어와 영어의 비율은 50:50이며 모든 학생들이 영어와 한국어를 능통하게 구사하는 것을 목표로 하고 있다.

시다레인 한국어이중언어 프로그램에서는 아이켄 온라인 한국어 커리큘럼을 채택하였다. 이 온라인교재는 공통핵심교과과정의 기준에 맞추어 21세기형 교육목표에 맞추어 만들어진 교재이다. 온라인 교재에는 한국어, 문학, 역사, 문화, 이민사, 음악, 미술 등 다양한 주제들이 포함되어 있어서 글로벌 시대에 맞는 내용으로 구성되어 있다. 이 온라인 교재는 디지털 복판에 비디오, 그림, 이미지, 음악, 하이퍼링크등을 포함하여 학습자의 흥미와 유발력을 도와 주는 21세기형 교재이다. 학생들은 영어와 한국어로 학습과 도덕, 과학, 사회, 미술, 음악등을 배운다. 그 외에도 한국문화, 전통과 한국명절에 관한 배운다.

한국어이중언어 프로그램의 목표

영어를 배우는 단계에 있는 학생들과 영어를 완벽하게 구사하는 학생들이 같은 교실에서 영어와 한국어 수업을 50대 50으로 유치원부터 5학년까지 받는 몬일프로그램이다. 시다레인 초중고의 한국어이중언어몰입 프로그램은 학업적으로 도전적이고 진취적이다. 궁극적으로는 한국어와 영어의 숙달도가 완성되는 것을 목표로 한다. 유치원부터 두가지언어로 한국어와 영어로 학과 의사를가기 어려한 학생들이 능숙할 수 있고, 두가지 언어를 능숙히학습한 과목에서도 성공적으로 배울 수 있다. 대학 대학을 위해 이중언어에 유리하여 성공적인 삶을 살게 된다. 영어와 수학, 과학, 사회, 미술 등 모든 과목에서도 매우 높은 수준의 성취도를 보여 준다.

이 방과후 무료 프로그램은 한국어이중언어반과 시다레인 전체학생들에게 혜택을 준다. 예:

<table>
<thead>
<tr>
<th>월</th>
<th>화</th>
<th>목</th>
<th>금</th>
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<tbody>
<tr>
<td>한국어</td>
<td>한국무용/사물놀이</td>
<td>태권도반</td>
<td>과학반</td>
</tr>
</tbody>
</table>

등록을 원하는 분들은 서베이를 해 주세요! Pre-Registration Survey:  http://bit.do/cedarlaneKDLP
박엘렌 교장: (626)933-8001,2 or eypark@hlpusd.k12.ca.us.
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.

Fecha de recibida: ___________________________

Información del estudiante
Fecha de Nacimiento: ___________________________ Escuela actual: ___________________________
¿Esta su niño en un programa de DI? Sí  No  Si el estudiante está 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/escibir nombre donde está indicado)
☐ Hay un hermano/a asistiendo a Doble Inmersión actualmente en Los Altos o Valinda
☐ Empleado de HLPUSD (Debe ser los padres del encargado legal): ___________________________
☐ Residente del área de Los Altos Elementary
☐ Residente del área de HLFUSD
☐ 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?

_________________________  ___________________________  ___________________________

_________________________  ___________________________  ___________________________

_________________________  ___________________________  ___________________________
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?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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:

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Altos Open House</td>
<td>Los Altos El.</td>
<td>4/30 @ 5:30 p.m.</td>
</tr>
<tr>
<td>Arts and Crafts Day #1</td>
<td>Los Altos El.</td>
<td>6/2 @ 9 a.m.</td>
</tr>
<tr>
<td>Arts and Crafts Day #2</td>
<td>Los Altos El.</td>
<td>6/16 @ 9 a.m.</td>
</tr>
<tr>
<td>New Student/Kindergarten Orientation</td>
<td>Los Altos El.</td>
<td>7/31 @ 8:30 a.m.</td>
</tr>
<tr>
<td>Dual Immersion Welcome Back Movie Event</td>
<td>Los Altos El.</td>
<td>7/31 @ 4 p.m</td>
</tr>
</tbody>
</table>

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
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 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.
- 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
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 está 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.

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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
Dual Immersion Welcome

Student Name: ______________________

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

Child’s Status: Preliminary 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 @ 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.
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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
Spanish Dual Immersion Parent Contract

STUDENT NAME: ______________________

Family Commitment & DL1 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 maintaining 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
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 a 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 será 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 trabajare 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
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: 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
Los Altos Elementary Matrícula 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 durarán 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 durarán una hora. Las reuniones están sujetas a cambios.
- La matrícula está basada principalmente 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 matrícula 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 (Tocts 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.

__________________________________________ Date

Parent/Guardian Signature

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: ______________________
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: ______________
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.