



**BOARD OF EDUCATION - REGULAR MEETING  
VIA WEBINAR TELECONFERENCE**

**AGENDA**

District Office - Board Room  
500 N. Walnut Street, La Habra, CA 90631

Thursday, April 8, 2021 06:00 PM

**5:00 p.m. - Closed Session**

**6:00 p.m. – Call to Order/Regular Meeting  
(Meetings are recorded for use in official minutes)**

Pursuant to Governor Newsom's Executive Order N-29-20, this Regular Meeting of the La Habra City School District Board shall be held by teleconference. Trustees of La Habra City School District Board and the public shall participate in this meeting via teleconference. The Public may view this meeting by accessing the following link [lahabraschools.org/live](https://lahabraschools.org/live). Public comments may be submitted by email to [publiccomment@lahabraschools.org](mailto:publiccomment@lahabraschools.org) on or before 3:00 p.m. on Thursday, April 8, 2021. Please limit comments to 300 words or less. Speaking time is limited to three (3) minutes per speaker with a maximum of twenty (20) minutes per topic. All comments submitted will be read aloud during the meeting. All email correspondence relating to this meeting will become part of the Board minutes. Closed Session at 5:00 p.m. and will reconvene into Open Session at 6:00 p.m. Closed Session will be conducted in accordance with applicable sections of California Law.

**1. Formal Call to Order**

**Start time: 05:00 PM**

**2. Adjourn to Closed Session**

**3. Closed Session**

- a. Settlement Agreement  
OAH Case No. 2021010247
- b. Public Employee Discipline/Dismissal/Release/Personnel Matters  
Government Code Sections 54954.5(d), 54957
- c. Conference with Labor Negotiators District representatives:  
Dr. Joanne Culverhouse, Superintendent  
Employee Organization(s): California School Employees Association (CSEA),

#### 4. Second Call to Order

Start time: 06:00 PM

- Welcome
- Pledge of Allegiance

#### 5. Report from Closed Session

#### 6. Action Item: Adoption of Agenda

(Action)

Motion \_\_\_\_\_ Second \_\_\_\_\_ Roll Call \_\_\_\_\_

#### 7. Action Item: Approval of Minutes of the Regular Meeting of March 11, 2021

(Action)

Motion \_\_\_\_\_ Second \_\_\_\_\_ Roll Call \_\_\_\_\_

#### 8. Correspondence: Clerk of the Board

#### 9. Public Interest

- Wellness Update - Jessica Stout-Ryder, Wellness Lead Teacher
- Nutrition Services Update - Cheryl Eubanks, Director of Nutrition Services

#### 10. Public Comment

Persons who wish to comment on topics included on the Open Session Agenda are invited to submit comments via email to the following email - [publiccomment@lahabraschools.org](mailto:publiccomment@lahabraschools.org) on or before 3:00 p.m. on April 8, 2021. Please limit comments to 300 words or less. Speaking time is limited to three (3) minutes per speaker with a maximum of twenty (20) minutes per topic. All comments submitted will be read aloud during the meeting. Please note, all email correspondence relating to this meeting will become part of the Board minutes. Matters not on the agenda may neither be acted upon nor discussed by the Board, but will be researched and responded to in any one of the following ways: 1) by telephone after research; 2) by mail after research; or 3) at a subsequent Board meeting as an agenda item.

#### 11. CONSENT CALENDAR

(Action)

Motion \_\_\_\_\_ Second \_\_\_\_\_ Roll Call \_\_\_\_\_

##### a. EDUCATIONAL SERVICES

(Consent Agenda)

##### 1. Contract Reports - Educational Services/Special Education/Special Education Master

[Educational Services Contracts \(p. 5\)](#)

[Special Education Contracts \(p. 6\)](#)

[Special Education Master Contracts \(p. 7\)](#)

##### 2. Staff Development

[Staff Development \(p. 8\)](#)

##### 3. Memberships

**4. University Agreements**

[Concordia \(p. 11\)](#)

[Grand Canyon \(p. 19\)](#)

[Loyola Marymount \(p. 21\)](#)

**b. BUSINESS SERVICES**

**(Consent Agenda)**

**1. Contract Reports - Business Services**

[Business Services Contracts \(p. 31\)](#)

**2. Expenditures Report**

[Expenditures \(p. 32\)](#)

**3. Field Contracts**

[Field Contracts \(p. 33\)](#)

**c. PERSONNEL SERVICES**

**(Consent Agenda)**

**1. Separations/New Hires**

[Separations \(p. 34\)](#)

[New Hires \(p. 36\)](#)

**12. GENERAL MATTERS**

**a. Information/Action Item: Approval to Delete Board Policies**

**(Possible Action)**

Trustees are requested to delete Board Policies (BP) per California School Board Association recommendation. The policies no longer exist in the codification system that GAMUT Policy Plus platform uses: BP 3315 - Relations With Vendors, BP 4112.24 - Teacher Qualifications The No Child Left Behind Act, BP 5124 - Communication With Parents or Guardians, BP 5133 - Gifts to School Personnel, and BP 5141.1 - Accidents.

**Motion** \_\_\_\_\_

**Second** \_\_\_\_\_

**Roll Call** \_\_\_\_\_

[Board Policies Memo \(p. 38\)](#)

[BP 3315 - Relations with Vendors \(p. 40\)](#)

[BP 4112.24 - Teacher Qualifications The No Child Left Behind Act \(p. 41\)](#)

[BP 5124 - Communication With Parents or Guardians \(p. 42\)](#)

[BP 5133 - Gifts to School Personnel \(p. 43\)](#)

[BP 5141.1 - Accidents \(p. 44\)](#)

**b. Action Item: Approval of Resolution #2-2021 - Staff Appreciation Week**

**(Action)**

Trustees will consider adoption of Resolution #2-2021 establishing May 10-14, 2021 as Staff Appreciation Week per the attachment.

**Motion** \_\_\_\_\_

**Second** \_\_\_\_\_

**Roll Call** \_\_\_\_\_

[Resolution #2-2021 - Staff Appreciation Week \(p. 45\)](#)

**13. INSTRUCTION AND PERSONNEL**

**a. Information Item: Dual Language Program Master Plan**

**(Information)**

Presenters: Dr. Marcie Poole, Director of Special Programs and Assessments  
Dr. Rosamaria Murillo, Principal of Ladera Palma Elementary School  
Greg White, Principal of Washington Middle School  
Elizabeth Maldonado, Assistant Principal of Washington Middle School  
Adrienne Navarro, Teacher on Special Assignment (TOSA) Ladera Palma  
Elementary School

Trustees will be provided with an overview of the proposed Dual Language Program Master Plan.

[Dual Language Program Master Plan Memo \(p. 46\)](#)

[Dual Language Program Master Plan \(p. 47\)](#)

## 14. BUSINESS MATTERS

- a. **Action Item: Approval of Notice of Completion for Wolverine Fence Company, Inc.** (Action)

Trustees are requested to approve the Notice of Completion for Wolverine Fence Company, Inc. for fencing at various sites and release the retention payment to the Contractor per the attachment.

**Motion** \_\_\_\_\_

**Second** \_\_\_\_\_

**Roll Call** \_\_\_\_\_

[Final Acceptance for Project B01-2019 \(p. 96\)](#)

## 15. Board/Superintendent Comments:

## 16. Adjournment

**Motion** \_\_\_\_\_

**Second** \_\_\_\_\_

**Roll Call** \_\_\_\_\_

## 17. NEXT BOARD MEETING:

The next regular meeting of the Board of Education is scheduled for May 13, 2021 at 6:00 p.m., at the District Education Board Room, 500 N. Walnut Street, La Habra, California.

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La Habra City School District is a tobacco-free district. Tobacco use is prohibited on District property at all times. Any individual with a disability who requires reasonable accommodation to participate in a Board meeting may request assistance by contacting the Superintendent's Office at 562-690-2300; fax: 562-690-4154.



## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### Board of Education

ADAM ROGERS, *President*  
CYNTHIA AGUIRRE, *Clerk/Vice-President*  
OFELIA HANSON, *Member*  
EMILY PRUITT, *Member*  
SUE PRITCHARD, *Ph.D., Member*

JOANNE CULVERHOUSE, *Ed.D., Superintendent*

### REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / EDUCATIONAL SERVICES

PROGRAM	LOCATION	START DATE	END DATE	CONSULTANT	INVOICE AMOUNT	FUNDING SOURCE
Online software that provides a digital platform for collaboration and consensus building with stakeholders	District	4/9/2021	7/1/2022	ThoughtExchange	\$27,000.00	GEER
<b><u>RATIFICATION</u></b>						
Agreement to distribute new clothing donated to the National Giving Alliance to families and students in need	District Office	1/1/2021	12/31/2021	National Giving Alliance	\$75.00	McKinney-Vento
PTA workshop series partially funded by LHCSO to support family engagement and improve student achievement	Ladera Palma	4/3/2021	5/22/2021	Parent Education Bridge for Student Achievement (PEBSAF)	\$1,496.00	General Fund
Gateway to Technology - Middle school engineering program with on-going training and program support - Annual renewal	Washington	7/1/2020	6/30/2021	Project Lead the Way (PLTW)	\$950.00	Title II

**Board Approved: April 8, 2021**



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EMILY PRUITT, *Member*  
SUE PRITCHARD, Ph.D., *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR APPROVAL OF SPECIAL EDUCATION SERVICE CONTRACTS

Approval of the following contract(s) will provide services to students with exceptional needs per Education Code 56157 and 56365-56366.7 on the basis of each pupil's Individualized Education Program (IEP).

Contract Agency: Jump and Schout Therapy  
500 W. Central Ave., Suite B  
Brea, CA 92821

Student	Services Provided	Start Date	End Date	Rate	Max. Sessions	Contract Amount
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#### RATIFICATION

#1219163	Speech and Language Therapy	3/18/2021	4/1/2022	\$130.00	30	\$ 3,900.00
	Occupational Therapy	3/18/2021	4/1/2022	\$130.00	12	\$ 1,560.00
	Initial Records Review	3/18/2021	4/1/2022	\$130.00	1	\$ 130.00
					<b>TOTAL</b>	<b>\$ 5,590.00</b>

Board Approved: April 8, 2021



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EMILY PRUITT, *Member*  
SUE PRITCHARD, Ph.D., *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR APPROVAL OF SPECIAL EDUCATION MASTER CONTRACTS

Approval of the following Master Contract(s) will provide services to students with exceptional needs per Education Code 56157 and 56365-56366.7 on the basis of each pupil's Individualized Education Program (IEP).

Nonpublic, Nonsectarian School/Agency	Location	Start Date	End Date	Invoice Amount	Funding Source
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### RATIFICATION

Jump and Schout Therapy	Brea, CA	3/8/2021	6/30/2021	per rate sheet	Special Education
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Board Approved: April 8, 2021

**LA HABRA CITY SCHOOL DISTRICT**  
**REQUEST FOR APPROVAL/RATIFICATION OF PROFESSIONAL DEVELOPMENT PROGRAMS**

<b>GENERAL PROGRAM</b>	<b>LOCATION</b>	<b>DATE</b>	<b>OVERVIEW</b>	<b>ATTENDEE(S)</b>	<b>ESTIMATED EXPENSE</b>	<b>FUNDING SOURCE</b>
2021 ACSA Virtual Superintendent's Symposium	Virtual	1/27 - 1/29/2021	Professional learning, networking and advocacy	Joanne Culverhouse	\$325.00	General Fund-Unrestricted
Dual Language Leadership Institute	Virtual	3/13/21 - 4/24/21	Sustainability through and beyond the pandemic	Rosamaria Murillo Anna Navarro	\$800.00	Title I
Human Resources Virtual Summit	Virtual	3/19/2021	HR trend updates for 2021	Danelle Bautista	\$89.00	General Fund-Personnel
California School Board Association: Governance with an Equity Lens	Virtual	3/27/2021	Close equity gap in public education	Joanne Culverhouse Ofelia Hanson Cynthia Aguirre	\$3,000.00	General Fund-Unrestricted
Merit Academy	Virtual	3/20/2021 - 6/24/2021	Comprehensive curriculum on the merit system roles and responsibilities	Louise Gant Julie Knierim Denise Orozco	\$1,725.00	General Fund-Personnel Commission
California Association of School Transportation Officials State Conference	Virtual	3/27 - 3/28/2021	Training and certification hours	David Richardson Filiberta Ochoa Dana Harris Allen Bostic Christopher Lopez Angela Martinez Marisol Cabral Alexis Escobar Karina Jaimes Mayra Rodriguez Paul Calderon Marisela Suarez	\$575.00	General Fund-Transportation
Payroll Essentials	Virtual	4/15 - 4/20/2021	Payroll development	Jami Lopez	\$1,185.00	General Fund-Fiscal Services

**Board Approved: April 8, 2021**

**LA HABRA CITY SCHOOL DISTRICT**  
**REQUEST FOR APPROVAL/RATIFICATION OF PROFESSIONAL DEVELOPMENT PROGRAMS**

<b>GENERAL PROGRAM</b>	<b>LOCATION</b>	<b>DATE</b>	<b>OVERVIEW</b>	<b>ATTENDEE(S)</b>	<b>ESTIMATED EXPENSE</b>	<b>FUNDING SOURCE</b>
IB Virtual Conference 2021	Virtual	4/17 - 4/21/2021	Professional Development for the IB Program	Carole Mortl	\$325.00	General Fund-S&C
How Spanish Works	Virtual	4/17/2021	Fully engage in standards-based themes to use with students	Deborah Gieldon Frank Salcedo-Fierro	\$130.00	Title I
IB Workshop	Virtual	5/5 - 6/2/2021	To gain more training as IB Coordinator	Carole Mortl	\$450.00	General Fund-Unrestricted
May Revision Workshop	Virtual	5/20/2021	Review the Governor's budget revision	Joanne Culverhouse Mario Carlos Emily Pruitt Sue Pritchard Christeen Betz Arlene Magana	\$1,380.00	General Fund-Unrestricted
Interactive MYP (Middle Years Programme) Curriculum	Virtual	5/1/2021	Training in the Design Course for IB MYP	Michael Gieldon Christine Cosand	\$900.00	General Fund-Unrestricted
Language Acquisition	Virtual	6/1/2021	Middle Years Programme language training	Mayra Velez	\$450.00	General Fund-Unrestricted
Community Project 2021 Workshop	Virtual	6/25 - 6/28/2021	IB Training	Carole Mortl	\$775.00	General Fund-Unrestricted

**La Habra City School District  
2020/2021 Memberships**

<b>ORGANIZATION</b>	<b>PERIOD</b>	<b>FEES</b>	<b>EMPLOYEE</b>	<b>PO#</b>	<b>ACCOUNT#</b>
Crisis Prevention Institute	5/25/21 - 5/25/22	\$150.00	Dan Martin	P30P0850	0101-0000-0-5300- 0000-2100-330- 00000000

# Concordia University

of Irvine, California

## AGREEMENT

THIS AGREEMENT entered into this first day of April, 2021, by and between Concordia University of Irvine, California, hereinafter called the University, and

*La Habra Unified School District*

hereinafter called the District:

## WITNESSETH

WHEREAS, pursuant to the provisions of Section 44320 of the Education Code, the governing board of any school district is authorized to enter into agreements with a state college, the University of California, or any other university or college accredited by the State Board of Education as a teacher education institution, to provide teaching experience through student teaching to students enrolled in teacher training curricula of such institutions; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the District under this agreement do not exceed the actual cost to the District of the services rendered by the District;

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows:

## **GENERAL TERMS**

1. “Student teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of District employees holding valid credentials issued by the State of California, Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching is provided.
2. The District shall provide teaching experience through student teaching in schools and classes of the District in terms of a defined unit of time for students of the University possessing valid preliminary certificates and assigned by the University to student teaching in schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representatives may agree upon.
3. If either the District or the University concludes that a particular assignment is not beneficial to the elementary or secondary school class(es) involved, and/or the cooperating teacher, and/or the student teacher, that assignment may be terminated. If the District and the University mutually agree, another assignment within the District may be pursued.
4. Cooperating teachers agree to (a) participate in training to develop and maintain the skills needed to work effectively with student teachers, including the provisions of SB2042; (b) provide a model for the student teacher by demonstrating effective teaching strategies on a regular basis; (c) develop a plan that progresses from observation to increased responsibility for teaching as the student teacher demonstrates enhanced skills in delivering the curriculum; (d) keep the site principal and university supervisor informed of the student teacher’s progress; (e) meet with the University supervisor periodically to discuss the student teacher’s progress; and (f) complete and submit documentation and

evaluations as required by the University. Site principals, in consultation with the District, will assign cooperating teachers. Student teachers will be matched with cooperating teachers by site principals and University Director of Student Teaching.

5. The University will pay cooperating teachers a stipend at the completion of each semester or quarter. The University determines the rate, as set forth in Attachment A. The University will make such payment directly to the district office. In the event the University terminates the assignment of a student teacher for any reason, the cooperating teacher shall receive payment on account of such student teacher for time spent working with the student teacher. If a student teacher is reassigned to another cooperating teacher, this shall be considered for payment purposes as an entirely new and separate assignment.
6. The University will assign a supervisor to work with the cooperating teachers and student teachers at District schools. The University supervisor will (a) work in concert with the cooperating teacher and the site principal in the supervision of the student teacher; (b) communicate regularly with the cooperating teacher to discuss the student teacher's progress; (c) monitor the quality of the match between the cooperating teacher and the student teacher and notify the principal and University Director of Student Teaching if there is a mismatch; (d) provide regular written and oral feedback to the student teacher about his or her progress and inform the cooperating teacher about the nature of this feedback; and (e) compile a written evaluation of the student teacher at the end of the semester or quarter.
7. Student teachers holding 30-day substitute permits may substitute for their cooperating teacher (if District policy permits) when (a) he/she is out ill; (b) when it is determined by the principal that this is in the best interest of the students in the classroom as well as the student teacher; (c) only after the first four (4) weeks of the first assignment; and (d) the student teacher is paid. Substitute teaching days are to be counted toward student teaching days.

8. The terms of this agreement shall commence on the first day of Marc4, 2021, and shall continue through December 31, 2024 or until amended as provided in Section 9 of the agreement.
9. Notwithstanding anything herein contained to the contrary, this Agreement may be terminated, altered, changed, or amended in writing by mutual consent of the parties hereto.
10. Notwithstanding any other provisions of this Agreement, details such as maximum number of students, the defined unit of time, or the distribution of assignments of said students to training levels, shall be arranged for by and between the University and the District; it being understood that the District shall not be obligated to accept assignments of training students beyond the ability of the District, within their established training programs, to effectively provide services pursuant to this agreement; and, further, that the University shall not be obligated to pay the District for services in any amount in excess of that provided for under the terms of this agreement.
11. Except as otherwise may be provided in this Agreement, each party shall indemnify, hold harmless and defend the other party from any and all loss, liability, claim, lawsuit, injury, expense or damage whatsoever including but not limited to attorneys' fees and court costs, arising out of, incident to or in any manner occasioned by the performance or nonperformance by such indemnifying party, its officers, directors, regents, agents, employees, students, or subcontractors, of any covenant or condition of this Agreement or by the negligence, improper conduct or intentional acts or omissions of such indemnifying parties, its officers, directors, regents, agents, employees, students, or subcontractors. If any legal action is necessary to enforce the terms of this Agreement or to settle a dispute concerning this agreement, the prevailing party shall be entitled to reasonable attorney's fees and court costs in addition to any other relief to which that

party may be entitled.

12. University shall ensure that all students are covered under their professional liability insurance coverage at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, University agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. University also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of University working at District pursuant to this Agreement at all times during the course of this Agreement. The University shall provide the District with 30 days written notice before cancellation, or any reduction or material change in coverage. The University shall provide the District with a certificate of insurance at the District's request.
13. District agrees to maintain professional liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, District agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. District also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of School District working at School District pursuant to this Agreement at all times during the course of this Agreement. The District shall provide the University with 30 days written notice before cancellation, or any reduction or material change in coverage. The District shall provide the University with a certificate of insurance at the University's request.
14. The University shall establish a procedure acceptable to the District to ensure that student

teachers assigned to the District are informed regarding an educator's responsibilities to report child abuse or neglect to a child protective agency as defined in California Penal Code Section 11166.

15. The University will verify that student teachers have a negative Tuberculin test and Certificate of Clearance from the State of California on file prior to beginning student teaching

# EXECUTION

This Agreement (a) shall be binding upon and inure to the benefit and be enforceable by the parties hereto and their respective legal representatives, successors, or assigns, (b) may be executed in any number of counter-parts, each of which may be deemed to be an original, but all of which together shall constitute one and the same instrument, (c) shall be construed and enforced in accordance with the laws of the State of California, and (d) has been executed at Irvine, California as of the last date set forth below. In witness thereof, the parties hereto have caused this Agreement to be signed by its duly authorized representatives.

## Concordia University Irvine:

By: Scott Ashmon  
(Signature)

Scott Ashmon, Ph.D.  
Provost  
Concordia University  
1530 Concordia West  
Irvine, CA 92612  
949-214-3203

Date: Mar 4, 2021

## La Habra Unified School District:

By: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Name typed or printed)

\_\_\_\_\_  
Title

Date: \_\_\_\_\_

ATTACHMENT A

**University Name:** Concordia University  
1530 Concordia West  
Irvine, CA 92612

**Rate of Pay for Cooperating Teachers:**

Elementary = \$150\* per 8-9 week assignment

Secondary = \$300\* per semester

\*Additional \$50 for attending University sponsored Cooperating Teacher  
Training and Orientation

**Student Teacher Assignment Time Period:**

Elementary = 5 full days per week for 8-9 weeks  
(Two 8-9 week assignments – one in K-2 and one in 3-5 make up the entire experience)

Secondary = 5 full days per week for a semester  
(4-5 periods of teaching and one period of observation per day)

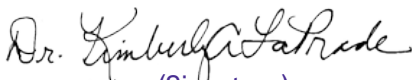
# Student Teaching Affiliation Agreement Between GCU and \_\_\_\_\_

1. **PARTIES:** This agreement is entered into on this \_\_\_\_\_ day of \_\_\_\_\_ by and between Grand Canyon University (GCU) and \_\_\_\_\_ located at \_\_\_\_\_. Hereafter referred to as the "District."
2. **PURPOSE:** The purpose of this non-exclusive Agreement is to establish the terms and conditions under which students of GCU may participate in Student Teaching Internships, Practicum and Observations at the schools located in the District.
3. **TERM:** The term of this Agreement begins \_\_\_\_\_ and ends \_\_\_\_\_.
4. **COMPLIANCE WITH HANDBOOK AND POLICY:** GCU and GCU's participating students shall comply with all policies of the University and District. Students accepted to the District for clinical training shall be subject to all applicable policies and regulations of the District and GCU. Prior to assignment of students to the District, GCU will advise students of any specific requirements that must be met to participate in the clinical. These specific requirements are outlined in GCU's student teaching manual. Failure to complete the requirements will result in non-placement of students.
5. **COOPERATING TEACHERS:** The District shall provide qualified Cooperating Teachers to provide oversight, feedback and mentoring to GCU's participating students. Quality standards and service expectations for Cooperating Teachers are outlined in Exhibit A. GCU shall pay a \$500 stipend to Cooperating Teachers per each sixteen (16) week session of full-time service. Longer or shorter assignments will be assessed on a pro-rated basis. Compensation will not be provided for practicum courses. The stipends contemplated herein \_\_\_\_\_.  
\_\_\_\_\_. Stipend will be paid upon the completion of the student teaching semester providing all paperwork has been submitted. The relationship between Cooperating Teachers and GCU shall be that of an independent contractor and shall not be deemed to be that of an employer-employee relationship, joint venture, or partnership. Cooperating Teachers shall be solely responsible for the payment of his/her own state and federal income tax and self-employment tax as applicable.
6. **CONFIDENTIALITY:** GCU shall inform each participating student of Federal law governing the confidentiality of District student information, including FERPA. The District shall inform each participating student of any applicable state law governing the confidentiality of student information. The District shall also inform each participating Cooperating Teacher that he/she is bound to maintain in confidence, any documents or other confidential information about GCU to which he/she might have access. Any breach of confidentiality by a participating Student or Cooperating Teacher shall be grounds for immediate termination of the clinical experience.
7. **INDEMNIFICATION AND HOLD HARMLESS:** Neither party shall be responsible for personal injury or property damage or other loss except that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible. The District will provide participating students with immediate first aid for work-related injuries or illnesses, such as blood or body fluid exposure.
8. **ASSIGNMENT:** The provisions of this agreement shall insure to the benefit of, and shall be binding upon the successors of the parties hereto. Neither this agreement nor any of the rights or obligations here under may be transferred or assigned without prior written consent of the other party.
9. **NOTICES:** Notices under this agreement shall be mailed or delivered to the parties as follows:  
University  
Dr. Kimberly LaPrade  
Dean, College of Education  
Grand Canyon University  
3300 W. Camelback Road  
Phoenix, Arizona 85017
10. **MODIFICATION OF AGREEMENT:** This agreement may be modified only by written amendment executed by all parties.
11. **TERMINATION:** Either party, upon thirty (30) days written notice to the other party, may terminate this agreement.

12. **PARTNERSHIP/JOINT VENTURE/EMPLOYMENT:** Nothing herein shall in any way be construed or intended to create a partnership or joint venture between the parties or to create the relationship of principal and agent between or among any of the parties.
13. **NONDISCRIMINATION:** The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990 and the regulations related thereto. The parties will not discriminate against any individual including but not limited to employees or applicants for employment and/or students because of race, religion, creed, color, sex, age, disability, veteran status or national origin. This section shall not apply to discrimination in employment on the basis of religion that is specifically exempt under the Civil Rights Act of 1964 (42 U.S.C. §2000 e).
14. **RESPONSIBILITIES OF GCU**
- A. To promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, to take prompt and effective remedial action when discrimination or harassment is found to have occurred and to promptly notify the District of the existence and outcome of any complaint of harassment by, against or involving any participating student.
- B. GCU agrees to comply with all federal, state and local statutes and regulations applicable to the operation of the Agreement, including without limitations, laws relating to the confidentiality of student records.
- C. GCU requires that all students who must enter a FIELDWORK SITE provide us with a current and clear copy of a background check. Students will be prohibited to move forward until this document is received.
- D. GCU will maintain in full force and effect, at its sole expense and written by carriers acceptable to District:
- i. Commercial General Liability (Minimum Requirements):
- Limits of Liability:
- \$1,000,000 Combined Single Limit
  - \$2,000,000 General Aggregate
  - \$1,000,000 Products Aggregate
  - \$1,000,000 Personal Injury
  - \$5,000 Medical Payments
- Coverage:
- Premises/Operation Liability
  - Medical Payments Liability
  - Contractual Liability
  - Personal Injury Liability
  - Independent Contractors
- ii. Professional Liability, as related to Educational Services
- Limits of Liability:
- \$1,000,000 each wrongful act
  - \$1,000,000 aggregate
- iii. Certificates of Insurance:

In witness whereof, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officials thereunto duly authorized as of the date first above written.

Grand Canyon University

By:   
(Signature)

Name: Dr. Kimberly LaPrade

Title: Dean, College of Education

Date: \_\_\_\_\_

By: \_\_\_\_\_  
(Signature)

Name: \_\_\_\_\_  
(Please print or type)

Title: \_\_\_\_\_  
(Please print or type)

Date: \_\_\_\_\_

**LOYOLA MARYMOUNT UNIVERSITY  
AND  
LA HABRA CITY SCHOOL DISTRICT**

**SCHOOL PSYCHOLOGY SUPERVISED FIELDWORK AGREEMENT**

THIS AGREEMENT is made and entered into by and between Loyola Marymount University, hereinafter called the "UNIVERSITY," and La Habra City School District, hereinafter called "FIELDWORK SITE."

**I. RESPONSIBILITIES OF THE UNIVERSITY**

- A. The UNIVERSITY will assure that the intern candidate shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of fingerprint clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each intern candidate assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the intern candidate regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.

**II. RESPONSIBILITIES OF THE FIELDWORK SITE**

- A. The FIELDWORK SITE shall provide intern candidates with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. If the FIELDWORK SITE receives a complaint from or against a participating intern candidate of unlawful discrimination or harassment (not including sexual harassment, sexual or interpersonal misconduct as defined in paragraph C and Appendix "A" below), at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, the FIELDWORK SITE will promptly notify the UNIVERSITY'S Title IX Coordinator/EEO Specialist at (310) 568-6105. The FIELDWORK SITE will provide information about the complaint to the UNIVERSITY'S Title IX Coordinator/EEO Specialist sufficient to enable the UNIVERSITY to provide the participating intern candidate with appropriate support and resources during any investigation conducted pursuant to the complaint. The

FIELDWORK SITE will promptly and thoroughly investigate the report, take prompt and effective remedial action when discrimination or harassment is found to have occurred at the FIELDWORK SITE or involving employees of the FIELDWORK SITE and will promptly notify the UNIVERSITY'S Title IX Coordinator/EEO Specialist of the outcome of any investigation.

C. The parties recognize that when an intern candidate shares with the UNIVERSITY or with an employee or agent of the FIELDWORK SITE that the participating intern candidate has experienced sexual harassment, sexual or interpersonal misconduct (defined in Appendix "A"), the UNIVERSITY has certain responsibilities it must fulfill in order to comply, as the case may be, with Title IX, the Violence Against Women Act, the Clery Act, and other relevant federal, state, or local laws. The UNIVERSITY and FIELDWORK SITE agree to the following procedures through which the FIELDWORK SITE will transmit reports of sexual or interpersonal misconduct it receives from a participating intern candidate to the UNIVERSITY.

The FIELDWORK SITE will report immediately or as soon as practicably possible to the UNIVERSITY all reports of sexual or interpersonal misconduct received by an employee or agent of the FIELDWORK SITE asserting that a participating intern candidate experienced sexual harassment, sexual or interpersonal misconduct – regardless of whether the participating intern candidate when or where the asserted sexual harassment, sexual or interpersonal misconduct was reported or occurred. The FIELDWORK SITE will report the following information as soon as is practicable to the UNIVERSITY'S Title IX Coordinator at (310) 568-6105 or, if after regular business hours (Monday-Friday, 8:00 am-5:00 pm) to the UNIVERSITY'S Department of Public Safety at (310) 338-2893.

Such reports will include:

- The name, telephone number, e-mail address and residence address of the participating intern candidate who reported that they experienced sexual harassment, sexual or interpersonal misconduct;
- The name and contact information, if known, of the individual who allegedly engaged in the sexual harassment, sexual or interpersonal misconduct, if known; and
- Description of the incident of sexual harassment, sexual or interpersonal misconduct, including location, date and time.

D. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.

E. To provide for emergency health care of the intern candidate in case of accident at the expense of the intern candidate.

F. To provide all participating intern candidates with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.

H. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.

I. The FIELDWORK SITE staff shall comply with **APPENDIX "B"** regarding the FIELDWORK SITE'S supervision of UNIVERSITY intern candidates, as attached and incorporated by reference.

### III. **THE PARTIES MUTUALLY AGREE**

A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.

B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences or terminate the field experience assignment of any intern candidate of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of an intern candidate, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or candidate's teaching assignment of any candidate of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reason(s) why the FIELDWORK SITE desires to have the candidate withdrawn

C. Neither party shall discriminate in the assignment of participating intern candidates on the basis of race, religious creed (including religious dress and grooming practices), color, national origin (including language and language use restrictions), ancestry, disability (mental and physical) including HIV and AIDS, legally protected medical condition (cancer-related or genetic characteristics), denial of Family and Medical Care Leave, marital status, sex (including pregnancy, childbirth, breastfeeding or related medical condition), gender, gender identity, gender expression, age 40 or over, military or veteran status, sexual orientation, genetic information or any other bases protected by federal (including but not limited to Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990), state or local law

D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account

of damages to property, including loss of use thereof, arising out of or in connection with the Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its trustees, agents, or employees.

- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its trustees, agents, and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- F. UNIVERSITY and FIELDWORK SITE each agree to maintain insurance or a program of self-insurance throughout the term of this Agreement as follows:
  - i. General liability coverage, written on an occurrence form, with limits of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate, and
  - ii. Professional Liability Insurance written on a claims-made form or occurrence form, with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) in aggregate, and
  - iii. UNIVERSITY and FIELDWORK SITE shall maintain statutory Workers' Compensation coverage on their respective employees working at FIELDWORK SITE pursuant to the Agreement. The parties agree that the intern candidates are considered learners who are fulfilling specific requirements for field experiences as art of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, intern candidates are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training, except for a stipend in the amount of a previously agreed upon amount between the UNIVERSITY and FIELDWORK SITE.
  - iv. UNIVERSITY and FIELDWORK SITE shall provide certificates of insurance evidencing all coverage described herein, naming the other party as a Certificate Holder with policy endorsements for Waiver of Subrogation against the other party and naming the other party as an Additional Insured. Such evidence will be provided on a basis consistent with the other party with written notice at least thirty (30) days in advance of any material modification or cancellation of such coverage. With respect to individual policies of insurance maintained by candidates, such evidence will provide prior to the date when any new intern candidate commences participation in the Program(s).
- G. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give

any right of any kind to third persons.

- H. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of the said party's subsequent right to enforce any provisions contained herein.
- I. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

La Habra City School District  
Dr. Joanne Culverhouse  
Superintendent  
500 North Walnut Street  
La Habra, CA 90631

Loyola Marymount University  
School of Education  
Attn: Dr. Brian Leung  
1 LMU Drive, Suite UH 1500  
Los Angeles, CA 90045

- J. If any term or provision of the Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- K. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- L. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing, signed, and dated by both parties hereto subsequent to the execution of this Agreement.
- M. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be **Los Angeles County**, California.
- N. This Agreement may be executed in one or more counterparts, each of which shall constitute one and the same agreement. Further, the parties may execute this Agreement via fax or electronic mail transmission. A true and correct copy of this Agreement, as executed by the parties, may be used in lieu of an original for all purposes permitted by law.

#### IV. **TERM AND TERMINATION OF AGREEMENT**

- A. The TERM of this Agreement shall be effective for a three-year period from date of final signature.
- B. This AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days' notice provided that

(subject to the other terms of this Agreement) all intern candidates performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the FIELDWORK SITE.

**SIGNATURES:**

**La Habra City School District**

Signature: \_\_\_\_\_

Name: Dr. Joanne Culverhouse

Title: Superintendent

Date: \_\_\_\_\_

**Loyola Marymount University**

Signature: \_\_\_\_\_

Name: Thomas O. Fleming, Jr.

Title: Senior Vice President and Chief Financial Officer

Date \_\_\_\_\_

Signature \_\_\_\_\_

Name: Ramiro Euyoque

Title: Associate Dean for Business Services, School of Education

Date \_\_\_\_\_

## **APPENDIX “A”**

### **DEFINITIONS:**

**“Consent”** is defined as the unambiguous and willing participation or cooperation in act, behavior or attitude that is commonly understood to be consistent with the exercise of free will. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other(s) to engage in the sexual activity. Consent requires participants who are lawful adults, fully conscious, equally free and legally competent to act, have clearly communicated their willingness, cooperation, or permission to participate in the specific sexual activity engaged in, are positive and clear about their desires, and are able to cease ongoing consensual activity at any time. Refusal to consent does not have to be verbal; it can be expressed with clear gestures, body language or attitude. Lack of protest or resistance does not mean consent, nor does silence mean consent. Prior sexual history between the complainant and respondent, by itself, does not constitute consent, nor does consenting to sexual activity with one person imply consent to sexual activity with another person.

Consent is not freely given if:

1. It is obtained through the use of force, through the fear of or the threat of force, through the abuse of a power positions over another (such as employment status or position within an organization) or by kidnap; or
2. A reasonable person in the position of the alleged perpetrator at the time the alleged conduct occurred should have known that the other person was unable to give consent for any of the following reasons:
  - a. The individual is unable to make an informed decision as a result of the use of alcohol, drugs or other substances (including but not limited to predatory drugs or prescribed medications);
  - b. The individual is unable to consciously respond for whatever reason including lack of consciousness, sleep, illness or shock;
  - c. The individual is under the age of eighteen and therefore legally incapable of giving consent; or
  - d. The individual is known by reason of impairment, mental condition or developmental or physical disability to be reasonably unable to consent.
3. The individual has acted or spoken in a manner which expresses a lack of consent or a refusal to consent.

The following are invalid excuses for failing to obtain affirmative consent from the Complainant:

1. The responding party's belief in affirmative consent arose from the intoxication or recklessness of the responding party; or
2. The responding party did not take reasonable steps, in the circumstances known to the responding party at the time, to ascertain whether the complaining party affirmatively consented.

**“Sexual Misconduct”** is defined as Sexual Assault, Sexual Exploitation, Interpersonal Misconduct, or the act of making sexual contact with the intimate body part of another person without that person’s consent including as the result of sexual coercion. Intimate body parts include the sexual organs, the anus, the groin or buttocks of any person, and the breasts. Student-on-student sexual misconduct also includes sexual harassment.

**“Sexual Assault”** is defined to include engaging in sexual intercourse or any of the sexual activities listed below with another person without that person’s consent. Sexual Assault includes, but is not limited to, rape, sexual battery, anal intercourse, oral copulation or penetration of a body cavity by a foreign object. Sexual intercourse includes the penetration, however slight, of the vagina or anus with any object or body part and of the mouth with a body part or any object in a sexual manner.

**“Sexual exploitation”** is sexual misconduct that occurs when a person takes unjust or abusive sexual advantage of another for his or her benefit or for the benefit of anyone other than the exploited party; and that behavior does not otherwise constitute sexual assault. Examples of sexual exploitation include, but are not limited to, invasion of sexual privacy, audio or video recording or photographing of any type (webcam, camera, Internet exposure, *etc.*) without knowledge and consent of all persons; going beyond the boundaries of consent (such as letting another person hide and watch you have consensual sex without the knowledge of the other party), engaging in unconsented voyeurism, exposing one’s genitals in non-consensual circumstances; coercing another against their will to expose their genitals or breasts, and prostituting another person.

**“Interpersonal Misconduct”** includes Dating Violence, Domestic Violence and Stalking, as defined below

**“Dating Violence”** is defined in accordance with the reauthorization of the Violence Against Women Act, as violence committed by a person:

1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. Where the existence of such a relationship shall be determined based on the complaining party’s statement with consideration of the following factors:
  - a. The length of the relationship
  - b. The type of the relationship
  - c. The frequency of interaction between the persons involved in the relationship.
3. Dating Violence includes, but is not limited to, sexual or physical abuse or threat of such abuse.

Dating violence does not include acts covered under the definition of domestic violence.

**“Domestic Violence”** is defined in accordance with the reauthorization of the Violence Against Women Act as a felony or misdemeanor crime of violence

committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabited with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under California law, or by any other person against an adult or youth victim who is protected from that person's acts under California law.

**"Stalking"** is defined in accordance with the reauthorization of the Violence Against Women Act as engaging in a course of conduct directed at a specific person(s) that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

For the purposes of this definition "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property.

For the purposes of this definition "substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

**"Sexual Harassment"** for the purposes of this policy is defined as unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal, physical or visual conduct by a person of either the same or opposite sex where:

- submission to or rejection of the conduct is made either an explicit or implicit condition of academic achievement and/or employment;
- submission to or rejection of the conduct is used as the basis for an academic and/or employment decision; or
- the conduct has the purpose or effect of unreasonably interfering with academic, or work performance or creating an intimidating, hostile, or offensive, living, academic, or work environment.

## **APPENDIX B:**

### **INTERN PARTNERSHIP AGREEMENT**

An agreement regarding the intern candidate's work during this academic year will be signed and shared by the school psychology intern candidate, the School Psychology program at Loyola Marymount University and the School District's on-site "Field Mentor," who is a credentialed school psychologist employed full time at the above School District. The document will outline responsibilities:

#### **University Supervisor responsibilities:**

1. Ensure that intern is qualified and competent for internship.
2. Meet with intern regularly to review experiences and for remediation as needed.
3. Review program expectations with field mentor at the onset of field placement.
4. Maintain regular contact with field mentor to monitor intern progress.
5. Conduct on-site visitation during the academic year at least once per semester.
6. Provide final evaluation of intern for recommendation of credential.

#### **Field Mentor responsibilities:**

1. Provide at least 2 hours of regularly scheduled supervision time each week.
2. Help the intern understand RATIONALE for actions and decisions.
3. Provide experiences and material needed for intern to complete Intern Learning Plan.
4. Keep university supervisor informed of intern's progress.
5. Provide feedback to faculty for program improvement.

If opportunities for interns to complete their Intern Learning Plan (ILP) are not feasible within the district, the intern will need to be released from the district in order to complete those activities. Such scheduling will be decided among the field mentor, intern, and university supervisor.

The duration and schedule of this internship is to conform to the academic year of the school district, and daily schedule is to conform to the hours of a typical school psychologist, unless adjusted by all parties below. School Psychology interns from LMU must not be used in place of hiring credentialed school psychologists.

There **will / not be** pay for the intern's time at the rate of \$ --0-- for --0-- days of the school year 2021-2022.



## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### Board of Education

ADAM ROGERS, *President*

CYNTHIA AGUIRRE, *Clerk/Vice-President*

OFELIA HANSON, *Member*

EMILY PRUITT, *Member*

SUE PRITCHARD, Ph.D., *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / BUSINESS SERVICES

PROGRAM	LOCATION	START DATE	END DATE	CONSULTANT	INVOICE AMOUNT	FUNDING SOURCE
Consultant to coach, train and mentor staff on the CALPADS data system	District	7/1/2021	6/30/2022	Andrea MacDonald	\$10,000.00	General Fund

#### RATIFICATION

Providing DSA Construction Inspection Services for the KidZone modular project	Sierra Vista	3/29/2021	6/2/2021	BPI Inspection Service	\$16,000.00	Bond
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Board Approved: April 8, 2021

Warrant Reports: February 25, 2021 – March 24, 2021

Approve warrants numbered 30-086078 through 30-086335  
For the amount of \$1,456,352.72 as presented.

0101	General fund	\$1,333,447.24
1212	Child Development	\$1,201.51
1313	Nutrition Services	\$105,890.92
2525	Capital Facilities	\$138.75
2128	Building Fd GO Bond S-2017C	\$13,439.59
4040	Special Reserve Fd for Capital Outlay	<u>\$2,234.71</u>
<b>TOTAL</b>		<b>\$1,456,352.72</b>



## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### Board of Education

ADAM ROGERS, *President*  
CYNTHIA AGUIRRE, *Clerk/Vice-President*  
OFELIA HANSON, *Member*  
EMILY PRUITT, *Member*  
SUE PRITCHARD, Ph.D., *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR RATIFICATION OF FIELD CONTRACTS

VENDOR	DESCRIPTION	LOCATION	AMOUNT
Covoc Corporation	Labor and materials to furnish and install manually operated window shades	District Office	\$1,508.45
KYA Services	Labor and materials to remove vinyl tile and replace with laminate flooring	M&O	\$7,089.44
Luna Construction	Labor and materials to relocate door, patch and repair interior and exterior walls and install window	M&O	\$12,685.00
Rivera Painting Plus	Labor and materials to prep and paint doors and casings	El Cerrito	\$14,900.00
SKC Company	Labor and materials to replace rotting foundations, ramps and side skirting for portable units 405, 407, & 408	Walnut	\$27,513.68
So Cool Air Conditioning	Labor and materials to replace ceiling mini AC unit and roof condenser	Sierra Vista	\$5,421.00
Tom's Plumbing & Drain Service	Labor and materials to install two way cleanout	District Office	\$2,200.00
Tom's Plumbing & Drain Service	Labor and materials to install perma-liner, and descale cleanout between buildings 400 and 500	Ladera Palma	\$13,000.00
Tom's Plumbing & Drain Service	Labor and materials to furnish and install a water heater in the office, kitchen and custodial closet of building 500	Las Lomas	\$11,700.00
Tom's Plumbing & Drain Service	Labor and materials to dig up cleanout and install perma-liner near park restroom	Las Lomas	\$12,600.00
Williams Tree Service	Labor and materials to trim trees and palms	Sierra Vista, Ladera Palma	\$14,200.00

## La Habra City School District

**To:** Board of Trustees

**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
Mario A. Carlos, Ed.D., Associate Superintendent of Human Resources

**Date:** April 8, 2021

**CC:** Superintendent

**Re:** Separations

NAME/JOB TITLE/ SCHOOL	HIRE DATE	REASON	EFFECTIVE DATE
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### **CLASSIFIED**

Cabrera, Isabella I A I-Sp Ed El Cerrito	10/1/2018	Resigned	3/31/2021
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Chacon, Laura I A I-Sp Ed Walnut	10/30/2018	Resigned	3/19/2021
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### **CERTIFICATED**

Bishop, Kirsten 4 <sup>th</sup> grade Teacher VLM	8/11/2020	Temp Contract	6/3/2021
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Canape, Gina 4 <sup>th</sup> grade Teacher VLM	8/11/2020	Temp Contract	6/3/2021
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Druckenmiller, Alexandria 1 <sup>st</sup> grade Teacher Sierra Vista	10/26/2020	Temp Contract	6/3/2021
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Gallo, Rachel 5 <sup>th</sup> /6 <sup>th</sup> grade Teacher El Cerrito	8/12/2020	Temp Contract	6/3/2021
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Huaman, Andrea 2 <sup>nd</sup> grade Teacher VLM	8/11/2020	Temp Contract	6/3/2021
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**La Habra City School District**

<b>NAME/JOB TITLE/ SCHOOL</b>	<b>HIRE DATE</b>	<b>REASON</b>	<b>EFFECTIVE DATE</b>
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**CERTIFICATED (continued)**

Jan, Sarah Education Specialist (M/M) El Cerrito	10/19/2020	Temp Contract	6/3/2021
Jaquette, Canon 2 <sup>nd</sup> grade Teacher VLM	8/11/2020	Temp Contract	6/3/2021
Kaneshiro, Naomi 2 <sup>nd</sup> grade Teacher VLM	8/11/2020	Temp Contract	6/3/2021
Kocmoud, Mallory Speech and Language Specialist District Office	1/28/2019	Resigned	6/3/2021
Kvaska, Kristen Education Specialsit (M/S) Imperial	10/13/2020	Temp Contract	6/3/2021
Peecher, Jennifer 6 <sup>th</sup> grade Teacher Arbolita	11/12/2020	Temp Contract	6/3/2021
Yi, Monica 3 <sup>rd</sup> /4 <sup>th</sup> grade Teacher VLM	11/6/2020	Temp Contract	6/3/2021

**Board Approved: April 8, 2021**

## La Habra City School District

**To:** Board of Trustees

**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
Mario A. Carlos, Ed.D., Associate Superintendent of Human Resources

**Date:** April 8, 2021

**CC:** Superintendent

**Re:** Ratification of New Employees Hired Subsequent to April 1, 2021

NAME/ JOB TITLE SCHOOL	STATUS	COLUMN/STEP	RATE OF PAY	HIRE DATE
<b><u>CLASSIFIED</u></b>				
*Alvarado, Juan Grounds Equip Opr M & O	Probationary	27-3	\$4,119/month	2/1/2021
**Flores, Jonathan Extended Care Worker KidZone	Probationary	4-1	\$14.00/hour	3/16/2021
Garcia, Johnny Electrician/HVAC Tech M & O	Probationary	38-1	\$4,894/month	3/22/2021
*Heredia, Carlos Day Custodian Washington	Probationary	27-6	\$4,774/month	2/18/2021
Rodriguez, Raymond Skilled Maint Wkr-Plumber M & O	Probationary	38-1	\$4,894/month	3/2/2021
**Sanchez de Olaiz, Marcela Extended Care Worker KidZone	Probationary	4-1	\$14.00/hour	3/16/2021
Torres, Daisy Accounting Tech II District Office	Probationary	29-2	\$4,119/month	3/2/2021

## La Habra City School District

NAME/ JOB TITLE SCHOOL	STATUS	COLUMN/STEP	RATE OF PAY	HIRE DATE
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### **CERTIFICATED**

Kim, Nayeon (Rachel) 50% District Nurse District Office	Temporary	I-1	\$8,837/year (pro-rated)	3/8/2021
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\*Promoted from another position

\*\*Previously substitute status

**Board Approved: April 8, 2021**

## La Habra City School District

**To:** Board of Trustees  
**From:** Gina Cosylyon, Executive Assistant to Superintendent  
**Date:** April 8, 2021  
**CC:** Superintendent  
**Re:** Approval to Delete Board Policies

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**Background:**

CSBA recently upgraded their policy platform (formerly known as Manual Maintenance) to GAMUT Policy Plus. The new platform includes new features to manage and update policies and the ability to translate policies into 90 languages with one click. GAMUT transferred all District policies to the new platform. After the transfer of policies the District was informed that there are multiple policies that no longer exist in the codification system that GAMUT Policy Plus platform uses. To be consistent, we are required to update or delete the policies.

**Rationale:**

Due to changes and updates to the law, below is a list of policies recommended to delete:

<b>POLICY CODE</b>	<b>DISTRICT POLICY TITLE</b>	<b>REASON</b>
BP 3315	Relations With Vendors	Unnecessary policy. Material regarding acceptance of gifts and reporting of gifts received from vendors can be found at BB 9270 - Conflict of Interest. <b>Delete</b>
BP 4112.24	Teacher Qualifications The No Child Left Behind Act	“Teacher Qualifications The No Child Left Behind Act” – Policy, regulation, and exhibits deleted since <b>NEW FEDERAL LAW</b> (P.L. 114-95) repealed requirements that teachers meet criteria of "highly qualified" teachers, as defined. <b>Delete</b>
BP 5124	Communication With Parents or Guardians	Unnecessary policy. Material regarding communication strategies for parent involvement has been moved to BP/AR 6020 - Parent Involvement. Revised policies and regulations dealing with parent involvement (BP/AR 6020 - Parent Involvement and BP/AR 6171 - Title I Programs) will be issued under separate cover in August 2006. For more information, see the article in <u>Governance and Policy Services News</u> . <b>Delete</b>
BP 5133	Gifts to School Personnel	Unnecessary policy. <b>Delete</b>

POLICY CODE	DISTRICT POLICY TITLE	REASON
BP 5141.1	Accidents	Unnecessary policy. Policy language on accidents is now located in BP 5141 - Health Care and Emergencies. <b>Delete</b>

**Recommended Action:**

It is recommended that the Board of Trustees approve to delete Board Policies.

**Financial Implications, if any:**

None

**Policy 3315: N/A**

**Status:** DRAFT

**Original Adopted Date:** Pending

No district employee or Governing Board member shall accept personal gifts, commissions or expense-paid trips from individuals or companies selling equipment, materials or services required in the operation of district programs. Gifts include any gift purchased specifically for an employee which is not generally offered to other buyers.

This policy does not prohibit employees from accepting promotional or advertising items such as calendars, desk pads, notebooks and other office gadgets which are offered by business concerns free to all as part of their public relations programs.

District employees who work for or serve as consultants for potential vendors shall not participate in evaluating any equipment, materials or services of that vendor or its competitors

(cf. 9270 - Conflict of Interest)

This policy does not prohibit the acceptance of materials and/or services which are of use and benefit to the district

(cf. 3290 - Gifts, Grants and Bequests)

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**Policy 4112.24: N/A**

**Status:** DRAFT

**Original Adopted Date:** Pending

Recognizing the importance of teacher effectiveness in improving student achievement, the Governing Board desires to recruit and hire teachers for core academic subjects who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act (NCLB).

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 6171 - Title I Programs)

All teachers employed to teach core academic subjects in a program supported by Title I funds shall be "highly qualified" as defined by federal law and the State Board of Education,. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)

The Superintendent or designee shall inform teachers of NCLB requirements and shall identify the additional qualifications, if any, that individual teachers need to demonstrate in order to meet the requirements. He/she shall work with individual teachers to develop a plan for attaining full qualifications.

The Superintendent or designee shall monitor the distribution of "highly qualified" teachers among district schools and develop strategies, as needed, to encourage teachers who meet NCLB requirements to teach in schools with the lowest student performance.

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 4113 - Assignment)

(cf. 4138 - Mentor Teachers)

The Superintendent or designee shall report to the Board on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but need not be limited to, the percentage of teachers in core academic subjects, districtwide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law, and the percentage of teachers who are receiving professional development to enable them to satisfy this definition. (20 USC 6319)

(cf. 4131 - Staff Development)

(cf. 4131.1 - Beginning Teacher Support/Induction)

**Policy 5124: N/A**

**Status:** DRAFT

**Original Adopted Date:** Pending

Because parents/guardians have a right to be informed about their child's academic achievement and may use this information to support student learning, the Governing Board encourages frequent communication to parents/guardians about student progress. The principal and teacher may communicate by means of conferences, class newsletters, mail, telephone, and/or school visits by parents/guardians.

(cf. 1250 - Visitors/Outsiders)

(cf. 6020 - Parent Involvement)

As part of this communication, teachers shall send progress reports to parents/guardians at regular intervals and shall encourage parents/guardians to communicate any concerns to the teacher. In addition, the district shall send parents/guardians all notifications required by law.

(cf. 5113 - Absences and Excuses)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)

The Superintendent or designee shall ensure that appropriate means of communication are established whenever they learn that a parent/ guardian, for any reason, may not be able to understand written communications from school or oral communications made during conferences related to the student's program, assessment, progress or school activities.

As needed, the Superintendent or designee shall use interpreters who are fully competent in the specialized method of communication needed for effective communication with disabled parents/guardians.

The Superintendent or designee shall also use interpreters for parents/guardians who do not understand English, shall provide progress reports in the primary language of the parent/guardian, and/or shall identify appropriate means of communication with such parents/ guardians.

(cf. 6174 - Education for English Language Learners)

The Superintendent or designee shall establish a procedure whereby parents/guardians may request an interpreter and shall inform parents/guardians about this procedure.

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**Policy 5133: N/A**

**Status:** DRAFT

**Original Adopted Date:** Pending

The Governing Board recognizes that students and parents/guardians may wish to express feelings of appreciation through personal gifts. District staff accepting gifts from students or parents/guardians should be sensitive to the feelings of other students and use discretion if gifts are opened in front of others.

(cf. 3452 - Student Activity Funds)

Policy LA HABRA CITY SCHOOL DISTRICT

adopted: January 1997 La Habra, California

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**Policy 5141.1: N/A**

**Status:** DRAFT

**Original Adopted Date:** Pending

Although the district makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Superintendent or designee shall develop procedures to assure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents.

Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident.

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

District staff shall appropriately report and document student accidents.

(cf. 3530 - Risk Management/Insurance)

(cf. 5142 - Safety)

(cf. 5143 - Insurance)

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# **LA HABRA CITY SCHOOL DISTRICT**

## **RESOLUTION #2-2021 “STAFF APPRECIATION WEEK” MAY 10-14, 2021**

A RESOLUTION RECOGNIZING May 10 - 14, 2021, as District “STAFF APPRECIATION WEEK”.

WHEREAS, a week in May, 2021 has been designated as “Staff Appreciation Week” in the State of California; and

WHEREAS, the staff in the La Habra City School District continues to dedicate their efforts to the welfare and education of students; and

WHEREAS, the educational program in the La Habra City School District continues to provide excellent opportunities through which students can excel; and

WHEREAS, the staff in the La Habra City School District strives to provide these opportunities to all students everyday of the school year;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees, on behalf of their students, parents, and community at large, do hereby recognize May 10 - 14, 2021, as a District week of formal recognition and appreciation of the efforts of staff in the La Habra City School District.

APPROVED AND ADOPTED this 8<sup>th</sup> day of April, 2021, by unanimous vote of said Board.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 8<sup>th</sup> day of April, 2021.

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Joanne Culverhouse, Ed. D.  
Secretary to the Board

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Adam Rogers, President  
Representing Board of Trustees:  
Cynthia Aguirre, Clerk/Vice President  
Ofelia Hanson, Member  
Emily Pruitt, Member  
Sue Pritchard, Member

## La Habra City School District

**To:** Board of Trustees  
**From:** Marcie Poole, Ed.D., Director of Special Programs & Assessments  
**Date:** April 8, 2021  
**CC:** Superintendent  
**Re:** La Habra City School District Dual Immersion Program Master Plan

---

### **Background:**

La Habra City School District commits to promoting the educational environment that encourages the development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. In the Fall of 2019, La Habra City School District formed a Dual Language Immersion (DLI) District Task Force in an effort to align its current program at Ladera Palma Elementary School and to create a DLI pathway into the secondary level at Washington Middle School.

The Dual Language Immersion District Task Force met to review research and best practices, analyze programmatic components, identify program strengths and benefits and give input to the design and implementation components of the DLI program in the district. The LHCS D Dual Language Master Plan was created by this task force and was written in close alignment with The Guiding Principles of Dual Language Education. It will serve as a guide for the on-going planning and implementation of the LHCS D Dual Immersion Program at Ladera Palma Elementary School and Washington Middle School.

### **Rationale:**

La Habra City School District's Dual Language Immersion Task Force has created a Master Plan for the Dual Language Immersion Program. It was developed using The Guiding Principles of Dual Language Education.

### **Recommended Action:**

The Board of Trustees will receive a presentation from the site administrators at Ladera Palma Elementary School and Washington Middle School and be provided updates related to the LHCS D Dual Immersion Program.

### **Financial Implications, if any:**

None



**La Habra  
City School District**

**DUAL LANGUAGE  
PROGRAM**

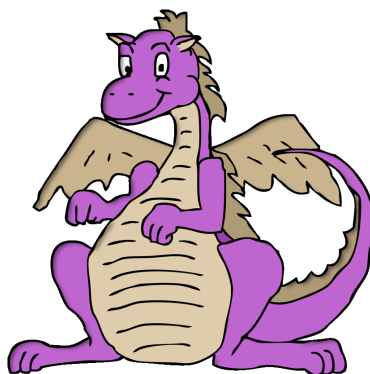
**Master Plan**



**In collaboration with ATDLE:  
Association of Two-Way & Dual Language Education**

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## BACKGROUND

In the Fall of 2019, La Habra City School District formed a Dual Language Immersion (DLI) District Task Force in an effort to align its current program at Ladera Palma Elementary School and create a DLI pathway into the secondary level. La Habra City School District engaged in this work to ensure that all the students enrolled this multi-year effort would achieve the goals of bilingualism, biliteracy, high academic achievement, and the development of cross-cultural proficiencies.

The Dual Language Immersion Program Task Force, consisting of parents, teachers and administrators, and community representatives, met for a period of six months to review TWBI/DLI researched best practices, analyze programmatic components, identify program strengths and benefits and give input to the design and implementation components of the Dual Language program in place in the district. Please note that as with any other district program, actions taken through the implementation of this plan that results in a significant fiscal impact on the district's funding shall be analyzed, reviewed and approved by the District.

La Habra City School District's Dual Language Immersion program located at Ladera Palma School, supports a vibrant K-6 learning community in which students from diverse backgrounds work to become bilingual and biliterate in Spanish and English. Students and their families fully participate in school events as part of their education in both languages.

This document, written in close alignment with The *Guiding Principles of Dual Language Education*, will serve as a guide for the on-going planning and implementation of the TWBI Program at Ladera Palma School and in turn, the middle and high school named by the District. This document outlines both the research base and the programmatic practices in successful TWBI programs. In turn, the following DLI Program Master Plan, in conjunction with the *Guiding Principles of Dual Language Education*, will serve as the guidepost and supports as the District expands its program into the secondary level.

In its **mission statement**, La Habra City School District commits to promoting “The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society.”

This statement is at the core of the implementation of the Dual Language Immersion programming in La Habra City School District. The District's work on the implementation of a strong TWBI/DLI program will utilize multilingualism as the lever to advance both the students' academic success and provide viable second language learning opportunities to all students in the LHCSD community. The DLI program at program will work to nurture the district's vibrant K-12 learning community in which students from diverse backgrounds will study together to speak, read and write in Spanish and English, participate in multicultural studies, and explore rich, cultural experiences as part of their K-12 schooling experiences.



# ACKNOWLEDGEMENTS

La Habra City School District gratefully acknowledges the support and input from a select team of educators and community members. We greatly appreciate the support from the Superintendent and the leadership team who worked in collaboration with the Association of Two-Way & Dual Language Education (ATDLE) to complete this project.

The following individuals contributed to this effort:

## **District Administrators & Coordinators**

Dr. Teresa Egan, Associate Superintendent, Human Resources

## **Principals**

Dr. Rosamaría Murillo, Principal, Ladera Palma, Elementary

Elizabeth Maldonado, Assistant Principal, Washington Middle School

## **Teachers**

Anna Navarro, MTSS TOSA, Ladera Palma Elementary

Deborah Gielden, Teacher, Washington Middle School

Summer Villegas, Teacher, Washington Middle School

Alexandra Ortiz, Teacher and Parent, Imperial Middle School

Melissa Ceballos, Teacher, Ladera Palma Elementary

Alejandra Maurin, Teacher and Parent, Ladera Palma Elementary

Sara Ortiz, Teacher, Ladera Palma Elementary

## **Classified Staff**

Alejandra López, Office Manager and Parent, Ladera Palma Elementary

## **Parents**

Aracely Brito, Parent, Ladera Palma Elementary

Regina Cuadra, Parent, Ladera Palma Elementary

Elie Martin, Parent, Ladera Palma Elementary

Yolanda Valdivia-Nungaray, Parent, Ladera Palma Elementary

## **Consultant & Task Force Facilitator**

Rosa G. Molina, Executive Director, ATDLE

The TWBI Design Team met over the course of five months to complete the writing, analysis of the program elements and create a K-12 program pathway for full implementation of the Two-Way Bilingual Immersion program in LHCS.



## SUPERINTENDENT'S LETTER

There is nothing more powerful for students than having the confidence to express themselves through language. The Dual Immersion program in La Habra City School District (LHCSD) was designed to build fluency in both Spanish and English. Native Spanish and English speaking students have the opportunity to develop their listening, speaking, reading, and writing skills in both languages.

Globalization brings opportunities in how we learn. Now more than ever before, bilingual skills are needed to provide our students with the seamless ability to collaborate, communicate, and create with people from other countries. Some have used mobile translation applications as a means for communicating with those who speak a language different than our own. However, these applications cannot capture the nuances of meaning and intonation the same way that authentic conversations in a mutual language can. Language builds relationships!

Recent studies indicate that the Two-Way Dual Immersion Model is very successful in teaching a second language. At LHCSD we have created a pathway for all students from transitional kindergarten through eighth grade. Our Dual Immersion students are encouraged to hone their skills in their home languages as they strengthen their English and Spanish language development. Our District values the strength that comes from a culture in which multilingualism is celebrated. With this in mind, LHCSD established its first Dual Immersion program in 2014 with two kindergarten classrooms at Arbolita School. Currently at Ladera Palma Elementary, the program has since grown and is serving more than 450 students in transitional kindergarten through fifth-grade. The Dual Immersion Master Plan lays the groundwork for the development of a transitional kindergarten through eighth grade that will provide our students with the opportunity to develop their bilingualism and biculturalism in two languages.

I would like to thank all the people involved in developing the LHCSD Dual Immersion Master Plan. Under the leadership of Rosa Molina, Director of the Association of Two-Way Dual Immersion Education, our teachers, parents, classified staff, principals, and district administration have worked together for six-months to create this comprehensive plan. It reflects the need, diversity, and rigor our students deserve. The implementation of this plan will help prepare students for life and ensure they have the support and skills they need to be productive citizens in a global society.

With pride,

Dr. Joanne Culverhouse  
Superintendent



# CHAPTER 1

## Mission and Vision Statements

### Mission Statement

The La Habra City School District believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

### Vision Statement

Staff, students, parents and community work as partners to ensure that all students master grade level standards to become:

- Effective communicators
- Respectful of self and others
- Independent life-long learners
- Critical thinkers and problem solvers
- Responsible, contributing members of society

### District Instructional Focus Statement

"Through the mastery of skills, all students will achieve and perform at grade level or above in all content areas.

The Dual Language Immersion program advocates and meets the direction set by the LHCS D's Mission and Vision statements in the following ways:

- Providing students with the opportunity to learn a second language, while being respectful of their home language.
- Providing an opportunity for English Language Learners (EL) to develop further proficiencies in their first language of Spanish.
- Increasing intellectual flexibility through second-language learning, which translates into higher achievement in all subject areas (*Genesee and Lindholm-Leary, 2009*).
- Presenting opportunities for native Spanish speakers to develop literacy skills in their home language, while simultaneously acquiring English.
- Presenting opportunities for native English speakers to develop near-native fluency in a second language, while continuing to develop high levels of achievement in English.
- Implementing CCSS in Spanish and English.
- Promoting the development of cross-cultural proficiency and understanding between all students
- Presenting curriculum that is academically challenging and integrates higher-order thinking, creativity and communication (in Spanish and English).
- Helping to close the achievement gap between English Learners and their English-only counterparts by providing maximum access to the curriculum and the opportunity to develop literacy and academic skills in two languages in an instructional setting that values both languages and cultures (*Genesee and Lindholm-Leary, 2009*).
- Organizing and providing educational opportunities for students, in Spanish and English that promote key developmental assets such as positive identity, social competency, commitment to learning, and empowerment.
- Creating leadership opportunities to staff, students and families that foster personal development and pride.
- Establishing and maintaining high expectations for achievement for all students.
- Incorporating best practices, appropriate methodologies and strategies appropriate to teach both the content and language with a clear focus on writing and
- Designating quality teacher collaboration time to plan the program as it develops PreK-K- 12
- Structuring student interventions that will not remove the students from core instruction in either language in a focused and sustaining effort to move the students to grade level proficiency in both languages.
- Aligning California State Standards to Two-Way Bilingual Immersion program design, curriculum, and instruction in the Two-Way Bilingual Immersion Classrooms to develop a high level of proficiency in both English and Spanish.

- Including culturally appropriate program extensions that support both the language and the cultural understanding of the community at large: music, dance, visual arts, etc.
- Ensuring that the teaching of music and song is also a literacy event in both languages.
- Instituting the CA Seal of Biliteracy for the students at grades 5 and 8 to keep the students focused on the attainment of the Seal when they enter high school and receive the actual Seal of Biliteracy on their HS Diplomas
- Ensuring that students from the program enter high school at the most advanced levels of second language study possible by successfully passing an 8<sup>th</sup> grade placement test
- Providing Professional Development and Collaboration for Two-Way Bilingual Immersion teachers and support staff to plan, develop and implement high quality instruction in English and Spanish.
- Providing Professional Development and Collaboration for Two-Way Bilingual Immersion teachers and support staff to plan, develop and implement high quality instruction in English and Spanish.
- Developing and fostering students in the Two-Way Bilingual Immersion Program with positive attitudes and appreciation of other languages, traditions and cultures.
- Supporting English Learners by promoting a more positive self-concept, making students more likely to remain in school and attend college (*Thomas and Collier, 2002*).
- Providing a safe, caring and equitable environment for all students.
- Assisting students in developing positive attitudes toward other languages and cultures as well as provides opportunities for students to demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.
- Providing technology and other resources in Spanish for the Two-Way Bilingual Immersion Programs.





## CHAPTER 2

# Program History and Rationale

### Ladera Palma Dual Immersion History

La Habra City School District (LHCS) first began discussing and investigating the possibility of a Dual Language program in 2011 as a means of addressing the issue of declining enrollment in the district. It was initially suggested as an option by a school board member and principal, Rick Snyder, to the 2011-2012 school board and then superintendent Dr. Belenardo. Everyone was in agreement that it was an option that needed to be explored so Mr. Snyder and assistant superintendent, Dr. Teresa Egan, began the process of researching quality Dual Language programs.

After attending conferences and visiting numerous school sites, the LHCS administration and school board began to reach out to the community for feedback regarding interest in this type of program. Within the community, there were numerous people who were immediately drawn to the program and many others who believed students should only be learning in English. However, the interest was enough to persuade the District and school board to begin an 80/20 program for the 2014-2015 school year.

During this time, there was a change in the school board and some of the new members had to be persuaded with research to support the new Dual Immersion program. Also at this time, Principal Rick Snyder retired and an in-house district principal, Rosamaria Murillo, was quickly assigned to lead the new program on the Arbolita campus. The Dual Immersion program was originally a strand within a traditional program. Two teachers from surrounding school districts were hired to lead the implementation of the new program at the kindergarten level. The district sent the principal and the two teachers to the National Two-Way Bilingual Immersion Conference organized by the Association of Two-Way and Dual Language Education (ATDLE). The team from the district, worked together to develop a common vision and began to engage in goal-setting sessions based on the information and research gathered at the conference. This took place two months before the new school year began.

All curriculum decisions were made in the moment and based on the professional decisions of the Dual Immersion team with the support of the district. There were sixty students in total in the program with wonderfully supportive parents. Instruction was provided in Spanish for 80% of the day by the primary teacher for the class and then the teachers would switch to deliver the 20% in English to the partner teacher's class. The students began to learn the routine and the parents in the program became the driving force of the Parent Teachers Association. During the 2016-17 school year, we were able to determine that a 90/10 model would suit our students and their language needs the best. It was then determined that Kindergarten would deliver instruction 90% of the time in Spanish and 10% of time in English. First grade would now be 80/20, Second grade would be 70/30, Third grade would be 60/40 and Fourth through Eighth would be 50/50.

After four years at Arbolita, LHCSd's new superintendent, Dr. Culverhouse, started the process of reconfiguration for the K-2, 3-5, and 6-8th grade schools in the District. Each school campus would have a distinctive programmatic focus and be reconfigured into a K-6 program at each campus. At this point, it was decided to move the Dual Immersion program to the Ladera Palma campus to allow for more families to take advantage of this program option since each year there was a waiting list of families wanting to enroll their children into the program. In August of 2018, the Ladera Palma Dual Immersion Academy opened its doors.

As the program progressed each year, one teacher has been able to stay in the established grade level and one would move up to the new grade level. There are now two Transitional Kindergarten classes, four kindergarten classes, three 1st and 2nd grade classes, and two 3rd, 4th, and 5th grade classes. The teachers who have joined the program had to interview three times and provide an on demand writing sample. This rigorous interview process ensured bilingual/biliterate educators with a passion for increasing student achievement in both languages, providing students with the skills to become biliterate, and developing multicultural awareness in our students.

Woven into the program are multicultural opportunities. The school has large Día de los Muertos and Fiesta de Mayo celebrations that allow the students to learn about the Latino culture while showcasing dances and art. There is also a Winter Program Celebration that highlights different cultures through a play and songs. Each classroom works on cultural units that center around important people, histories and cultural components from different ethnic backgrounds.

The Dual Immersion Program at Ladera Palma School also relies heavily on parent and community support. Parents are welcome and assist throughout the day. Many take on leadership roles in PTA or managing a schoolwide activity (i.e. Color Run) and many others donate time in the classroom or in the preparation of materials for the students. Most importantly, they have been advocates to ensure that the program focuses on the *Guiding Principles of Dual Language* (CAL 2018) whenever decisions are being made by administration. They are extremely knowledgeable and are currently asking questions about what changes will occur when the seventh and eighth grades go to Washington Middle School.

As a result, the Dual Immersion program is looking to refine and improve the program and provide a guide for the future. With cycles of inquiry, analysis of best practices, and adherence to the *Guiding Principles of Dual Language*, the program continues to improve but there are areas of identified need. At this point, it is integral that a Master Plan process take place be developed to delineate and ensure the success of the program. The development of the plan will help clarify that the teaching is indeed focused on the ultimate goal of ensuring student success.

## Rationale for the Dual Immersion Program in LHCS

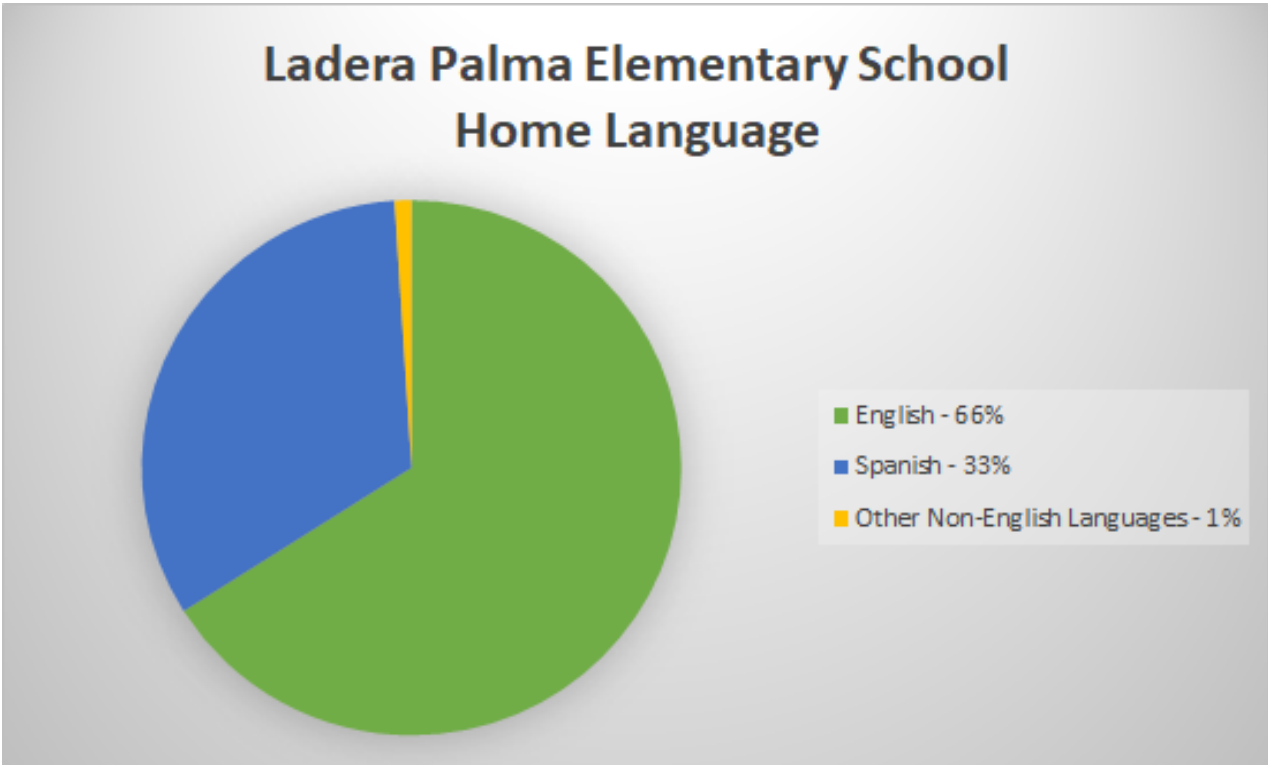
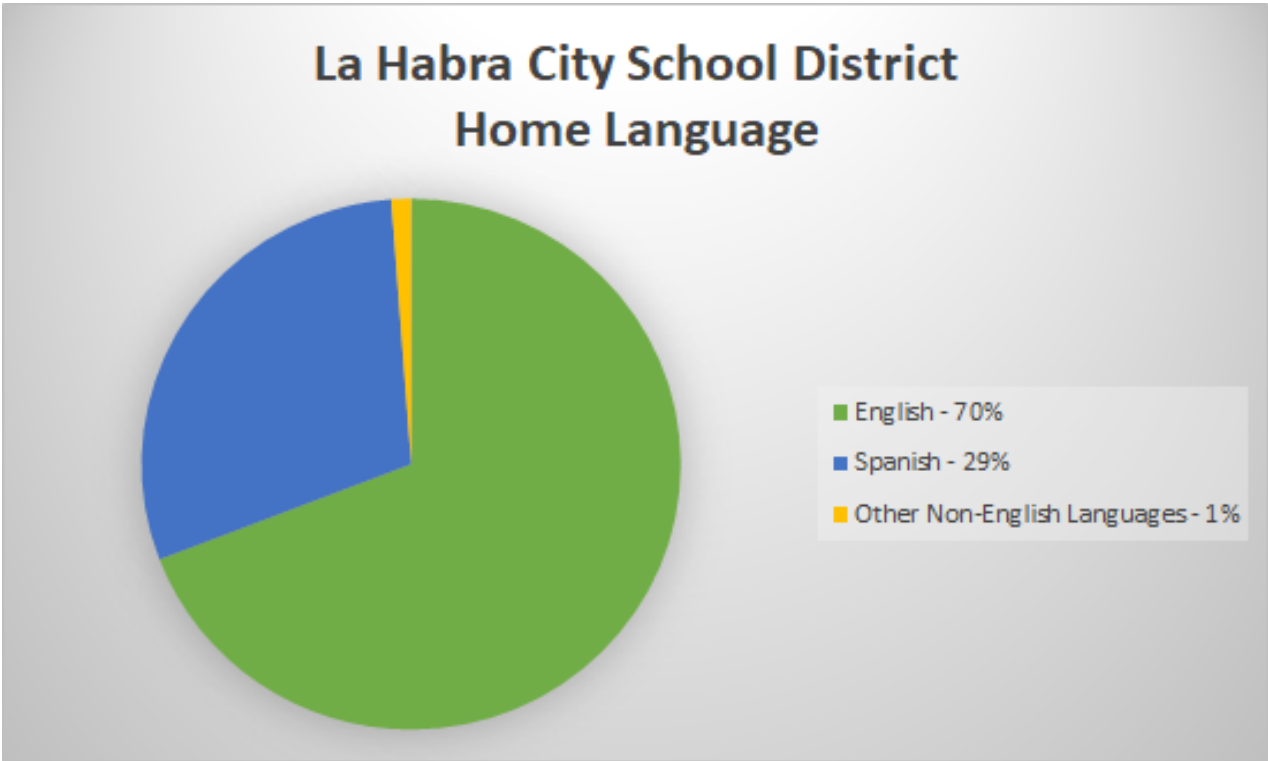
La Habra City School District seeks to highlight and invest in the cultural and linguistic capital that students bring to the school community. In promoting multilingualism and biliteracy for all students the District, the District is working to ensure the preservation and enrichment of a child's home language and culture through the schooling process in two or more languages. In developing a DLI program option that creates an opportunity for students to cross-learn and share the language with each other, students will develop higher levels of academic achievement, advanced cognitive development, literacy in two or more languages while working with speakers of the language. Furthermore, through this effort, students will develop an expanded and multicultural worldview, empathy, and a deeper understanding of the cultures and people they are studying.

As the District develops this unique program opportunity through a well designed TK-K-12 pathway for the families of its district, it is providing a program of choice to its offering of educational options for the families of the District. In creating this program option, the school's commitment to *second language learning for all* provides a framework for equity and social justice to the community. The Dual Immersion program is a critical aspect of transformational pedagogy working to improve student performance for both English Learners and English dominant students, increase student pride in being multicultural and multilingual, promote high expectations while formally studying two or more languages within their K-12 schooling experience. The TWBI/DL program also offers the parents and the community a unique opportunity to genuinely engage and invest in their children's education.

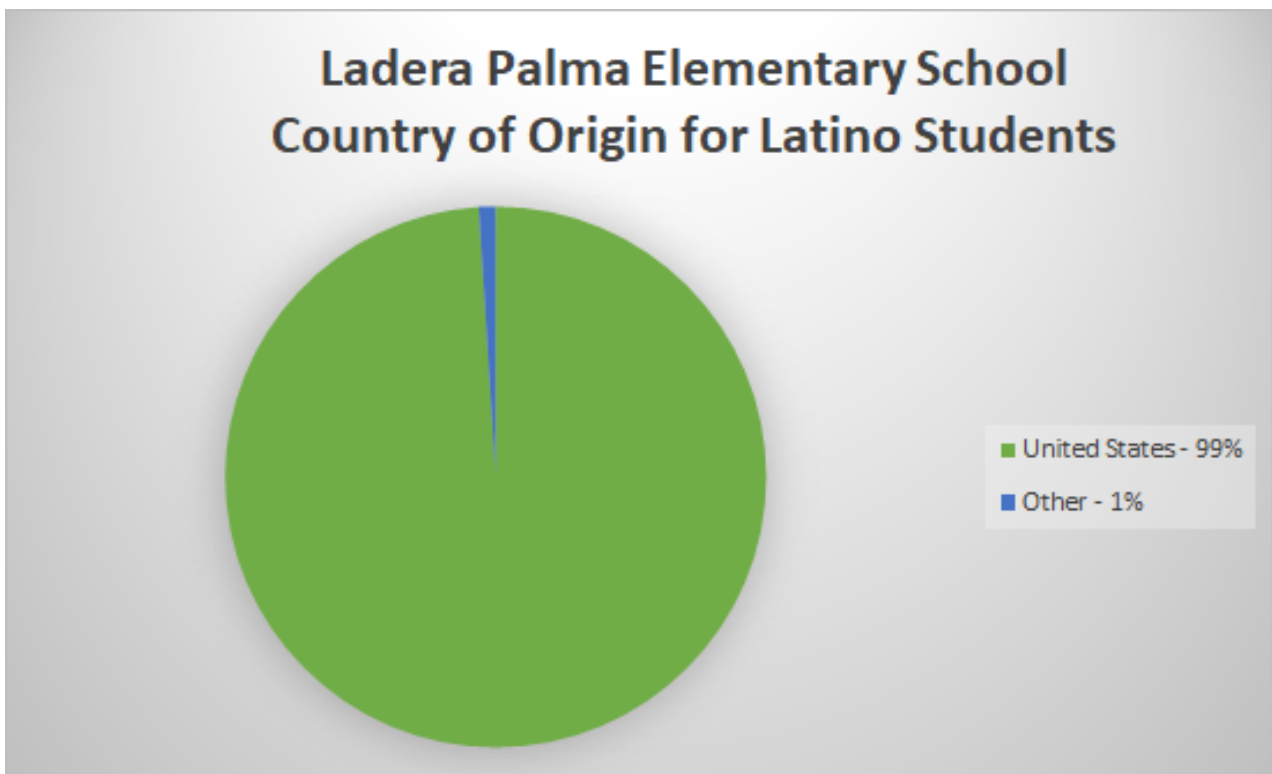
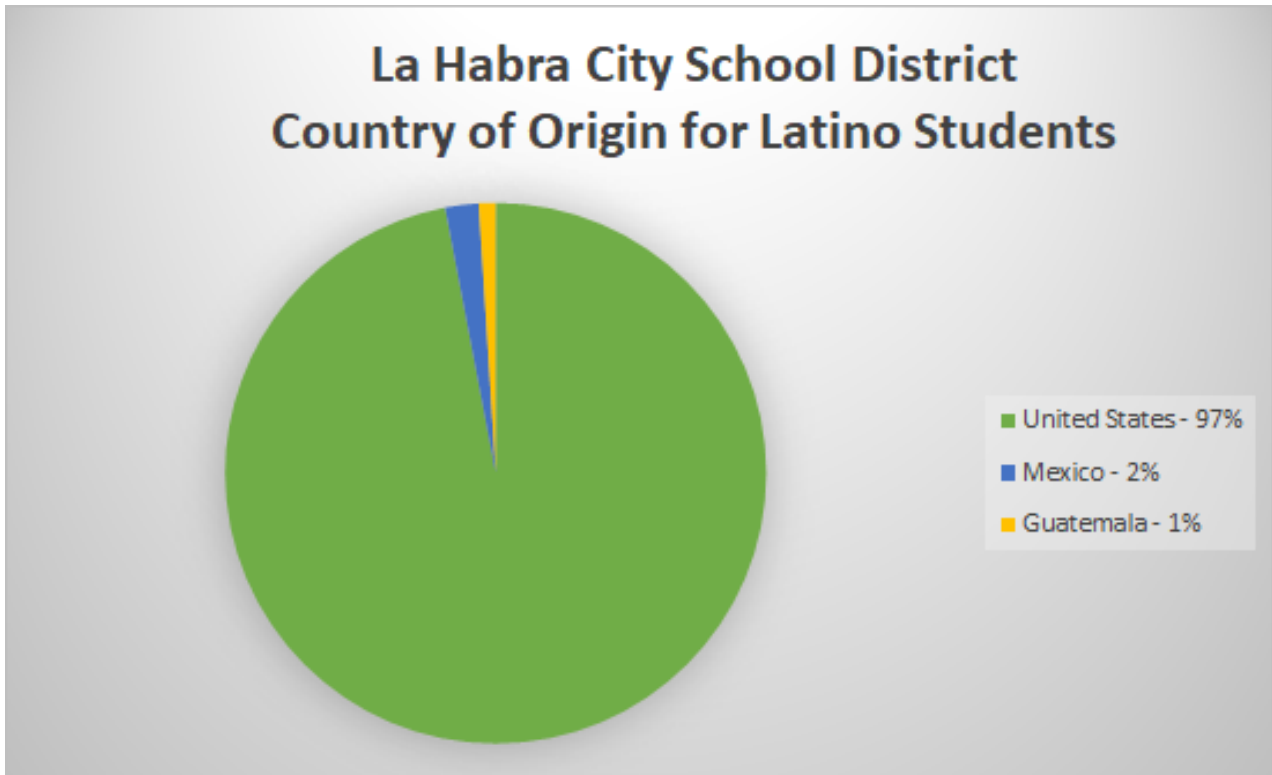
In the last decade, research studies outline additional reasons for students to develop at least two languages to a high level of proficiency. The most compelling studies outline the ongoing cognitive processes that occur in the bilingual brain. In recent years, the U.S. mainstream media have made popular the ongoing neurological research that demonstrates the cognitive advantages that bilinguals and multilinguals have over monolingual humans. For example, proficient bilinguals outperform monolinguals in creativity; problem solving; divergent thinking; mental flexibility; executive function issues such as attention to detail, ability to ignore distractions, task switching, working memory, conflict management; efficient cognitive/sensory processing; metalinguistic awareness; and visual-spatial skills. Older bilinguals are even more resistant to the onset of dementia and Alzheimer's than are monolinguals (Baker, 2011; Bialystok, 2011, Grosjean, 2010; Lyons, 2014; Perry, 2013; Willis, 2012). As this "bilingual brain" research is becoming widely publicized, more and more native-English-speaking parents are also demanding bilingual schooling for their children. They recognize that their children's **brains are wired for multilingualism**. "When schools develop more than one language, we are creating a new generation of students with superior brains." (Collier & Thomas 2000)

1400 of the English Learner students entering the LHCS with a language other than English, are born in the United States which also indicates that a high percentage of Latino students entering school in LHCS enter with a basic knowledge of the English language.

# Languages Spoken the District

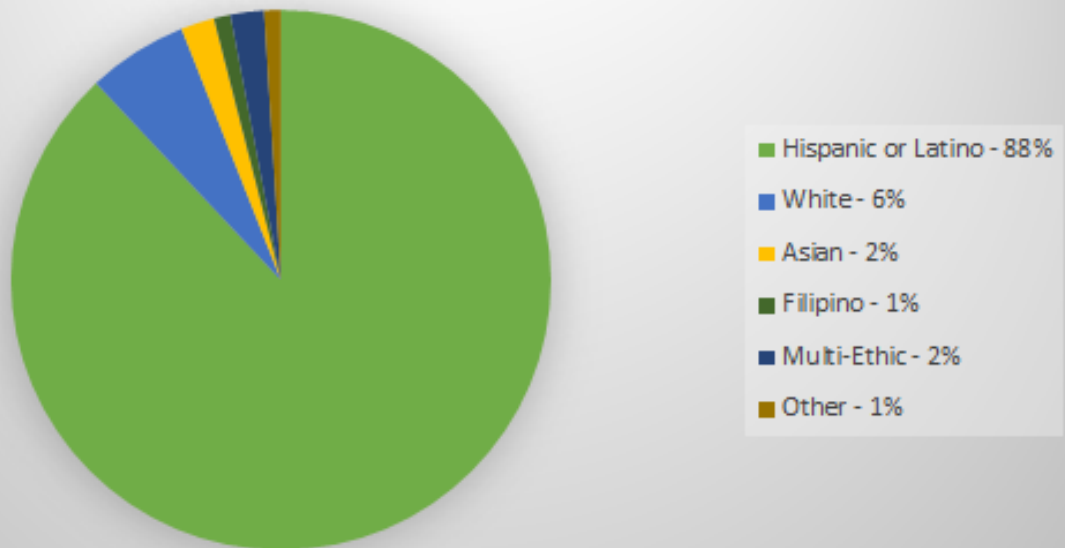


## Country of Origin of Latino Students

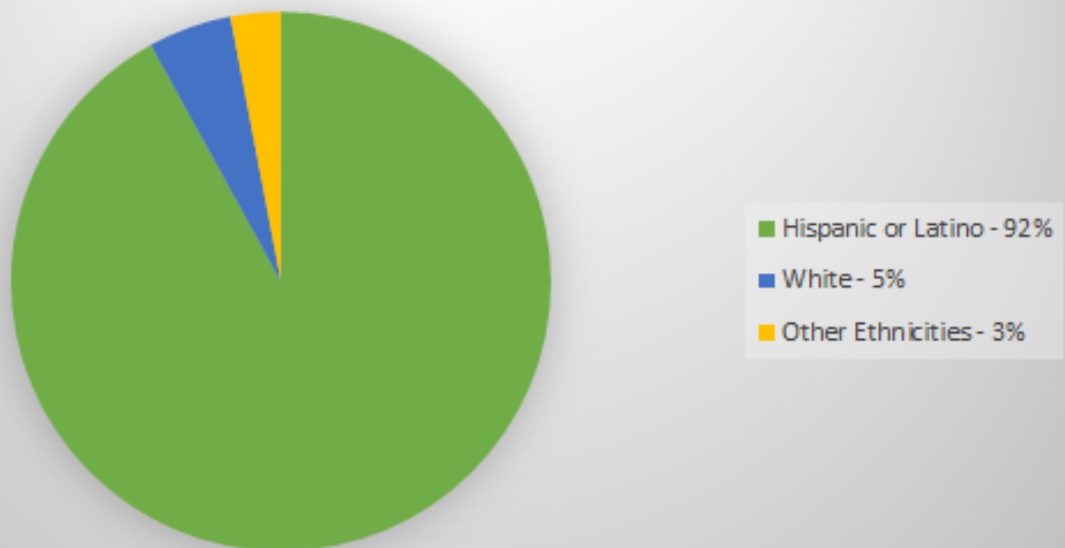


## Student Distribution by Ethnicity

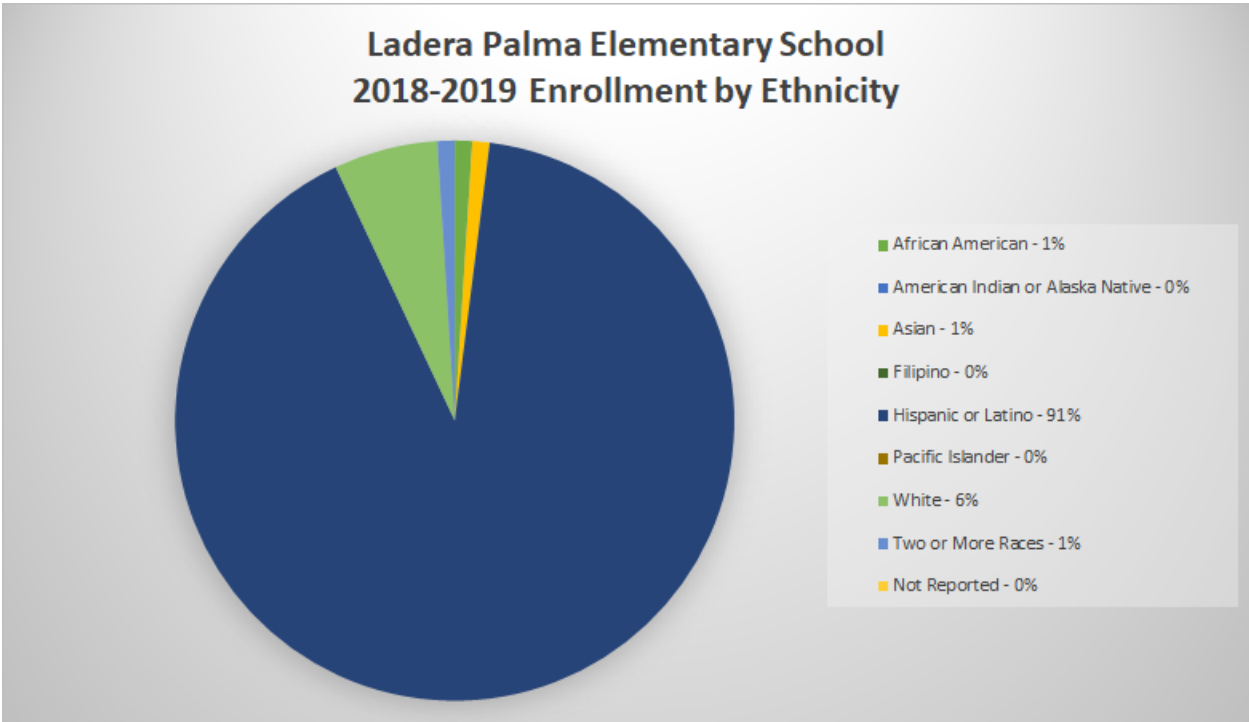
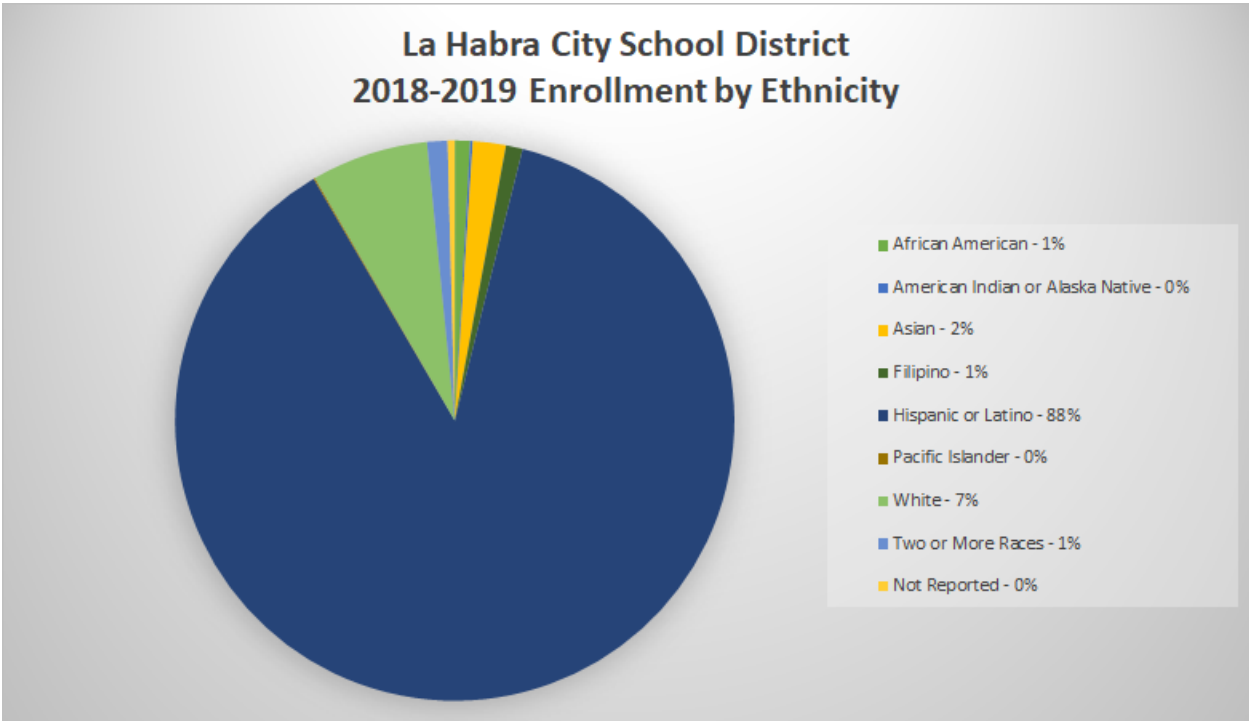
**La Habra City School District  
Student Distribution by Ethnicity**



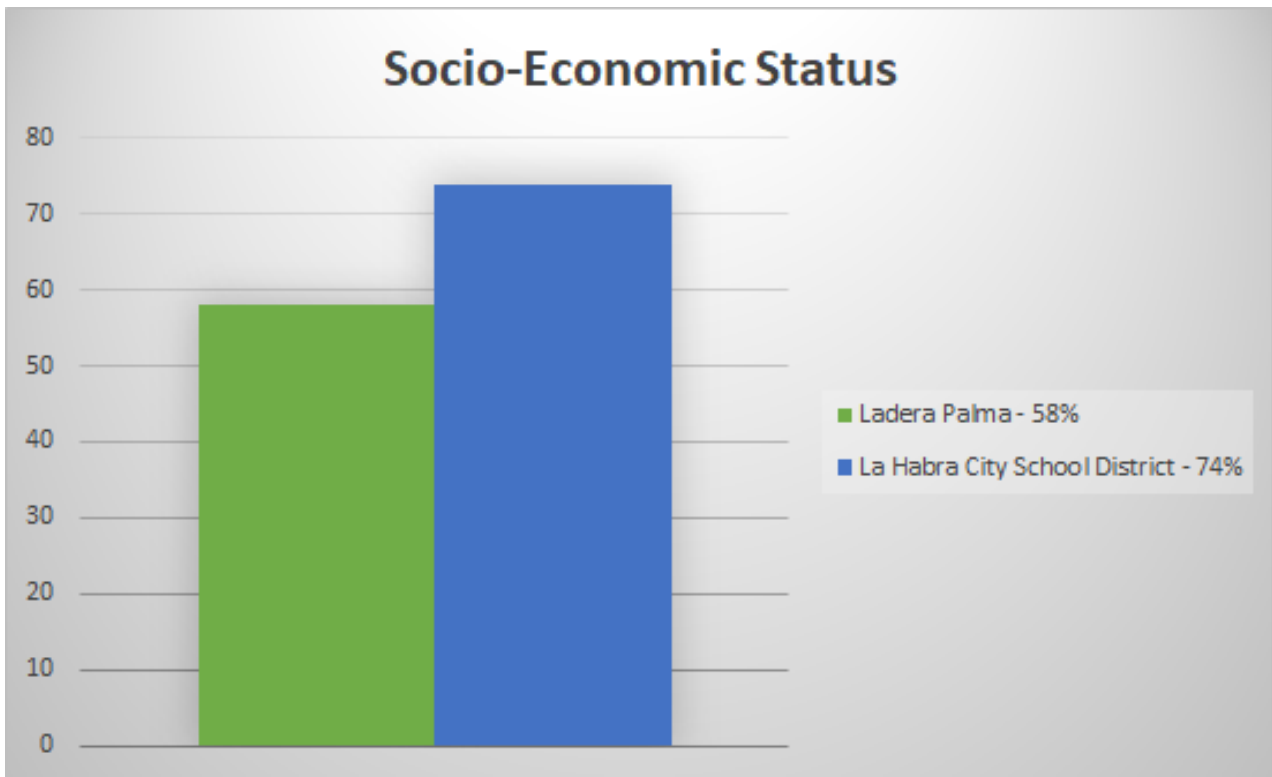
**Ladera Palma Elementary School  
Student Distribution by Ethnicity**



# Enrollment by Ethnicity



## SES Levels of the Students at Ladera Palma





## CHAPTER 3

# Benefits of Dual Language Programs

## Benefits of TWBI Programs

The Two-Way Bilingual Immersion and Dual Language program research have a body of research 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. Over the past thirty years, a significant body of research has established the 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.

Studies on second language learning provide the following evidence:

- The “**additive bilingual**” immersion setting allows all students to learn two languages simultaneously without losing one language to learn another. (*Howard, Sugarman, Perdomo and Adder, 2005*)
- **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*)
- 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*)
- 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*)
- Second language course content naturally explores social studies, math, science and the arts, **facilitating interdisciplinary perspectives and cross-cultural understanding.** (*ACTFL 2006*)
- 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*)
- 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*)

- 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)

## Benefits of the Program for All Students

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

## Benefits for Native Spanish Speakers

The research on Two Way Bilingual Immersion (TWBI) and Dual Language Programs in the United States demonstrates that native speakers of other languages can indeed attain grade level proficiency in both languages and in turn, close the performance gap between themselves and their English speaking counterparts. Research also indicates that English Learners have a higher rate of success in DL/TWBI Education vs English-only mainstream program because students have maximum access to the curriculum. The following research studies indicate:

- Students in TWBI programs also have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally-validating setting. (*Genesee and Lindholm-Leary, 2009*)
- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to English Learners in English mainstream classes. (*Thomas and Collier 2002*)
- English Learners who enter high school reclassified to fluent status are able to fully participate in college-bound schedules and courses and develop a college-going mindset. (*Lindholm-Leary, Promise Initiative, 2012*)
- Native Spanish Speakers continue to stay connected with their families by developing their mother tongue as well as learning English in school. (*Hernandez, Lindholm-Leary, 2009*)
- Students are able to earn the State Seal of Biliteracy and complete their World Language requirements by Freshman and Sophomore year and continue into a college ready program for continued development of the target language and English.

- Native speakers acquire a strong sense of identity and self-determination as a result of formal study of their mother tongue and culture. (Moll, Gonzalez 1995)

**Table 1: Benefits of Bilingualism for All Students**

Native Spanish Speakers	Native English Speakers
Acquire strong literacy skills in Spanish that can then be applied to the acquisition of English literacy.	Outperform control students in all-English schools on a variety of English language tests that include reading, writing and listening.
Make better progress in acquiring full proficiency in English, which leads to achievement at grade- appropriate levels in all domains of academic study in both Spanish and English.	Achieve the same levels of competence in academic subjects (math, science and social studies) as English-speaking students in all-English programs
Fully develop proficiency in their native language that allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in second language that facilitates communication with more members of the community and social support network.
*Based on research by Cummins, 1986, Thomas & Collier, 2000 & 2002, Genesee & Lindholm-Leary, 2009, & ACTFL 2006	

## CHAPTER 4

# DLI PROGRAM COMPONENTS

The TWBI/DLI program is a **program of choice** for both English and Spanish speaking students. This program is open to students of different backgrounds and abilities from the La Habra City School District school community. La Habra City SD adheres to the following program principles as they work to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement, and the development of multicultural understanding among students:

- Students begin a formal second language learning program during their kindergarten or first grade years through an “early” immersion process.
- A K-8 DLI program sequence continues through middle school into high school
- The TWBI/DLI program is carefully aligned to the Guiding Principles of Dual Language Education and conducts an annual self-assessment reviewing strengths and challenges
- Students continue to study advanced coursework at the middle and high school levels
- 8<sup>th</sup> grade students must take end of course test to correctly place them in high school World Language coursework
- Teachers provide instruction based on **additive bilingualism** and language separation in clearly delineated language blocks
- Staff works to create a positive and respectful climate for second language learning while promoting the “target language” and its speakers
- Each school fosters strong parent engagement outreach strategies to promote high levels of home-school collaboration
- The District has a plan to attract and retain high quality program personnel who are able to deliver the academic and linguistic program



# Guiding Principles for Two-Way and Dual Language Programs Center for Applied Linguistics 2019

The following principles from the Center for Applied Linguistics guide the implementation of successful Two-Way Bilingual Immersion and Dual Immersion programs throughout the United States. The success of LHCSD's Dual Immersion program will stem from the careful implementation of each of these principles:



## 1. Program Design

The program plan includes a written statement of philosophy, goals, and standards appropriate to the needs and abilities of second-language learners and is consistent with federal, state, and District requirements. Clear structures, policies, and processes are aligned with program vision, mission, and goals. These are based upon a solid philosophical and empirical foundation.

## 2. 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.

## 3. Curriculum and Instruction

The program has a K-12 plan for the selection, development and implementation of standards-based, articulated curriculum and student-centered instruction, which is based on general education, bilingual education, and second-language acquisition research. Curriculum and instruction promote academic achievement and cultivate bilingualism, biliteracy, and multicultural competencies for all students.

## 4. Staffing and Professional Development

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

## 5. Leadership, 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.

## 6. Families and Community Involvement

The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community. The program promotes family and community engagement and advocacy through outreach activities and support services aligned to the three goals of dual language education. Families are involved as strategic partners at all levels of the school.

### Program Sequence for the TWBI/DLI Program in La Habra City USD

The combination of an early start and an uninterrupted and extended sequence allows Two-Way/Dual Immersion Program students to reach much higher levels of proficiency (Hyltenstam, 1992; Lindholm-Leary, 2009).

Starting early and studying in a second language prepares students to become highly proficient by the end of high school. A Dual Immersion Program accepts students into the program at Kindergarten and through the first semester of 1<sup>st</sup> grade if they are Native English speaking (NES) to give students ample opportunity to study the second language within their K-8 experience. Native Spanish-speaking (NSS) students who are identified on the Home Language Survey and language assessments upon entry to the program are also accepted at K-1<sup>st</sup> Grade. New Native Spanish Speakers (NSS) who pass the school's required language assessments and demonstrate developing levels of English proficiency may enter at a later grade based on informal multifaceted assessments developed by the school.



The overarching goal of the K-8 TWBI program is *communication*. A **communication-based instructional model** for second language study outlines the various stages of language learning and focuses on the *Communication Standard* of the World Language Standards. As students progress up the grade levels, they master the literacy and communication skills to become bilingual and biliterate and reach the levels that may allow them to function in a Spanish speaking country.

TWBI/DI program students enter high school with a command of both vocabulary (listening and speaking) and literacy (reading and writing) to support the TWBI/DI students as they enter a **grammar-based instructional world language instructional model**. Their placement into World Language classes allows them to fine-tune their reading and writing skills, prepare students to pass the Advanced Placement (AP) tests and receive college credit for their years of study.



## CHAPTER 5

# Research on TWBI/DLI Programs

A Two-Way Bilingual 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.

Learning other languages encourages students to participate actively in an increasingly interdependent world. Second language study also prepares students for full participation in an international job market. Washington schools are facing rapidly changing demographics and working not to squander the linguistic capital that families and students possess. Students who participate in TWBI 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 countries.

There are four different Dual Language program designs that are additive bilingual programs: (1) Heritage Language, (2) Developmental, (3) Two-Way Bilingual Immersion and (4) One-Way Immersion Programs.

La Habra City School District TWBI/DLI programs will adhere to the principles of the TWBI program to offer both English-speaking and Spanish-speaking students the opportunity to develop high levels of literacy in two languages in their K-12 development.

## Research Review

The first Two-Way Bilingual Immersion programs, also known as Dual Immersion programs, 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/DLI Programs in the United States has grown to more than 2000 in all states except for four who legislated English first policies. . More than 95% of these programs throughout the United States have 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:

- The program involves instruction through two languages where the target (Spanish in this case) language is used on a daily basis for a significant portion of the students' instructional day (from 50% to 90%)
- The program involves periods of instruction during which only one language is used *i.e.*, no translation or language mixing by classroom teachers.
- Approximately equal numbers of native Spanish Speakers (NSS) and native English Speakers (NES) are enrolled.
- The students are integrated for most or all 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 conducted extensive cohort analyses and research on the academic progress of students studying in TWBI programs dating back to the mid-70s. Dr. Lindholm-Leary also followed cohorts of students from the elementary into their secondary level in her work. Dr. Lindholm-Leary 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 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 proficiency of the students over their K-12 schooling experiences.

The most pertinent research for LHCSd 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 4 through 6th grades. In the United States more than 70% of TWBI programs implement a 90/10 model.

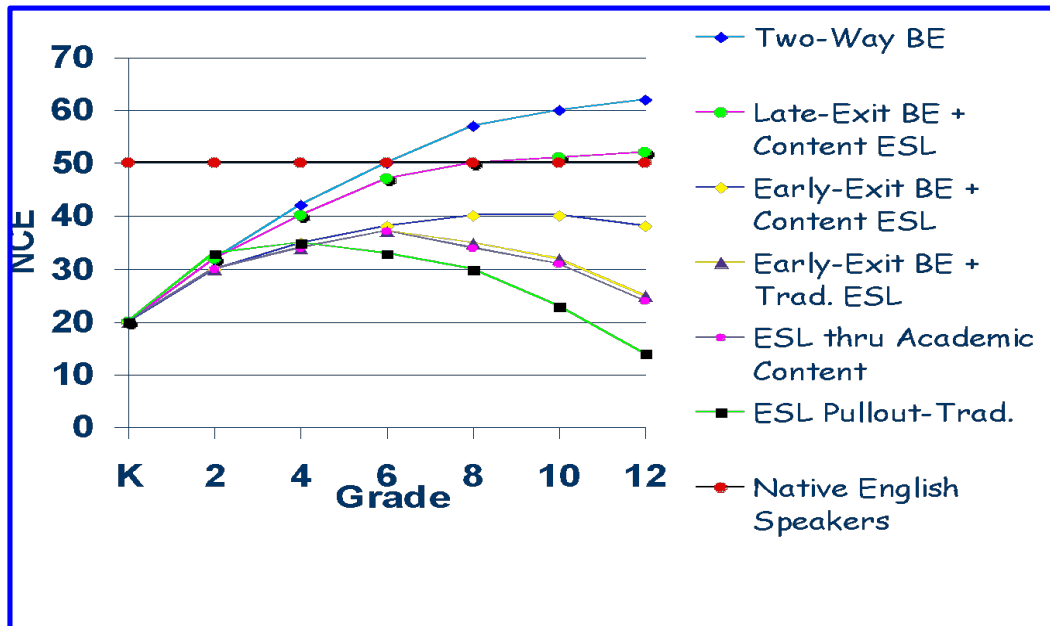
The findings of these students show that both TWBI models, 90/10 and 50/50, promote proficiency and achievement in both languages, although not necessarily at the same time or to the same levels. Both are viable models for second language study. All 90/10 TWBI program models engage in a *sequential* 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: 5-7 years minimum studying in both languages allowed 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 (see table next page). (*English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models*, Thomas \* & Collier, 2000)

**Table 2**  
**English Learners Long Term K-12 Achievement on Standardized Tests in**  
**English Reading Compared Across Seven Program Models**  
*(Thomas \* & Collier, 2000)*



## CHAPTER 6

# DLI Instructional Design

To accomplish its goals, the Two-Way Bilingual Immersion program follows a unique instructional design in which Spanish-speaking and English-speaking students are combined in the same classroom to support the development of English and a distinctive target language. These students serve as language models for each other as they acquire proficiency in both languages.

The TWBI Program classrooms consist of linguistically balanced classrooms where a  $\frac{1}{3}$  of students are Native-Speakers,  $\frac{1}{3}$  of students are Bilingual in the Target Language, and  $\frac{1}{3}$  of students are English speakers. This is the ideal classroom configuration in that it ensures that students have peer models of the language they are studying to practice with. Some years, this linguistic balance is difficult to attain because of the students' linguistic capabilities of the cohort of students enroll in a given year. In that case, the classrooms might be  $\frac{2}{3}$  English Speakers and  $\frac{1}{3}$  Spanish speakers or  $\frac{2}{3}$  Spanish speakers and  $\frac{1}{3}$  English speakers). **A TWBI / DLI Program must have no less than  $\frac{1}{3}$  of the students of either language. See the two student profiles below:**

### Profile 1:

Native  
Spanish Speakers  
 $\frac{1}{3}$

Bilingual  
Students  
 $\frac{1}{3}$

English  
Speakers  
 $\frac{1}{3}$

### Profile 2:

Native  
Spanish Speakers  
 $\frac{1}{3}$

English  
Speakers  
 $\frac{1}{3}$

English  
Speakers  
 $\frac{1}{3}$

Ladera Palma Elementary School follows a **90/10 TWBI model**. This model emphasizes the use of Spanish in the early grades and provides students with a solid foundation in the target language and English. In Kindergarten and first grade 90% of classroom instruction is in Spanish and 10% is in English. In grade 2, 80% of classroom instruction is in Spanish and 20% is in English. The percentage of English instruction gradually increases at every grade level. By 4<sup>th</sup> and 5<sup>th</sup> grade, approximately 50% of the instructional day will be in Spanish and 50% in English. English instruction may also incorporate the “specials” such as music and physical education classes that are often offered in English.

### Table 3: K-6th Elementary Program Configuration & Percentages of Time

Grade	TK-K-1	2nd	3rd	4th	5 <sup>th</sup>	6th
% in Spanish	90	80	70	60	50	50
% in English	10	20	30	40	50	50

In a DLI program, native English and Spanish speakers are learning the curriculum in either their first or second language, depending on the grade level and subject area. Because many students are learning content in a language they do not speak natively (Spanish), techniques that make instruction more comprehensible are necessary. These methods include the following:

- Sheltered instructional techniques
- GLAD Strategies
- Slowing down of language and use of care-taker language
- Continuous use of gestures, visuals, repetition, incorporating realia, posters and pictures, etc. to build understanding and connections to the spoken word

TWBI program schedules consist of the following components at each grade level. Ladera Palma is committed to ensuring that students have protected blocks of language times and works with the school's schedule to incorporate specials: in the areas of PE, music and art in accordance to program requirements.

**Table 4**  
**Language Matrix TK-6<sup>th</sup> Grade**

TK - 90/10 (184.5/20.5)	K - 90/10 (238.5/26.5)	1st - 90/10 (292.5/32.5)	2nd - 80/20 (260/65)
SLA	SLA	SLA	SLA
AELD	AELD	AELD transferable skills	AELD - non & transferable skills
PE	PE	PE	PE
Math	Math	Math	Math
Social Studies/Science	Social Studies/Science	Social Studies/Science	Social Studies/Science

3rd - 70/30 (227.5/97.5)	4th - 60/40 (201/134)	5th - 50/50 (167.5)	6th - 50/50 (167.5)
SLA	SLA	SLA	SLA
ELD/ELA	ELD/ELA	ELD/ELA	ELD/ELA
PE	PE	PE	PE
Math	Math	Math	Math
Math Bridge	Math Bridge	Math Bridge	Math Bridge
Social Studies	Social Studies	Social Studies	Social Studies
Science	Science	Science	Science

- Language of Instruction: **Spanish** and English
- Technology is integrated throughout the content areas
- ELD - Required 30 minutes of **designated ELD** everyday
- **Totals:** TK-205 minutes, **Kinder**-265 minutes, **1st-3rd**-325 minutes, **4th-6th**-335 minutes

## Proposed Middle and High School Spanish Immersion Pathway

Students from the TWBI program will advance into middle school and continue taking language courses at the Middle School level within the TWBI program core programming. Parents will be informed of this program pathway in the initial enrollment of their children in kindergarten to promote the completion of the program pathway through eighth grade as students work to complete the requisites outlined a TWBI/DLI program model. The Spanish Language Arts course will incorporate the elements of high school equivalent Spanish language course for Spanish I (6<sup>th</sup> grade), Spanish 2 (7<sup>th</sup> grade) and Spanish 3 (8<sup>th</sup> grade) into the Spanish Language Arts curriculum offered at each grade level. Students will continue to develop their literacy through literature studies, grammar, writing and oral presentations throughout their middle school years. The coursework in the content areas of science or social studies will be taught exclusively in Spanish in order to ensure that students are receiving additional instruction.

**Table 5**  
**Middle School TWBI Core Program**

6th Grade Immersion Core	7th Grade Immersion Core	8th Grade Immersion Core
Spanish Language Arts	Spanish Language Arts	Spanish Language Arts
Spanish Social Studies or Science	Spanish Social Studies or Science	Spanish Social Studies or Science
English Language Arts	English Language Arts	English Language Arts
English Mathematics*	English Mathematics*	English Mathematics*
English Elective/Tech**	English Elective/Tech**	English Elective/Tech**
English P.E.	English P.E.	English P.E.

*\* Mathematics can be taught in Spanish if the school is able to hire a credentialed teacher with the appropriate credentials and language capabilities to teach math at the three levels.*

*\*\*Electives can also be taught in Spanish predicated on the teachers' credentials and linguistic capability.*

The middle school eighth grade Two-Way Bilingual Immersion program team will work with the receiving high school administrators to inform parents/students of their test results and recommend placement at the high school level during the spring of the students' eighth grade year. The middle school team is expected to work collaboratively to decide on the placement of the students at the advanced levels of Spanish at the secondary level.

Upon completion, students would be awarded the second Seal of Biliteracy Pathway Award - *Recognition of Biliteracy Award*. At the end of the eighth grade, all students will be given an end of course test for correct placement in the foreign language/ advanced placement program at the high school created by the 8th grade and Advanced Placement teachers.

## High School Placement into the World Language Pathway

Students may also be given the Advanced Placement Spanish exam after completing 8<sup>th</sup> grade in order to: enter high school and participate in:

- Advanced World Language classes
- A third language option
- Classes designed in Spanish in the sciences or Cultural Studies classes.
- *Spanish for Special Purposes* courses.
- Concurrent university/college courses in Spanish

The *Spanish for Special Purposes* courses (SSP) are designed to allow students to participate in university/college level coursework that prepares them for a certificate or license in legal or medical translation, interpretation, sign language in the target language, etc. Students may also intern in non-profit agencies requiring bilingual and biliterate workers, or intern in tech companies, civil service offices, etc. that seek bilingual and biliterate workers.

**Table 6**  
**Possible High School Program Sequence for**  
**DLI Students**

9 <sup>th</sup> Grade Option 1	10 <sup>th</sup> Grade Option 1	11 <sup>th</sup> Grade Option 1	12 <sup>th</sup> Grade Option 1
Spanish 4	AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes; Community College course
9 <sup>th</sup> Grade Option 2	10 <sup>th</sup> Grade Option 2	11 <sup>th</sup> Grade Option 2	12 <sup>th</sup> Grade Option 2
AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes; 3 <sup>rd</sup> Foreign Language Year 1	Spanish for Special Purposes; 3 <sup>rd</sup> Foreign Language Year 2
9 <sup>th</sup> Grade Option 3	10 <sup>th</sup> Grade Option 3	11 <sup>th</sup> Grade Option 3	12 <sup>th</sup> Grade Option 3
AP Spanish Literature  For students who passed AP Spanish	Spanish for Special Purposes; 3 <sup>rd</sup> Foreign Language Year 1	Spanish for Special Purposes; 3 <sup>rd</sup> Foreign Language Year 2	Spanish for Special Purposes; 3 <sup>rd</sup> Foreign Language Year 3

**Table 7**  
**Two-Way Bilingual Immersion Program Pathway**  
**K – High School**

Elementary Program	Middle School Program	High School Program
<b>TK-5th Grades 90/10</b>	<b>6-8th Grade Program 30/70 (minimum 2 courses)</b>	<b>Advanced Placement Spanish Courses 9th-10th Grades</b>
TK, Kinder, 1st grades 90/10  2nd grade 80/20  3rd grade 70/30	Immersion Core Courses:  Spanish Language Arts and  Spanish Content Course: Social Studies or Science  Students mainstreamed into the other four courses	Advanced Spanish Course placement based on 8th Grade placement Test
4th grade 60/40  5th grade 50/50	8th Grade End of Course Test for correct placement into high school coursework	AP Courses at 8th/9th grades followed by:  Concurrent College Courses or  Spanish for Special Purposes Courses or  Third Language Option
<b>CA State Seal Awards at Kinder &amp; 5th Grades</b>	<b>CA State Award: Attainment of Biliteracy Award</b>	<b>CA State Seal of Biliteracy on High School Diploma</b>

## CHAPTER 7

# California State Seal of Biliteracy



The State Seal of Biliteracy (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 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 may be given to students who receive the SSB and pass the Advanced Placement exam at a level of 4 or higher.

School districts in California offering Dual Language Immersion or Two-Way Immersion programs are encouraged to adopt a Seal of Biliteracy Board Resolution that indicates a commitment to the preparation of their Dual Language program students.

After 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 “biliteracy pathway awards” in accordance with the State Seal of Biliteracy guidelines to motivate students to continue developing their first and second languages. The awards can be presented after both 5<sup>th</sup> and 8<sup>th</sup> grade as the student’s work to meet the criteria set for each award (L. Olsen 2010).

The progression of awards extends into the secondary level.

**The first award, DLI Program Participation Award, is presented after successful completion of kindergarten**

- Kindergarteners are recognized for their initial efforts in developing their L2 skills

**The second award, Pursuit of Biliteracy Award, is presented after fifth grade:**

- Standard Met or Standard Exceeded on the Smarter Balance on the CAASPP
- Personal Essay or Project on how bilingualism has shaped their lives or the world written in the target language.
- FLOSEM Score 4, 5 or 6 or redesignated fluent status on the CELDT (proficient on the CELDT or Successor Test)
- Logramos or a standardized assessment in the target language with a score of 80% or above in Reading/Language Arts/Speaking section of a 5<sup>th</sup> Grade test

**The third award, *Certificate of Biliteracy*, is presented after eighth grade:**

- Redesignation to fluent status for students who were designated as English Learners
- Standard Met or Standard Exceeded on the Smarter Balanced Assessments (CASSP)
- Oral presentation in the target language or special project on bilingualism & biliteracy
- *Logramos* or a standardized assessment in the target language with a score of 80% or above in the Reading/Language Arts/Speaking section of an 8<sup>th</sup> Grade test.

**The California Seal of Biliteracy for a student's high school diploma:**

The high school Seal of Biliteracy's criteria is outlined by the California State Department of Education and La Habra CSD outlines the criteria for the students who apply for the Seal of Biliteracy at the high school level. Each of these three academic requirements shall be fulfilled.

1. Students must have completed all English–language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.
2. Students must have passed the California Standards Test (CAASP) in ELA (administered in grade eleven) at the standard met or standard exceeded level.
3. Students must demonstrate proficiency in one or more languages other than English through **one** of the following methods
4. Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.
5. Pass an International Baccalaureate examination with a score of four or higher.
6. Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.
7. If no AP examination or off-the-shelf language test exists and the district uses its own language examination, the school district must certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign language.
8. If a district offers a language examination in a language in which an AP examination or off-the-shelf examination exists, the district language examination must be approved by the SSPI.
9. Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher.



## CHAPTER 8

# DLI Program Policies

## Enrollment Policies

Applications for enrollment are released in December and January of each year.. Parents will enroll students at the school site by bringing their application to the front office by mid-February after they have attended a DLI Program Information meeting and filling out a DLI Program form. During the enrollment period, all families that have expressed an interest in participating in the Dual Immersion Program will be asked to take an assessment to determine their level of proficiency in English and Spanish. The results of this assessment will be used to form classes balanced in the following way: equal percentages of native Spanish speakers (to include English Language Learners), bilingual speakers, and native English dominant students.

In the absence of students to balance in this manner, careful attention will be given to the recruiting process to ensure that each class has no less than one third 1/3 of a given language group necessary to fully implement the program.

## Application and Admittance Policies

### A. Application for Enrollment Admission

#### 1. Intra-District Process - School Choice Application Required (Lottery Process)

Each year, beginning in January, and until the program enrollment is filled, parents may submit a Parent Interest Form for the DLI Program to their front office of their home school. Applications received after the program is filled at the school of choice, the students' names will be placed on a waiting list based on the students' language proficiencies. Prospective parents of students applying to the DLI Program must attend an informational meeting before their application will be considered. Informational meetings will be held at Ladera Palma School starting late December through January of each year.

#### 2. InterDistrict Process

If a student resides outside of the district boundaries, the family must obtain home district release as well as acceptance into the program. Preference

#### 3. Families wishing to enroll their children in Ladera Palma's DLI Program must:

- a. Attend a TWDL Program Informational Meeting, or meet with a site administrator.
- b. Return their completed Dual Language Interest Form
- c. Submit an intra-district transfer application
- d. Students must be screened for language proficiency at Ladera Palma School for correct placement into the program.

#### **4. Application Packets**

Application packets are on-line and include:

- a. Enrollment Form
- b. FAQ frequently asked questions, a Dual Language Program brochure (webpage)
- c. Home Language Inventory.

Applications will be available online at the district's website exclusively. The deadline for submitting completed applications will be the end of March. Completed applications will be accepted at the Ladera Palma School front office.

#### **5. Siblings**

Siblings will be given priority consideration during the application process. Preference will be made to maintain an equal balance of native English speakers to native Spanish speakers when placing students within the program.

#### **6. Lottery**

A selection lottery is held only if the number of students interested outnumbers the number of spaces available at a site.

- a. If a selection lottery is necessary, it will take place within two weeks following the closing date of when applications are to be received.
- b. In the event that a balance of 50% native Spanish speakers and 50% native English speakers is not reached, the application process will continue until the language balance is met.

#### **7. Notification**

Ladera Palma School office will notify parents by written notification if their child has been selected by lottery. Parents will also be notified of the required parent orientation meeting at the school.

#### **8. Ongoing Placements**

Placements made during the rest of the year will be made by school site principal in consultation with the district School Community Services. The School Community Services office will notify parents by phone and written notification of placements made during the remainder of the year.

#### **9. Wait List Placements**

Students on the waiting list will be placed into the DLI Program as openings become available. The "wait lists" for the DLI Program will be maintained by the Ladera Palma School office and are based on language proficiency.

### **B. Grade Levels for Entry**

#### **1. Kindergarten**

Each year to ensure that classrooms within the Dual Language Program are linguistically balanced, students will be designated as one of the following: native English, bilingual, or native Spanish speaker

based on the HLI and initial assessment. These designations will be used to place siblings first. Any new applicants will be added to the program based on their language designation.

## **2. First Grade**

Students in the first grade may be enrolled in the Dual Language Program only through January of the current school year, except in cases where the student has previous academic instruction in Spanish.

## **3. Second to 8<sup>th</sup> Grade**

Incoming students with academic instruction in Spanish may be placed in an age appropriate grade. All students applying to enter the program in grades 2 – 8 will be required to go through a language screening process. Students should demonstrate near or at grade-level proficiency in Spanish reading and writing in order to enter the program. There is no minimum English proficiency required for entry into the program.

## **4. Ninth to Twelfth Grade**

All students may participate in one of the pathways to biliteracy. Student placement in Spanish will be determined by a Spanish placement test to be administered early spring semester to all 8<sup>th</sup> graders in DLI programs. This placement exam will also be available for students not previously enrolled in a DLI program, but who would like to enter the high school pathway toward biliteracy.

### **C. Out of District Applicants**

Priority is given to those families that reside in the Dual Language Instruction Program neighborhood school attendance boundaries, and next to those within La Habra Unified School District boundaries. In the event that all in-district candidates are placed, and there are remaining slots available, applicants residing outside of the district will be accepted, pending the approval of their district of residence. Parents of these students must follow the district's procedures for requesting an intra-district transfer.

## **Acceptance and Enrollment Policies**

### **A. Notification**

All applicants will be notified by written notification within two weeks of the lottery drawing to inform them of acceptance into the La Habra Unified School District Dual Language Instruction Program or their placement on the waiting list.

### **B. Orientation**

Parents of students accepted into the program are required to attend an orientation meeting before the end of the school year that further describes the program model and provides question/answer sessions. These orientation sessions will take place at the school sites. Parents must attend an orientation meeting in order to enroll their child into the program. These meetings ensure that parents have an informed choice when selecting the program for their child.

**Parents will be asked to:**

1. Attend a Parent Orientation;
2. Support their child's second language acquisition and development by stressing the value of biliteracy and multiculturalism to their child;
3. Support their child's first language development at home by reading to and with their child in their first language each day
4. Communicate with their child's teacher and district administrators periodically to avoid misunderstandings about their child's learning and the program;
5. Commit to keeping their child enrolled in the Dual Language Immersion Program through at least 6th grade;
6. Notify the school office in advance in the event the family plans to move.

**C. Students with Special Needs**

Students with special education needs will have equal access to the Dual Language Program within the allowances of a student's IEP. Upon enrollment, students will receive the same level of service and support provided to all La Habra Unified School District students.

## CHAPTER 9

# Accountability and Assessment

Monitoring student progress in both languages is key to ensuring that all students are progressing academically, linguistically and attitudinally. This requires assessments that are closely aligned to the students' development in both languages: oral language, reading and writing, and speaking development. DLI programs incorporate the CA State Common Core Standards as the basis for grade level instruction and organize learning tasks to support the learning in two languages.

Summative state tests include the California Assessment of State Standards (CASSP), the ELPAC assessment for English Learners, as well as, a district-identified Spanish language summative test for all students in the program. These assessments are not optional. Most DLI programs utilize an entry language assessment for incoming Kindergarten students to create a baseline for the language proficiency levels of the students entering the program. It is imperative that these assessments not be utilized as a tool to screen students for entry or exit from the program. The information gathered from these assessments allows the educators to determine levels of proficiency at each student's point of entry, as well as, determine the interventions that will support each students' progress to grade level proficiency levels.

The Ladera Palma DLI Program will create a framework for assessments in both languages and begin the process of creating targets and achievement goals for the students in the program. This framework will be included in the Appendices section of this master plan.





## CHAPTER 10

### Professional Training of DLI Staff and Administration

Throughout the State of California, Dual Language Immersion educators engage in state, regional and local professional learning to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting. Below is proposed professional learning based on the work of the Association of Two-Way & Dual Language Education (ATDLE) that organizes professional learning in tiers for novice and experienced classroom teachers, lead teachers, and administrators.

It is the expectation of the District that the La Habra School District and specifically, Ladera Palma School prepare its Dual Language Immersion program staff members for their work in Dual Language Immersion. This training consists of focused professional learning in an effort to continuously build both methodology and pedagogical understanding of their respective grade level and age group and the elements of Dual Language program methodology appropriate to their grade level. The following professional learning structure is designed to keep teachers focused on the specific instructional components that make up an effective DLI teacher's teaching toolbox:

#### **Prior to the first year of implementation:**

- Dual Language Immersion School Visitations
- Foundations of Dual Language Education
- Teaching Spanish Language Arts - Learning to Read Strategies in Spanish
- Teaching Academic Language Development
- Utilizing linguistically and culturally sustaining pedagogies
- Short term and long term planning in a collaborative and team teaching environment

#### **Tier One (first two years in the program)**

- Conversational Management Strategies
- Grouping Strategies
- GLAD – Guided Language Acquisition Design
- Use of content standards in both languages
- Visual Thinking Strategies
- Data Management Systems – Illuminate, etc.
- Curriculum – New adoptions/curriculums
- Focused use of data and progress monitoring systems

#### **Tier Two (next three-four years in the program)**

- Continued Culturally and Linguistically Sustaining Pedagogies

- Continued GLAD – Guided Language Acquisition Design training
- Frontloading Strategies
- Literacy Strategies: Shared Reading, Guided Reading, Phonemic Awareness, etc.
- Continued ELD
- Grouping Strategies / Cooperative Learning
- Curriculum Mapping

### **Tier Three (on-going training for veteran DLI teachers & admin)**

- Sheltered English Instruction Methodology
- AVID strategies
- Curriculum Writing & Thematic Development
- Standards-based Unit Planning
- Advanced reading and writing strategies in both languages





# APPENDICES

La Habra City School District  
DUAL LANGUAGE PROGRAM  
Master Plan



# APPENDIX 1

## Guiding Principles of Dual Language Education

The chart on the following page lists all of the guiding principles on a single sheet. The idea for this ***Guiding Principles at a Glance*** chart came from dual language practitioners and professional developers who had created their own one-page versions of the principles to use as a handy reference tool. The authors extend their thanks to those whose work inspired the inclusion of a one-page Guiding Principles at a Glance chart in this volume.

Readers are encouraged to copy this chart for their individual use as a ready reference tool and to share copies with others who may find it useful. It may be particularly useful to share with stakeholders such as superintendents and other district-level personnel.

## Guiding Principles of Dual Language Education

STRAND 1		PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.	
Principle 2	The program ensures equity for all groups.	
Principle 3	The program has strong, effective, and knowledgeable leadership.	
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.	
STRAND 2		CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.	
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.	
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.	
STRAND 3		INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.	
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.	
Principle 3	Instruction is student-centered.	
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.	
STRAND 4		ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.	
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.	
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.	
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.	
Principle 5	The program communicates with appropriate stakeholders about program outcomes.	
STRAND 5		STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.	
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.	
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.	
STRAND 6		FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.	
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.	
Principle 3	The program views and involves families and community members as strategic partners.	
STRAND 7		SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.	
Principle 2	The program is equitably and adequately funded to meet program goals.	
Principle 3	The program advocates for support.	

# APPENDIX 2

## Program Flyer



### Spanish Dual Immersion

#### SPANISH DUAL IMMERSION (DI)

##### What is Dual Immersion?

In Dual Immersion (DI), native Spanish speakers and native English speakers maintain and develop their first language while acquiring native-like communication and literacy skills in a second language.

##### What are the Benefits of DI?

DI programs have proven effective for a wide variety of students. Research studies indicate that the achievement of high levels of functional proficiency in a second language associated with DI instruction yields the following benefits for all students:

- Enhanced levels of language awareness which has proven to be important to reading acquisition.
- Improved performance (versus monolingual students) on tasks that call for divergent thinking, pattern recognition and problem solving.
- Additional knowledge and understanding of one's native language.
- Greater understanding, tolerance, appreciation and respect for other languages and cultures.
- Ability to communicate with other ethnic and cultural groups.
- Ability to take advantage of opportunities that are available only in other languages.
- Enhanced employment opportunities once school is completed.

##### What are the Goals of DI?

- Fluency in oral language skills and literacy in both Spanish and English
- High academic achievement in all subject areas in BOTH languages
- Appreciation and understanding of other cultures

##### Top 10 Reasons For Spanish DI:

1. To acquire a second language
2. To have a greater capacity for listening
3. To think more creatively and analytically
4. To develop better communication skills
5. To express enthusiasm and have an aptitude for problem solving
6. To have a greater awareness of self and others
7. To develop an appreciation and understanding of diverse cultures and perspectives in the world
8. To unify staff and students in creating a shared linguistic community
9. To provide access to a greater part of the world
10. To take advantage of the optimal time to learn a language

### LADERA PALMA ELEMENTARY (TK-6)

LA HABRA CITY SCHOOL DISTRICT

# APPENDIX 3

## Ladera Palma Schedule

Ladera Palma Grade Level Schedules

TK	
9:45-10:00	Comienzo del día
10:00-11:00	Lenguaje en Español
11:00-11:40	Matemáticas
11:40-12:20	Almuerzo
12:20-12:50	ELD/ALD/PE
12:50-1:50	Contenido Integrado

First Grade	
8:30-9:45	Lectura Guiada
9:45-10:00	Recreo
10:00-11:00	Matemáticas
11:00-12:00	Lenguaje en Español
12:00-12:40	Almuerzo
12:40-1:15	AELD/PE
1:15-3:00	Ciencia/Estudios Sociales

Second Grade	
8:30-9:45	Matemáticas
9:45-10:00	Recreo
10:00-11:00	Lenguaje en Español
11:00-12:00	Lectura Guiada
12:00-12:40	Almuerzo
12:40-1:50	Ciencia/Estudios Sociales
2:00-3:00	AELD/PE

Third Grade	
8:30-10:00	Matemáticas
10:00-10:15	Recreo
10:15-12:00	Lectura Guiada
12:00-12:20	Ciencia/Estudios Sociales
12:20-1:00	Almuerzo
1:00-1:30	Ciencia/Estudios Sociales
1:30-1:50	ELD/ELA
1:50-2:00	Recess
2:00-2:40	ELD/ELA
2:40-3:00	PE

Kinder	
8:30-9:30	Lenguaje en Español
9:30-9:45	Recreo
9:45-10:00	Lenguaje en Español
10:00-11:20	Lectura Guidad
11:20-11:40	Matemáticas
11:40-12:20	Almuerzo
12:20-12:50	AELD/PE
12:50-1:30	Matemáticas
1:30-1:50	Ciencia/Estudios Sociales
1:50-2:00	Recreo
2:00-3:00	Escritura

Fourth Grade	
8:30-9:15	Lenguaje en Español
9:15-9:55	Lectura Guiada
9:55-10:15	Recreo
10:15-11:15	Ciencia
11:15-12:20	Matemáticas
12:20-1:00	Almuerzo
1:00-1:10	Math Bridge
1:10-2:00	ELA/ELD
2:00-2:40	Social Studies
2:40-3:00	PE

Fifth Grade	
8:30-9:30	Lenguaje en Español
9:30-9:55	Matemáticas
9:55-10:15	Recreo
10:15-10:30	Matemáticas
10:30-10:40	Math Bridge
10:40-11:40	Social Studies
11:40-12:20	Ciencia
12:20-1:00	Almuerzo
1:00-1:20	Ciencia
1:20-2:40	ELA/ELD
2:40-3:00	PE

Sixth Grade	
8:30-9:30	Lenguaje en Español
9:30-9:55	Matemáticas
9:55-10:15	Recreo
10:15-10:30	Matemáticas
10:30-10:40	Math Bridge
10:40-11:40	Estudios Sociales
11:40-12:20	Science
12:20-1:00	Almuerzo
1:00-1:20	Science
1:20-2:40	ELA/ELD
2:40-3:00	PE

# APPENDIX 4

## Assessment Matrix

**Ladera Palma Dual Immersion Assessment Plan Matrix K-6**

Language	K	1	2	3	4	5	6
<b>Español</b>	-EDL -Palabras de Vista for fluency - Letras/sonidos -Prueba fonética -Escritura -iReady Math -Smarty Ants *Curriculum	-EDL -Palabras de Vista for fluency -Prueba fonética -Escritura -iReady Math -Smarty Ants *Curriculum	-EDL -Escritura -iReady Math -Smarty Ants Achieve3000 *Curriculum	-EDL (bajo de nivel) -Escritura -Achieve3000 *Curriculum	-EDL (bajo de nivel) -Escritura -Achieve3000 *Curriculum	-EDL (bajo de nivel) -Escritura -Achieve3000 *Curriculum	-EDL (bajo de nivel) -Escritura -Achieve3000 *Curriculum
<b>English</b>	N/A	N/A	N/A	-DRA -iReady Math & ELA -Sight Words -Writing -IABs	-DRA for below grade level -iReady Math & ELA -Writing -IABs	-DRA for below grade level -iReady Math & ELA -Writing -IABs	-DRA for below grade level -iReady Math & ELA -Writing -IABs

\*Diagnostic Screener

\*Maravillas and Bridges materials

*Can be used at any grade level for students who need this data:*

\*DRA for decoding and comprehension

\*Prueba fonética for Spanish phonics assessment

\*Dibbles for Spanish or English fluency (IDEL/DIBELS)

\*Palabras de Vista for fluency

\*Sight words for below grade level in English starting in 3rd

# APPENDIX 5

## Parent Commitment Form

Ladera Palma Dual Immersion Academy

2020-2021

This form is intended as a sign of parent commitment to enroll in the Spanish – English Dual Immersion Program at Ladera Palma School.

The La Habra City School District commits to provide the following;

1. Maintain a program through the Eighth grade using the model described below.
  - A 90-10 program in Transitional Kinder/Kinder/1st Grade – 90% of instruction in Spanish & 10% of instruction in English
  - An 80-20 program in Second grade – 80% of instruction in Spanish & 20% of instruction in English.
  - A 70-30 program in Third grade – 70% of instruction in Spanish & 30% of instruction in English.
  - A 60-40 program in Fourth grade – 60% of instruction in Spanish & 40% of instruction in English.
  - A 50-50 program in Fifth through Eighth grade – 50% of instruction in Spanish & 50% of instruction in English.
2. Highly qualified bilingual teachers to provide instruction.
3. A Common Core Based curriculum at each grade level in Spanish and English.

The parents commit to support the following;

1. Keep your child enrolled in this program for at least 9 years (Eighth grade) to ensure that the child has every opportunity to become fluent in both Spanish and English.
2. Maintain good attendance in school throughout the program.
3. Be involved in your child's education through support of homework and school activities.

✂ \_\_\_\_\_ ✂

We the parents of, (please print your child's name) \_\_\_\_\_, commit to keeping our child enrolled in the Dual Immersion Academy, getting our child to school regularly and on time, and be involved in our child's education through support of homework and school activities.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Return this form to the Ladera Palma School Office by June 5, 2020

This form is intended as a non binding agreement to demonstrate commitment to the program.  
Dual Immersion Commitment Form 2020-21

## La Habra City School District

**To:** Board of Trustees  
**From:** Manuel Tafoya, Supervisor Purchasing and Stores  
**Date:** April 8, 2021  
**CC:** Superintendent  
**Re:** Final Acceptance of Fencing at Various Sites Project B01-2019

---

### **Background:**

On March 14, 2019, the Board of Trustees awarded a contract for the Fencing at Various Sites Project B01-2019.

### Bid No. B01-2019 Fencing at Various Sites Project

Project Site(s):	Various
Original Board Approval:	March 14, 2019
Original Purchase Order:	191645 & N30C0058
Final Completion Date:	March 1, 2021
Contractor:	Wolverine Fence Company, Inc.
Original Project Amount:	\$ 948,665.00
Approved Change Orders	\$ 90,521.11
Total Project Amount:	\$1,039,186.11
Fund(s):	Fund 28 GOB S-2012D

### **Rationale:**

The contract has been completed, and requires final acceptance by the Board of Trustees prior to the filing of the Notice of Completion.

### **Recommended Action:**

All contracted work has been completed as described in Bid No. B01-2019. It is recommended that the Board of Trustees accept the above contract as completed and authorize staff to file the appropriate Notice of Completion and release the retention payment to the Contractor.

### **Financial Implications, if any:**

None.