



MPCSD Spanish Immersion Program



Spanish for Spanish Speakers Hillview Elective

Emphasis on Spanish literature, grammar, oral language and culture
(Spanish AP Spanish Language and Culture exam option)

31 out of 42 original class are currently at Hillview

27 out of the 31 students are in the S4SS class

High School:

- majority of students will enter Spanish 4
- some will enter AP Spanish and Spanish 3

Biliteracy Attainment Award

Score of proficiency or higher in English as measured by 7th grade ELA CAASP

Demonstration of proficiency in Spanish for Spanish Speakers class level 3 as measured by an approved assessment administered by the Spanish for Spanish Speakers teacher

Completion of a portfolio which includes:

- Documentation of twenty hours of bilingual service to the school or the community
- An essay written and translated by the student on how becoming biliterate has enhanced his/her life scored using an approved rubric

A five minute oral or DVD presentation on a cultural topic that demonstrates the student's biliteracy, scored using an approved rubric

Award certificate and recognition given at graduation

Academic Performance of Overall Cohort

SBAC results indicate high student achievement in ELA and Math for majority of the students who went through the Immersion program.

2016 ELA SBAC 8th Graders Original SI Cohort

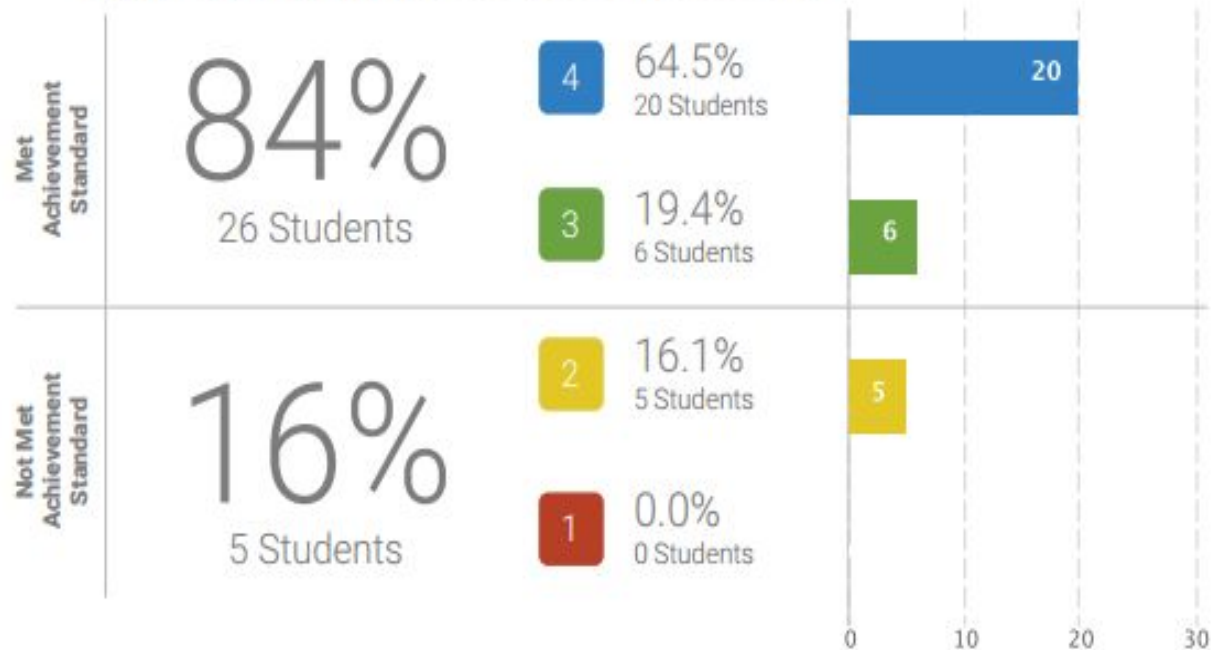
Smarter Balanced

Performance Summary

2016 ELA: All Grades Tested

Site: **Menlo Park City Schools**
Roster Date: **16-17 | Yearlong**
Grade Levels: **8**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

Overall Performance: 31 Students Tested



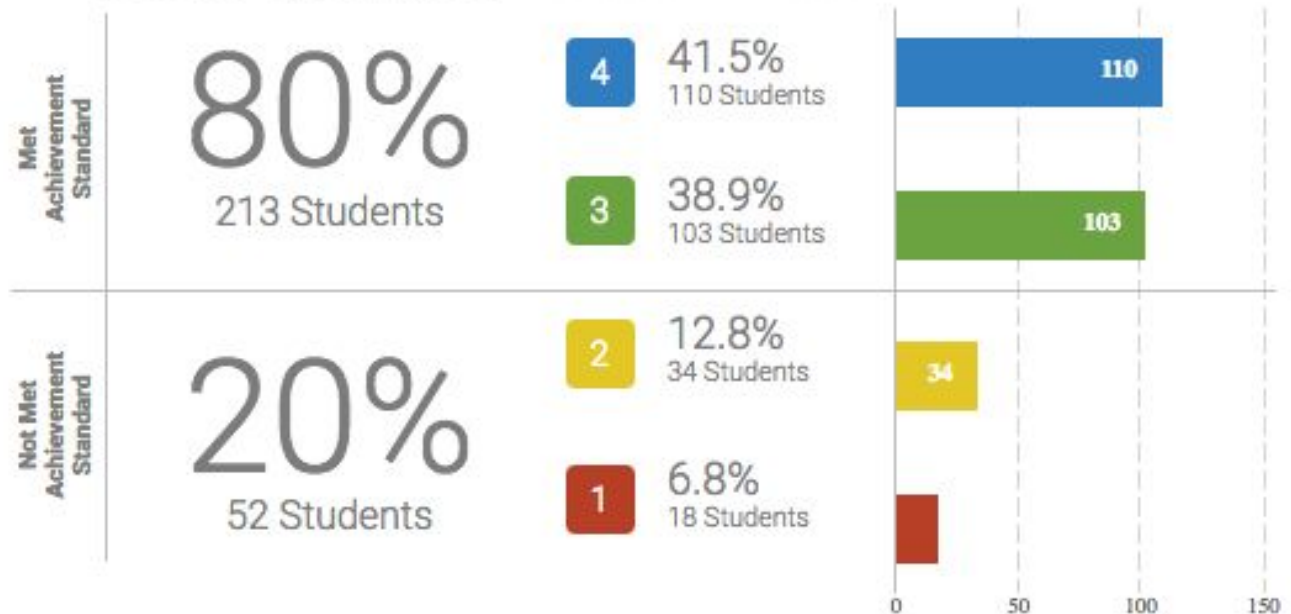
2016 ELA SBAC 8th Graders English-Only Cohort

Smarter Balanced Performance Summary

2016 ELA: All Grades Tested

Site: Hillview Middle School
Roster Date: Control Panel (04-18-2017)
Grade Levels: 8
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): Male & Female
Special Education: Special & Non Special
Socio-Economic: SED & Not SED

Overall Performance: 265 Students Tested



2016 Math SBAC 8th Graders Original SI Cohort

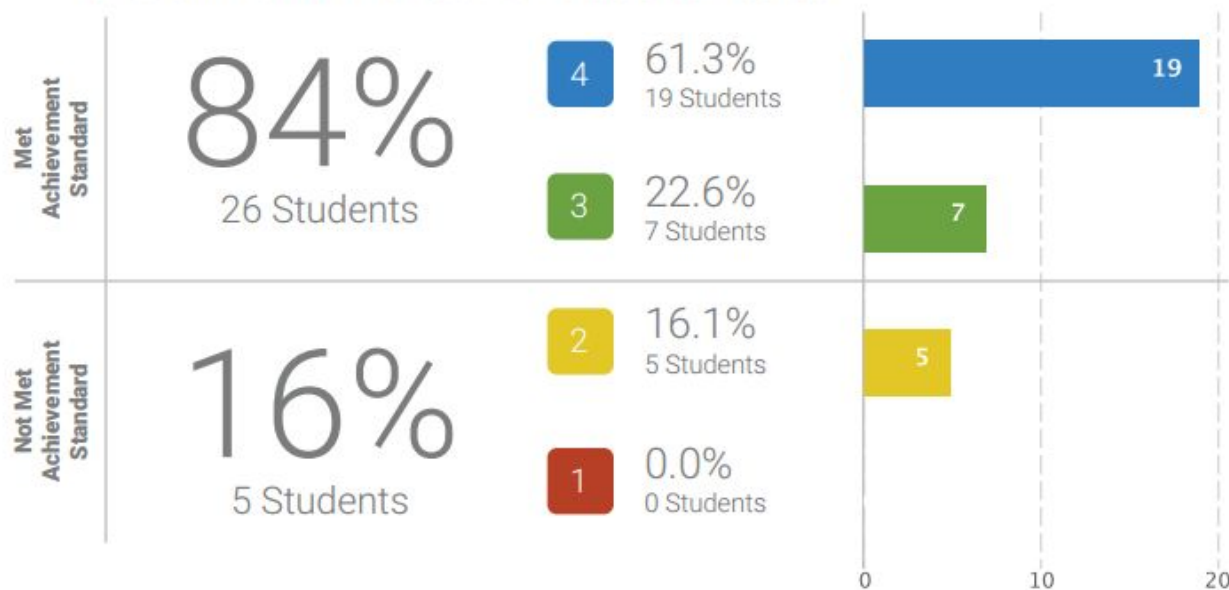
Smarter Balanced

Performance Summary

2016 Math: All Grades Tested

Site: **Menlo Park City Schools**
Roster Date: **16-17 | Yearlong**
Grade Levels: **8**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

Overall Performance: 31 Students Tested



2016 ELA SBAC 8th Graders English-Only Cohort

Smarter Balanced

Performance Summary

2016 Math: All Grades Tested

Site: Hillview Middle School

Roster Date: Control Panel (04-18-2017)

Grade Levels: 8

English Proficiencies: All

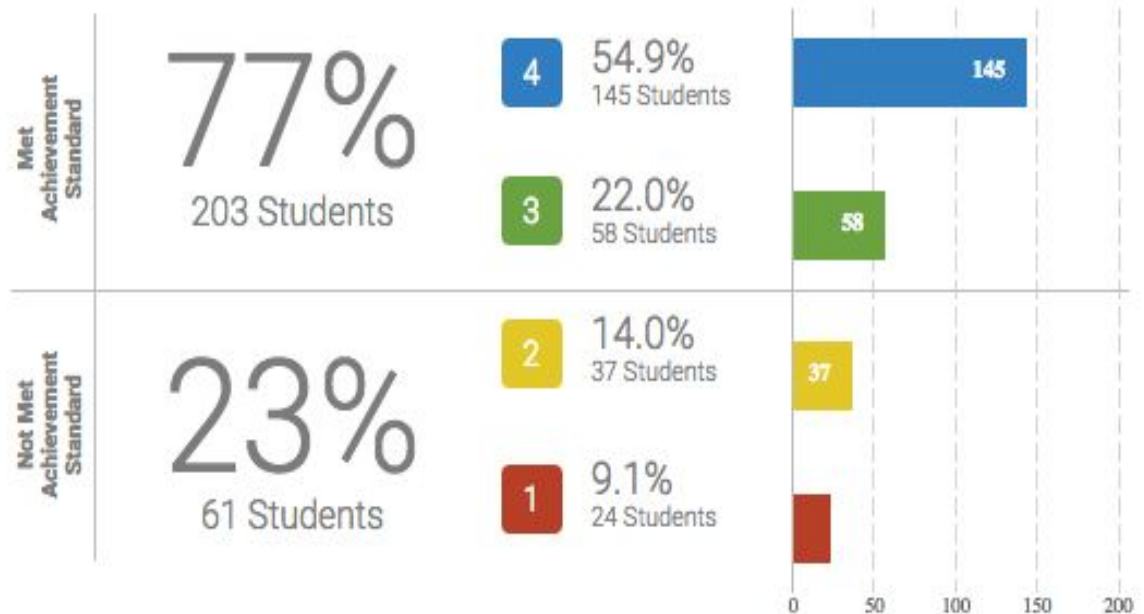
Reported Race: All Reported Races

Gender(s): Male & Female

Special Education: Special & Non Special

Socio-Economic: SED & Not SED

Overall Performance: 264 Students Tested



Academic Performance of ELL in Immersion

SBAC results indicate that some (K-8) English Language Learners in Spanish Immersion are not performing as well as their English Only counterparts.

Some possible reasons:

- base language
- limited early support (reading and/or EL)

Current Program

In order meet the supply and demand needs in our district

Currently:

- 3 strands across 2 schools (one strand K-5 Encinal/two strands (soon to be) K-5 at Laurel
- World Language program at all three elementary school
- 4 Spanish interns to support all schools in district

Successes

- Student success in middle school
- Opportunities for all students to learn a second language (WL and Immersion)
- Highly qualified and dedicated teachers
- Strong connection to identity and culture for our heritage speakers

Opportunities for Growth

- Supporting the needs of all learners; especially English Learners
- Retaining and hiring qualified teachers
- Materials in Spanish
- Balancing classes through attrition

Future plans

- Strategize on how to continue support for ELLs
- Continue to examine ways to meet supply and demand
- Growth of World Language program
- Creating more collaboration opportunities

Questions