

Chart VI-E
Spanish/English Two-Way Immersion Program

<p>General program description</p>	<p>The Two-Way Immersion program enrolls both English Learners and native English speakers in a classroom in which academic instruction is provided in both English and Spanish. Students develop oral proficiency and reading/writing skills in both languages. Both languages are also used to provide students with grade-level instruction in both languages.</p> <p>In Oakland, the site may adopt either a 80/20 or a 50/50 model. In the 80/20 model, Spanish is used for instruction a minimum of 80% of the time and English for 20%. The percentage of instructional time in English increases each year until both English and Spanish are used equally for academic instruction in grade 5. In the 50/50 model, English and Spanish are used in equal proportions at every grade level. The allocation of time in Spanish and English for reading/language arts instruction is the same in both models; the allocation of time in the other curricular areas varies, however, to maintain these percentages of language use.</p> <p>The TWI program is to provide equal benefits to both Spanish and English speakers and promote equitable levels of status for both groups.</p>
<p>Goals</p>	<p>The TWI model establishes three broad goals for students:</p> <ol style="list-style-type: none"> 1. All students will develop high levels of both social and academic proficiency, including literacy, in English and Spanish. 2. By grade 5, students will demonstrate mastery of grade-level content standards in both English and Spanish. 3. All students will develop high levels of self-esteem, will appreciate and understand the values of other cultures, and will demonstrate cross-cultural competence.
<p>Entry and exit criteria</p>	<p>Enrollment in a TWI program is determined by parent request and home language.</p> <p>Spanish speakers who are classified as I-FEP may be placed in a TWI kindergarten as long as a reasonable balance between English Learners and native speakers of English is maintained.</p> <p>The parents of English Learners are required to submit a waiver. The parents of English speakers are not required to complete a waiver, however.</p> <p>A new student may not enter the program after grade 1 unless s/he has previously been enrolled in such a program and his or her proficiency in both Spanish is comparable to that of students who have been enrolled in the program since kindergarten. Students are expected to remain in the TWI program through grade five.</p>

Program selection and assignment	The Student Assignment and Bilingual Testing Office will provide parents with descriptions of all program options, in a language they understand, as well as information about the sites offering these programs.	
Classroom formation and composition	<p>In both 80/20 and 50/50 programs, it is recommended that 50% of students be English Learners and 50% be native speakers of English. However, depending on kindergarten enrollment requests, the site may as a policy form classrooms that include 1/3 ELs; 1/3 balanced bilinguals; and 1/3 native speakers of English.</p> <p>A student whose home language is Spanish but who is classified as I-FEP will be considered to be a native speaker of English if s/he is non- or very-limited Spanish speaking at the time of enrollment.</p>	
Language use 90/10 model	Spanish	English
K <i>315 minutes</i>	Spanish reading/language arts (110 minutes) All other subjects (100%)	ELD (30 minutes daily) Transitional English reading (20 minutes)
1 <i>330 minutes</i>	Spanish reading/language arts (140 minutes) Math (60 minutes) Other subjects (80%)	Transitional English reading (35 minutes) ELD (30 minutes daily) Math (15 minutes) Other subjects (20%)
2 <i>330 minutes</i>	Spanish reading/language arts (120 minutes) Math (50 minutes) Other subjects (70%)	Transitional English reading (55 minutes) ELD (30 minutes daily) Math (25 minutes) Other subjects (30%)
3 <i>330 minutes</i>	Spanish reading/language arts (105 minutes) Math (45 minutes) Other subjects (60%)	Transitional English reading (70 minutes) ELD (30 minutes daily) Math (35 minutes) Other subjects (40%)
4 <i>330 minutes</i>	Spanish reading/language arts (75 minutes) Math (40 minutes) Other subjects (50%)	English reading/language arts (75 minutes) ELD (30 minutes daily) Math (45 minutes) Other subjects (50%)
5 <i>330 minutes</i>	Spanish reading/language arts (75 minutes) Math (40 minutes) Other subjects (50%)	English reading/language arts (75 minutes) ELD (30 minutes) Math (50%) Other subjects (50%)

Language use 50/50 model	Spanish	English
K <i>315 minutes</i>	Spanish reading/language arts (110 minutes) Math (50 minutes)	ELD (30 minutes daily) English reading/language arts (20 minutes) Other subjects (100% of allocated time)
1 <i>330 minutes</i>	Spanish reading/language arts (140 minutes) Math (35 minutes)	ELD (30 minutes daily) English reading/language arts (35 minutes) Math (40 minutes) Other subjects (100% of allocated time)
2 <i>330 minutes</i>	Spanish reading/language arts (120 minutes) Math (35 minutes) Other subjects (30% of allocated time)	ELD (30 minutes daily) English reading/language arts (55 minutes) Math (40 minutes) Other subjects (70% of allocated time)
3 <i>330 minutes</i>	Spanish reading/language arts (105 minutes) Math (35 minutes) Other subjects (50% of allocated time)	ELD (30 minutes daily) English reading/language arts (65 minutes) Math (40 minutes) Other subjects (50% of allocated time)
4 <i>330 minutes</i>	Spanish reading/language arts (75 minutes) Math (40 minutes) Other subjects (50% of allocated time)	ELD (30 minutes daily) English reading/language arts (75 minutes) Math (45 minutes) Other subjects (50% of allocated time)
5 <i>330 minutes</i>	Spanish reading/language arts (75 minutes) Math (40 minutes) Other subjects (50% of allocated time)	ELD (30 minutes daily) English reading/language arts (75 minutes) Math (45 minutes) Other subjects (50% of allocated time)
Key instructional features	See Section VII ("Teaching and Learning").	
Instructional materials	See Section VII ("Teaching and Learning").	
Strategies for newcomers	At grade 1 and above, newcomer students may not enroll in a TWI program.	

Strategies for small schools and scattered populations	Unless a small school is constituted as a two-way immersion school, a TWI program is not appropriate.
Qualifications of staff	All TWI teachers will demonstrate native or native-like oral and written language proficiency in both Spanish and English. All TWI teachers will hold BCLAD certification.
Optional preschool component	Parents who are considering the eventual enrollment of their child in a K-5 TWI program are encouraged to enroll the child in a bilingual preschool program that helps prepare students for success in the TWI kindergarten. This preschool option provides a “jump-start” approach in which students receive both English language development and Spanish language development instruction.
Conditions for success	In order to adopt the TWI model, the school must demonstrate that the following conditions are in place: <ol style="list-style-type: none"> 1. The school makes a commitment to implementation in grades K - 5. 2. The school has the demonstrated ability to recruit both native-English speaking and Spanish-speaking parents in equal numbers. 3. The school assigns fully-qualified staff to each TWI classroom. 4. The school has in place a written strategy for serving students as class size increases in grade 4.
Evaluation	The school will utilize categorical funds to conduct an annual evaluation of the impact of the TWI program on the following student outcomes: <ol style="list-style-type: none"> 1. <i>English language proficiency</i> – The site will identify the number of English learners, by grade, meeting district growth targets for the CELDT. 2. <i>Spanish language arts</i> – The site will identify the number of students scoring at each performance level on the Standards-based Tests in Spanish (STS) – Spanish Language Arts at each grade level tested. The school will also determine level change rates from year to year for students with matched scores. Data will be disaggregated by initial English fluency (i.e., Spanish speakers, English speakers, balanced bilinguals). 3. <i>English language arts</i> – The school will identify the number of students scoring at each performance level on the CST/ELA at each grade level. The school will also determine level change rates from year to year for students with matched scores. Data will be disaggregated by initial English fluency.