

## **Superintendent's Two Way Immersion Task Force Meeting Minutes from December 6, 2011**

Time keeper – P. Furlan  
Process Observer – P. Furlan  
Minutes – M. Hernandez

### **Public comment:**

Mara Mamud, 1<sup>st</sup> Grade parent, Jefferson - Concerned that there has not been successful recruitment of Spanish speaking students into the program. Has questions as to why families are not signing up and concerns that no data has been collected to understand why families are not signing up or leaving the program. Not enough research has been done to look at this and other issues. Process is moving on a trajectory too quickly, without looking at data as to who TWI program will be serving, who has it been serving or not serving and why.

### **Role of Task Force- Superintendent Bill Huyett, EL Coach, Heather Tugwell:**

Superintendent Huyett addressed charge of the TWI Task Force, noting that it's been evident that board and superintendent had different views on what the committee's charge is. He reviewed the motion passed at the Board meeting where formation of the TWI Task Force was voted on.

***Motion:** Approve an ELL work group to look at ELL language development and to make recommendations to create a single site TWI school according to the following:*

- *Single site opening for the 2013-14 school year*
- *Recommendations to the Board by June 2012*
- *Board to provide policy guidance regarding school location and student assignment plan before recommendations are brought forward.*

Board President B.Leyva-Cutler and C. Chinn brought staff together (P. Furlan, C. Campbell were in group) to review motion and with this group, concluded that BUSD needs to have the TWI Task Force look at TWI consolidation recommendations but also needs a work group to review and update the EL Master Plan. This work group will be made up of staff and administrators and will work to develop district wide plan for EL instruction.

The TWI needs to focus on coming up with recommendations for how TWI could be consolidated. While data looks to point to benefits of consolidation, it will not be as easy to make it happen here in BUSD. Task will be challenging.

As the TWI Task Force brings recommendation to the Superintendent, he will need to make final recommendations to the Board. It is important that TWI Task Force and the EL Master Plan Work Group work side by side as EL Master Plan will address how and if we need to improve our TWI program, look at who is being served, and whether it should look at serving a different population that it currently does.

The Superintendent clarified that the Board has not taken action to consolidate. They have asked to see a proposal to consider consolidation based on recommendations from the Task Force after they've considered reasons as well as the barriers to do it. He also expressed that the notion that the TWI consolidation process is moving fast is inaccurate, as Board will probably not make a decision until close to this time (early December) next year.

It is important that the TWI Task Force have time to thoroughly dialogue about all issues. Some suggestions to open a new school have come up and given financial issues of this time the TWI Task Force needs to consider it will take funding to make that happen. While the superintendent is not ruling it out as a possibility, he recommends that the committee consider that starting another school would be a fiscal problem given the estimated 300k per year necessary to operate a new school. He also said the K-8 model would be fiscally problematic, as the public still expects school to provide all specialized programs. The Superintendent will have to review and feel that the recommendations are reasonable before taking them to Board.

B. Leyva-Cutler: BUSD has the responsibility to look at EL instruction overall and assess how to meet the needs of TWI, bilingual and all EL students. Board has to keep that in mind as well as recommendations come forward.

### **Questions**

F. Romero- Concerned about the kids who are in TWI now, how will they be supported while the new EL Plan is developed?

H. Tugwell talked about the support K-5 schools will be receiving with the hiring of the new TSA K-5 ELD Coach – Nabila Massoumy, who will begin working at BUSD full time in January 2012. Her priority in work with K-5 sites will be improvement of EL instruction, as well as the work on the EL Master Plan.

A Gallegos-Castillo - How do we process now? With two processes happening (TWI Consolidation and EL Master Plan) talking to each other, how is it going to happen?

Leaders of EL Master Plan will be Nabila Massoumy and Heather Tugwell. They will continue to be part of the TWI meetings. Professionals will create the EL Master Plan, community will review via DELAC.

Program design is better addressed by EL Master Plan; TWI needs to take consideration of program and design recommendations that come out of the EL Master Plan process. Who is in the program, how do you fill it up, what curriculum do you teach? TWI Task force does not need to wait for EL Workgroup to continue work.

- A. Lopez: Thousand Oaks always felt like the stand alone program. What do you think are some of the challenges of the development of the EL master plan as it relates to the bilingual at program at TO? What will happen to students 2 or 3

years down the road? TO is at a point of looking at what it needs to do with the program.

The Superintendent stated that there are approximately 65-75 ELs coming into BUSD and with the majority of parents not wanting their children in programs where they learn primarily in Spanish. There is a problem when we provide more than what is being requested in terms of these programs.

**Site Reports from Principals:**

Rosa Parks – has held three leadership meetings and 1 staff meetings, 2 PTA meetings, a few SGC meetings

M. Contreras – Most commonly expressed thoughts from staff and parents:

Overwhelming majority expressed consolidation is drastic measure to what could be fixed at sites via purchase of materials such as Every Day Math books in Spanish or other curriculum in Spanish. Are there any possibilities that Math curriculum could be purchased now to augment instruction time in Spanish?

Additional concerns

- Could be unrealistic to increase Spanish speaking staff, as right now it is difficult to fill some positions that are vacant?
- If outreach to Spanish speaking families is not effective, and there are not enough sign ups now, how can we fill a whole school?
- Creating a segregated school that would be primarily White and Latino and not much more.

Maybe 5 years ago, community would have felt different about consolidation proposal. Staff has worked to meet needs of all subgroups. Rosa Park feels like a place families want to be a part of. As it is improving it will be asked to dismantle. Spanish speaking parents and students, we need their voices as well to help make decisions.

What can be done here as a committee?

- Measures to prevent segregation
- Buy EDM

Are Spanish speaking communities willing to send students to new site?

How many classes can we realistically fill?

Maybe a small school would make more sense.

T. Alper – At PTA meeting, about 80 families. Concern that group is not representative, only a few EL Parents. Spanish speaking families have not been represented. Parents expressed how they are feeling, but how are EL parents feeling?

Concerns:

- Sibling preference for existing parents,
- Location relative to where most EL families live,
- How would a consolidated school impact assignment plan, how would it affect lottery system,
- Teachers' Union perspective on this?

- Could TWI be consolidated into 2 versus 3?

E. Bradley- In favor of TWI consolidation in District, sad to see staff be impacted, but program would have more opportunity to plan collaborate, utilize resources. At Cragmont, have been in communication with community via parent groups, no negative feedback regarding consolidation, Spanish speaking families asking when school will open, siblings, parents happy with program, but not as anxious feedback as at Rosa Parks. For Cragmont to consolidate, it makes sense, as current program is a school within a school. Has not been a difficult situation. Classrooms are very well represented and reflect diversity of what is Cragmont. Not a separate racial or ethnic program. Does not translate into a segregated school.

J. Sikes - Parent input via two meetings, teacher/staff input via one meeting, leadership discussed, discussed at SGC.

Asked three questions:

- Surfacing concerns with current program and possible consolidation:
- Hopes and reflections for bilingual program
- What is our vision of program at TO?

TO does not want to be a TWI school. Has connection and ties to Latino families, interested in maintaining current program. Process and TWI Task Force, is it really representative of all students and staff? What will happen to TO bilingual program, what is process to make decision about it? Families want to know what best model for TO program is. How do we improve it? Families want to see a K-5 maintenance program. There is concern about lack of and limited communication, feels like BUSD is proceeding without community input.

D. Iniguez- Echoes Bilingual program concerns, families think that program is ending. Community really wants maintenance program and feels like TO has been going in circles about how to improve program and families feel frustrated.

P. Casetta- School wants program to serve students K-5, now that EL Master Plan is underway, what can be done to improve program now? How do we support current EL 4<sup>th</sup> and 5<sup>th</sup> Students?

G. Martin asked if interest in K-5 program is expressed widely or just by a small group? Is this also coming from Spanish speaking parents. If TO can't be TWI, can they have maintenance program?

C Campbell - Some families are interested in TO becoming a TWI school; that sentiment has existed for some time. If they want a maintenance model, what is the next step? TO needs to at least move from constant conversation.

H. Tugwell - When work begins on EL Master Plan, the work group will be looking at data, theory, practice, and make decisions about program. Current data does not support current early K-3 exit model.

A Lopez - If there is proof that it does not work, why are we continuing to implement it?

C. Wilson – Report back from LeConte, feedback was mostly from already involved parents.

Concerns with consolidation:

- K-8 model, not ideal situation too broad of an age range.
- Location and accessibility, parents not wanting children to be bused.
- Parents who are privileged are those who are in TWI, TWI school would become privileged school
- Competition as to who gets in, who decides
- Impact to families and children, only one of few African American parents expressed school might become isolated from the district,
- Sibling preference
- When and if, how program will transition,
- Type of academic support services.
- Revision of assessment to determine who are gets in program

ELAC at LeConte needed more background info before diving into discussion and being able to give feedback. .

N. Bernal, teacher at LeConte said there was a small union meeting, not enough representation to discuss who gets to transfer and other impacts to staff, feels more dialogue is necessary at staff meeting to talk about the overall impact if the school selected.

P. Furlan- Interesting that consolidation seen as a pro at one school (Cragmont) perhaps a new consideration could be to consolidate to two TWI schools. He has been surprised at the level of concern about the TWI program consolidation, and it is important to recognize TWI is tied to community in more ways than initially considered.

B Leyva-Cutler - Spanish speaking families are not part of the discussion. Given the school reports, none of the schools felt they had enough input from those families. Through Office of Family and Community Partnerships and principals, we need strategies to engage them and have their input for the next discussion.

F. Romero- It will be important for EL parents to see recommendations of EL Master Plan to contribute to discussion to consolidate or not, as it will be hard to express an opinion when you don't know what it will look like.

Mary: should consider looking at Longfellow, as there the program consolidates, when students from all TWI programs and Bilingual program come together to the same program and students have success.

T. Alper- More meetings with Latino parents are needed and Task Force needs to keep in mind that TWI was created for EL instruction, and we need to keep that focus on the design. Supports P. Furlan's suggestion that Task Force considers consolidating to two

TWI sites.

A. Gallegos-Castillo- How do we get Latino families involved? We need a subcommittee that looks at what we need to do to get information needed from Spanish speaking parents.

M. Patterson - There will always be issues with change we need to maintain focus on general consensus that we are doing this to support bilingualism and biculturalism. Feels like it's too much to ask Cragmont to be the site that gives up program if Task Force begins to consider consolidating to two sites.

C Chinn- The task of the TWI Task Force is to single out a site for consolidation and look at the pros and cons. The EL Work Group will work on what the instruction will be in those programs.

C Campbell- We are going to have a TWI, the goal is to keep students achieving, and we know the best way is to have a TWI program EL students. It is unlikely that EL Work Group would come back and recommend that BUSD do away with TWI. The questions it will look at are how it will be better, how the model will be improved, what we are and not doing. Those are the questions where we need to anchor the TWI Task Force discussion to explore what is best for our kids.

M. Contreras: If we look at incoming EL Kindergartners signing up for TWI program, how many classrooms can we realistically fill?

If we are only looking at two schools, would recommend looking at LeConte and Rosa as sites, and considering the current data that does not support early exit Bilingual program model, bring in Bilingual program into TWI.

J. Sikes - Not comfortable with having the decision for folding TO program into TWI program without involving TO community.

T. Alper – TWI Task Force needs to frame a more focused discussion, proposes we start next meeting with discussion of pros and cons of LeConte and Rosa Parks as possible sites for program consolidation.

A Gallegos-Castillo - Proposes looking at research, the 90/10 model and incorporate the recommendations of the EL Master Plan. Does not feel that the data piece in the TWI Task Force has been well digested.

M. Hernandez- Suggested all schools commit to reaching to all EL Spanish speaking families (TWI, Bilingual and Mainstream) to ask about current satisfaction and concerns, with EL programs (TWI, Bilingual, Mainstream) Site principals committed to identifying a staff or volunteer to conduct phone calls. M. Hernandez will work with subcommittee to develop short phone survey to generate feedback from families we have not heard from yet. Survey will be emailed to sites before the holiday break so that they

have January to complete phone calls and be ready to report in February.

H. Tugwell will put an inquiry to Curriculum and Instruction Director regarding the purchase of Everyday Math curriculum in Spanish.

**January meeting agenda topics:**

Presentation from Heather Tugwell -90/10 and 50/50 Model

Numbers from Admissions on # of students on waiting list broken down by Bilingual/  
English Only/Spanish Only

Begin pros/cons process for two schools (Rosa Parks/LeConte)-protocol for discussion-  
groups of 6, made up of parents/staff/teachers/report back to Task Force, generate one  
master list to make recommendation to consolidate to one school.

**February meeting suggested agenda topics:**

- Site reports- generating feedback from Latino parents.
- Continue pros/cons process