

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Berkeley Unified School District Board of Education
FROM: William Huyett, Superintendent
DATE: May 9, 2012
SUBJECT: Superintendent's Recommendations for Two Way Immersion Program

BACKGROUND INFORMATION:

On April 11th the Board received the Report and Recommendations of the Superintendent's Two-Way Immersion (TWI) Task Force which supported the creation of a single TWI school within BUSD. The report included eleven recommendations to ensure a successful consolidation of TWI at one site. A copy of the Executive Summary of those recommendations has been attached.

Since that time the recommendations have been reviewed by English Learner Master Plan Work Group who subsequently submitted their recommendations to the Superintendent. The Master Plan Work Group recommendations have also been attached.

After reviewing the recommendations from both the Task Force and Work Group, I am making the following recommendations to the Board regarding a single school site for the TWI program based on both pedagogical and logistical issues.

1) Location: LeConte Elementary School should be selected as the single TWI school site beginning in 2013-2014. A gradual roll out of the implementation of this move should begin with both kindergarten and first grade TWI students matriculating at LeConte beginning in fall 2013. Students entering the TWI program at Rosa Parks and Cragmont this fall would be required to transfer to the TWI school in 1st grade. In subsequent years additional grades will be added with all grades represented by fall 2017. This process will take four years to complete.

2) Model: The District should return to the implementation of a clear research proven pedagogical model based on 50 percent of the students being identified English Learners with Spanish as a dominant home language and 50 percent of the students being Spanish learners. This is generally referred to as the 50/50 Model.

3) Resources for Implementation: Support for the implementation of the new program will need additional resources and staffing. Currently funding for a .4 FTE Two Way Immersion Teacher on Special Assignment

has been identified. This position could assist with the transition by helping the new LeConte principal plan and develop transition strategies and identify needs for the new program. This position could also help to coordinate the program at the three sites through professional development for teachers and the selection of common curriculum materials.

Spanish language texts and materials currently existing at school sites will be transitioned to the new single site. As the needs for additional resources and materials are identified, such as a greater selection of library books in Spanish, funding will be allocated from appropriate sources.

4) Sibling Preference: It is important to recognize the impact of a specialized school on families with siblings who may or may not be selected for the program in the lottery. The district will, to the extent possible, accept siblings while the issue receives further research and review by staff. After careful study, a recommendation and administrative regulations will be brought forward to the Board.

5) Transportation: Any students needing transportation who meet the current standards for services should be provided transportation. This school should be treated the same as any other elementary school. The District will need to allocate additional resources for this.

6) Staffing Considerations: In order to best support the implementation of the program by 2013, Human Resources staff should begin immediately working with both BCCE and BFT to develop a plan to ensure that staff at the single school be bilingual Spanish/English in order to serve all students and families at the site.

7) Program Monitoring: Movement to a single school site will facilitate the tracking of student data within our student information system and data warehouse. Students and classes should be identified (tagged) as Two Way Immersion beginning as soon as possible. This will allow for the ongoing monitoring of the existing program and the impact of the new model on student success.

Additional Comments/Recommendations:

- The most important focus of this program is to serve our English Learner students. The development of a single school with a dedicated focus on English Learner issues and a clear pedagogical model will provide the most effective support to English Learners who choose TWI.
- The EL Master Plan will outline more details of the plans for Thousand Oaks' program and its plans to move to a late exit, K-5

bilingual transitional model. This will provide alternative programs for English Learners in both the North and South zones of BUSD: TWI in the South and Bilingual in the North.

- Should LeConte not fill all spaces for students utilizing the 50/50 model, the District should develop a Spanish Immersion strand within LeConte to serve the additional requests from families of students who are not English Learners.
- At the Board's request, public hearings could be held at each of the existing TWI school sites to share information with the families of students and the community. These hearings should be scheduled within the next four weeks.

These recommendations are presented now to allow the Board to consider them before making any decision. No action is requested at this time. It is anticipated that a proposal to consolidate the TWI program will be presented to the Board on June 6 for action.

DISTRICT GOAL

I. Curriculum and Instruction

IV. Cultural and Linguistic Relevance

POLICY/CODE

Board Bylaw 9000

FISCAL IMPACT

Additional costs include the transportation of students from throughout the District to LeConte, a part-time Teacher on Special Assignment (approximately \$45,000 from categorical funds), and new materials in Spanish paid from the Instructional Materials budget

STAFF RECOMMENDATION

Receive for information.