

# **ADVANCED POLICY ANALYSIS**

## **English Learners and the Achievement Gap: Effectively Implementing Two-Way Immersion in Berkeley**

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**A Study Conducted for the Berkeley Unified School District  
Berkeley, California**

**by**

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**Spring 2011**

The author conducted this study as part of the program of professional education at the Goldman School of Public Policy, University of California at Berkeley. This paper is submitted in partial fulfillment of the course requirements for the Master of Public Policy degree. The judgments and conclusions are solely those of the author, and are not necessarily endorsed by the Goldman School of Public Policy, by the University of California or by any other agency.

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## EXECUTIVE SUMMARY

### *Purpose of analysis*

This report analyzes and makes recommendations to improve Berkeley Unified School District's (BUSD) two-way immersion (TWI) language program. The TWI program in BUSD is popular amongst a core group of teachers, parents, and advocates who are familiar with current academic literature evaluating TWI program outcomes.

### *Benefits of two-way immersion programs*

Although there are many language programs that school Districts use to address the needs of English learners (ELs), compared to other programs **TWI has been proven to be the most successful at closing the achievement gap when implemented well** (Thomas & Collier, 2004). In addition, "two-way students are more likely than their comparison peers to want to go to college immediately following high school," (Lindholm-Leary & Borsato, 2002). Districts around the country have experienced success implementing TWI.<sup>1</sup> In *Realizing the vision of two-way immersion: Fostering effective programs and classrooms*, Howard and Sugarman look at four schools that each implement TWI with slight variations. "In all cases, the results for the TWI students were as good as or better than those for comparison students or District and state outcomes, and this was the case regardless of the language of assessment. These findings mirror those from large-scale studies that have found that on average, TWI students perform on grade level or higher on standardized reading assessment by the upper elementary grades (Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002)," (Howard & Sugarman, 2007).

### *Goals of two-way immersion programs*

BUSD offers two-way immersion as part of its mission to achieve success and improve student learning through the implementation of effective programs. TWI programs have four specific goals: (Howard & Sugarman, 2007).

1. Students will develop high levels of oral and written proficiency in their *native* language
2. Students will develop high levels of oral and written proficiency in their *second* language
3. Academic performance will be at or above grade level, regardless of the language instruction
4. Students will demonstrate positive cross-cultural attitudes and behaviors

### *Intended structure of two-way immersion programs*

Well-run TWI programs have the following defining characteristics: (Howard & Sugarman, 2007).

- **Percentage of Spanish:** Throughout the program, a minimum of 50% of instructional time is in the partner language (Spanish). The most successful TWI programs start with 90% Spanish instruction in kindergarten and slowly increase the percentage of English until each language is taught for half the day by the end of elementary school (known as a 90:10 model).

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<sup>1</sup> See Appendix: Case Study: Key Elementary School, Arlington, Virginia

- Mix of students: No less than 30% of the students will be native Spanish speakers (ELs) or native English speakers, and the two groups of students are integrated for at least 50% of the instructional day.
- Additive bilingualism: The program promotes additive bilingualism by providing content and literacy instruction in English and Spanish for an extended period of time: minimally kindergarten through 5<sup>th</sup> grade, optimally kindergarten through 12<sup>th</sup> grade.

### *Concerns about the implementation of TWI in BUSD*

TWI advocates express a number of concerns about the implementation of TWI in the District. I collected survey data from TWI teachers in the District and interviewed administrators, District staff, and parents to identify the major issues with TWI. In BUSD, these concerns fall mainly in the following categories:

#### I. Fidelity to Model

BUSD’s TWI model looks different from school to school – and even from classroom to classroom. On average, students are not receiving the ideal percentages of Spanish instruction because the instructors who teach their “specials” (music, art, gardening, physical education, etc.) are not bilingual. There is no official coordinator at the District level to advocate for students, teachers, and parents in the TWI program and to ensure the program is implemented with fidelity to model.

#### II. Assessment & Evaluation

Results of the District’s language exam used to place kindergarteners in TWI classrooms are not always accurate. Some students who do not speak Spanish are labeled Spanish-speakers and vice-versa. Teachers are frustrated that the mix of students is rarely close to 50% native Spanish speakers. In addition, it is currently difficult to use BUSD’s database to discern whether a student participated in the TWI program, which makes it challenging to track student achievement over time. This is particularly important for a program like TWI, where gains are not seen until after elementary school.

#### III. Support

TWI teachers do not have comparable resources in Spanish and feel like the District does not support the program. In addition, TWI teachers receive only one day per year of professional development and do not have paid time to collaborate across schools. BUSD is known for its complicated student assignment program and admissions process. Parents are worried that these processes discourage other parents from applying to the TWI program. Parents have created a group called *Friends of Berkeley TWI* in response to the decrease in kindergarten TWI classrooms from five to three. They believe the program is shrinking due to a lack of District support and understanding of TWI research.

### *Criteria for recommendations*

Although there are many alternatives from which to choose when thinking about ways to improve BUSD’s TWI program, not all options are realistic. The recommendations provided in this analysis have been evaluated with regard to the following criteria:

- Centered on student achievement
- Equitable
- Politically feasible
- Supported by teachers and principals
- Affordable

*Recommendations to improve TWI implementation in BUSD*

A number of recommendations have arisen through interviews with BUSD stakeholders and have been vetted in subsequent conversations. However, recommendations that only one or two individuals have supported are not included in this list. All recommendations were considered with the above criteria in mind, and those that did not satisfy the criteria were discarded. Recommendations are listed here in order of priority:

Recommendation 1: Consolidate TWI elementary programs at one school site

1. Formalize a Language Immersion School Working Group and set regular meetings
2. Inform and include parents and BUSD Board members about process
3. Meet with teachers union to start negotiating contracts
4. Research requirements for starting an internal charter school<sup>2</sup>
5. Survey all parents to determine demand
6. Research demographics of current BUSD TWI students
7. Continue intensive outreach to BUSD families regarding TWI program
8. Look at other Districts to see how they have consolidated<sup>3</sup>
9. Work with a professional TWI expert consultant<sup>4</sup>

Recommendation 2: Improve coordination of the TWI program

1. Appoint TWI coordinator as the one language immersion school is being planned
2. Encourage District administrators to strengthen leadership
3. Emphasize the importance of understanding TWI research for decision making at all levels in the District

Recommendation 3: Address concerns for students currently in the program

1. Ensure TWI teachers have equitable resources
2. Schedule time for TWI teachers to collaborate across schools and grade levels
3. Provide release time for teachers to visit other TWI schools
4. Harness community resources to support the TWI program
5. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5

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<sup>2</sup> It might be wise to open a language immersion school as a charter school to benefit from the additional flexibility charter status provides. Note that teachers at District charter schools are able to remain union members.

<sup>3</sup> See Appendix: Case Study: Central Language Academy, Ontario-Montclair School District

<sup>4</sup> Suggestions: Kathryn Lindholm-Leary from San Jose State University or Julie Sugarman from the Center for Applied Linguistics

6. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners

Recommendation 4: Address concerns related to future students and program growth

1. Use a professional tool to assess the strengths and weakness of the TWI program at each site
2. Improve long-term tracking of TWI students
3. Alter testing structure
4. Change the timeline for TWI program application from February to April
5. Increase transparency of admissions process
6. Encourage parents to meet with the Office of Family and Community Partnerships (OFCP) before they fill out their Parent Preference Form
7. Improve pre-k language assessment and kindergarten placement
8. Include research on long-term TWI outcomes in all outreach
9. Distribute outreach in multiple forms to reach different types of parents
10. Promote retention in the TWI program

*Implementation of recommendations*

The first recommendation could stand alone and would address most of the concerns stakeholders have described. The second and third recommendations are meant to be implemented immediately while the first recommendation is planned. The fourth recommendation contains suggestions that are not as urgent, but are important for the District's TWI program moving forward. Based on my interviews, survey data, and a review of the TWI evidence-based research literature, consolidation would address the majority of concerns and complaints relating to the TWI program and would, above all, increase student achievement by allowing teachers to implement the TWI model as intended. A focus group of District staff, administrators, and teachers has agreed to continue meeting to address the barriers to creating one language immersion school. I recommend that the District move swiftly to support this dedicated group with resources, inform and involve the BUSD School Board and parents, and begin all necessary union negotiations and state applications.

Making improvements to BUSD's TWI model will require strong District leadership and coordination. The TWI program in BUSD already possesses dedicated teachers and parents who believe in the program. Implementing the above recommendations, which are supported by the majority of BUSD TWI stakeholders, will solidly improve TWI student outcomes and help to close the unfortunate achievement gap that exists in Berkeley.

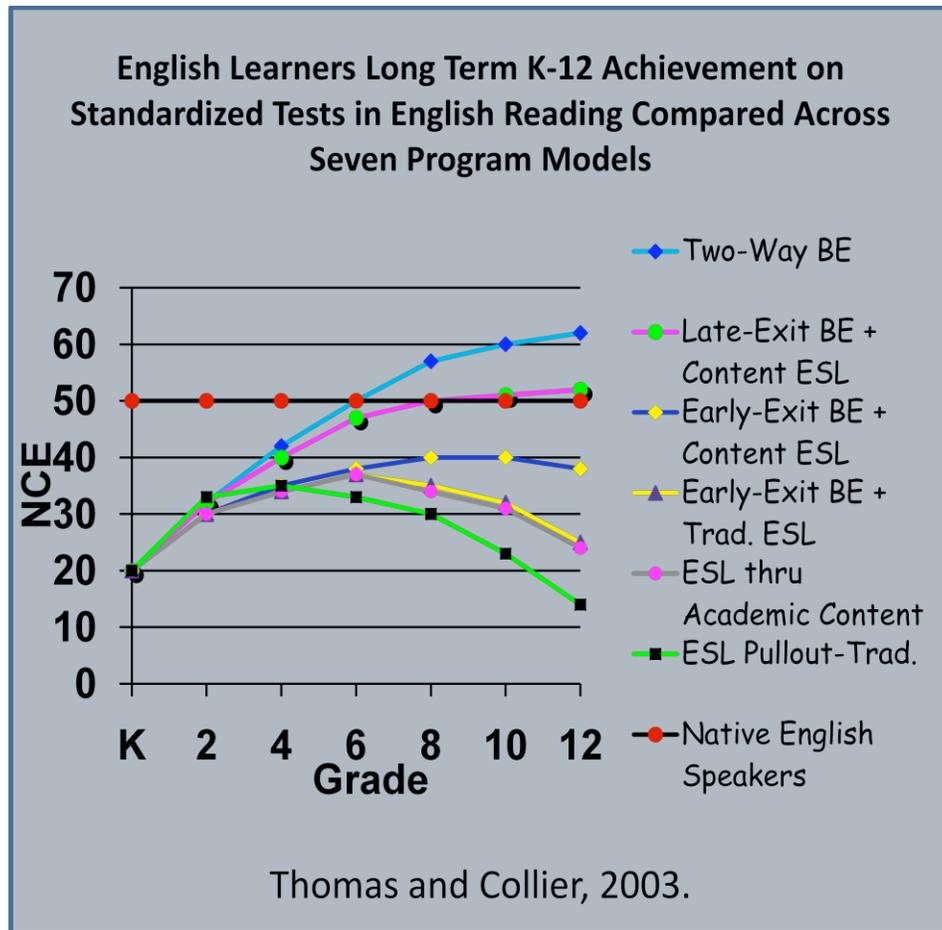
## GLOSSARY

AMAO – Annual Measurable Achievement Objectives  
BCLAD – Bilingual Cross-cultural, Language, and Academic Development  
BUSD – Berkeley Unified School District  
CABE – California Association of Bilingual Education  
CELDT – California English Language Development Test  
CST – California Standards Test  
DELAC – District English Learner Advisory Committee  
EL – English Learner  
ELA – English Language Arts  
ELAC – English Learner Advisory Committee  
ELD – English Language Development  
ELL – English Language Learner  
EO – English Only  
ESL – English as a Second Language  
FEP – Fully English Proficient  
LEP – Limited English Proficient  
LTEL – Long-Term English Learners  
PD – Professional development  
PE – Physical Education  
RFEP – Reclassified Fully English Proficient  
SDAIE – Specially Designed Academic Instruction in English  
SLD – Spanish Language Development  
STS – Standards Test in Spanish  
TWI – Two-Way Immersion

## THE EVIDENCE FOR TWI AND STRENGTHS OF BUSD'S TWI PROGRAM

*Research shows that two-way immersion closes the achievement gap*

The two-way immersion (TWI) program is a valuable asset in Berkeley Unified School District (BUSD). Although TWI is one of many programs the District offers, it is exceptionally popular with many parents and teachers in BUSD and has a core group of vocal supporters who strongly believe in the program's ability to close the achievement gap and increase student achievement for students who participate. Research shows that TWI students tend to perform at levels comparable to or higher than their non-TWI peers in the District and state (Howard, 2002; Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002). The chart below represents a study comparing the effectiveness of seven programs for English learners. TWI and late exit bilingual programs with Content English as a Second Language were the only programs where ELs reached the 50<sup>th</sup> percentile in English reading and maintained it through 12<sup>th</sup> grade.<sup>5</sup>



<sup>5</sup> Thomas & Collier, 2003.

*TWI programs are designed to promote the benefits of bilingualism for their students:*<sup>6</sup>

- Enhanced academic and linguistic competence in two languages
- Development of skills in collaboration and cooperation
- Appreciation of other cultures and languages
- Cognitive advantages
- Increased job opportunities
- Expanded travel experiences
- Lower high school drop-out rates for ELs
- Higher interest in attending colleges and universities for ELs

*TWI addresses the needs of English learners and “heritage students”*

The TWI program is also filling a gap for “heritage students” (those whose parents or grandparents are Latino) who do not speak Spanish. Many Latino parents do not want the same subtractive language model for their children that existed when they attended school. TWI parents love that their children are able to gain academic skills in two languages and attend a school where Latino heritage, history, and language are celebrated. They also appreciate the small class size of twenty students. As one teacher put it, “Spanish speaking students leave here [TWI] with more self-confidence and identity. They are also better prepared academically because instead of sitting in the back of the room, forgotten, they are the stars of the program.” Another teacher explained, “Native Spanish speakers have pride in their native language, and all students in the program are challenged by dual language aspects of the program.”

*Advocates in the District know and understand the evidence-based research supporting TWI*

TWI advocates in BUSD know that research shows how helpful TWI can be for English learners in the long-run and that TWI is helping to close the achievement gap in BUSD. They are aware that a well implemented TWI model will help kids become bilingual and bicultural. Advocates understand the rationale for TWI as well as the research that an additive bilingual environment for all students allows ELs to better acquire a second language since their first language is well established *and* allows English speakers to better acquire a second language through immersion. Overall, TWI is an effective program because it is based on the evidence that knowledge learned through one language facilitates acquisition of second language knowledge.<sup>7</sup> According to District data, Latino TWI students are being reclassified as proficient in English at a higher rate than students in the regular program. In addition, as one parent put it, TWI “goes a long way toward helping groups respect each other,” when referring to different racial groups in Berkeley.

*Dedicated TWI teachers are the program’s greatest asset*

When asked about the strengths of the TWI program, advocates list several positive attributes. Frequently they start by praising the quality of TWI teachers and their dedication to keeping the program viable. As one principal put it, “The TWI program ends up with a lot of highly inspired teachers.” The Friends of Berkeley TWI group held a forum in January at LeConte to inform Berkeley parents about the TWI program, and teachers became emotional listening to Latino

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<sup>6</sup> California Department of Education, Language Policy Office

<sup>7</sup> Ibid.

students speak about how much the program had meant to them. It was evident that a deep bond forms between TWI teachers and their students, and it was clear there is a sizeable group of supporters that want TWI to thrive.

*Administrators and parents are vocal advocates for TWI*

TWI administrators and parents are also cited as positive assets of BUSD's TWI program. The three TWI elementary principals care deeply about and support the program. They have all expressed support for the goals of TWI and for its teachers. TWI parents tend to be involved with their children's schools, which translates into active Parent Teacher Associations and solid participation in fundraisers. It is important to note that Latino parents of TWI students are heavily invested in this program's success.

*The TWI program prevents some families from choosing to leave the District*

Teachers and parents praise the program because it creates the opportunity for children to acquire a new language when their brains are most ready to learn. The fact that Berkeley students can obtain that sort of high level program in a public school is an added benefit. TWI advocates also cite the fact that there is a waiting list for the program as a good indicator of high levels of parent satisfaction, at least amongst the native English speaking population. The fact that the TWI program exists keeps some families in the District that would otherwise choose to leave the District in favor of private school.

*The English learner and Latino populations in the District have increased in recent years*

Demographically, the TWI program addresses an important subgroup of BUSD's population. Over the last decade, the percent of ELs in the District has remained fairly consistent, between 12% and 15% of the student population.<sup>8</sup> Spanish is by far the predominant language of English learners in the BUSD. Approximately 8.6% of BUSD students speak Spanish.<sup>9</sup> The percentage of Latino students in BUSD has increased from 13.9% of the District's student population in 2000 to 21.4%<sup>10</sup> in the 2009-2010 school year, slightly less than the District's African American population of 24%.<sup>11</sup>

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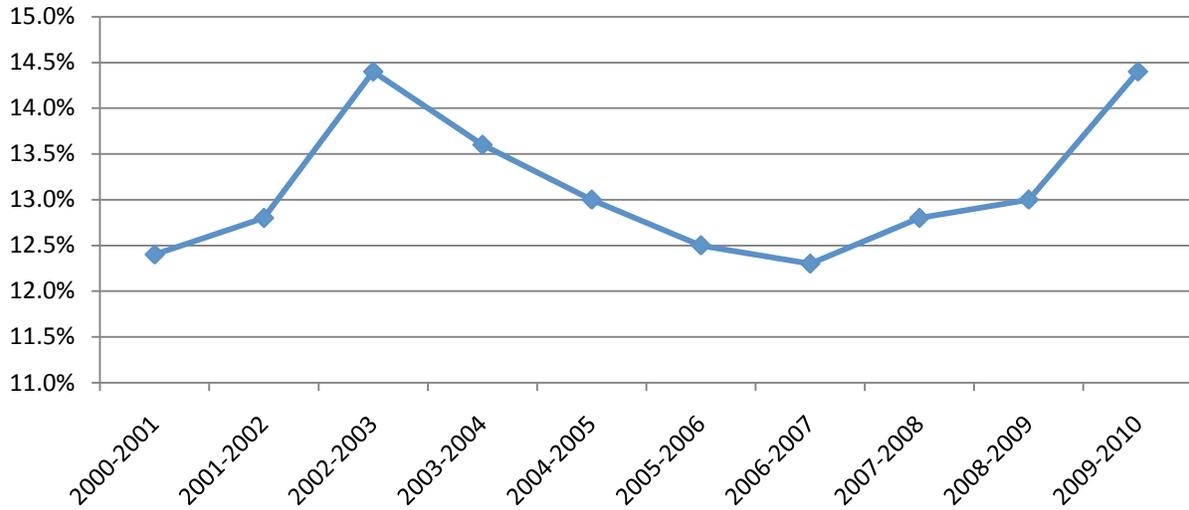
<sup>8</sup> Ed-Data, District Profile, California Department of Education, Educational Demographics Office

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

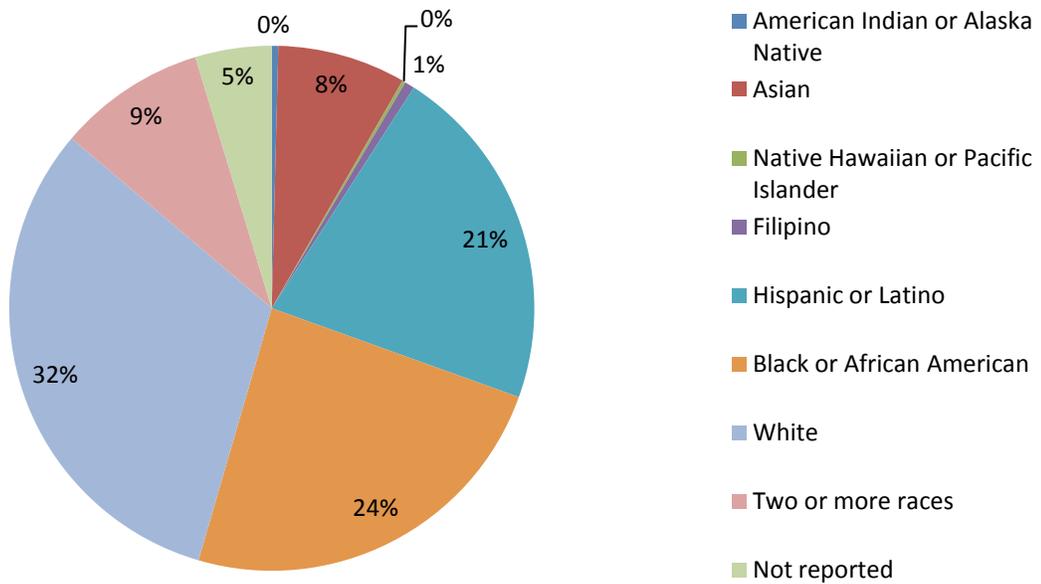
<sup>11</sup> Ibid.

## Percent of BUSD Enrollment in English Learner Program



12

## Students by Ethnicity in BUSD



13

<sup>12</sup> Ed-Data, District Profile, California Department of Education, Educational Demographics Office

<sup>13</sup> Ibid.

## CONCERNS ABOUT THE IMPLEMENTATION OF THE TWI PROGRAM IN BUSD

TWI advocates express a number of concerns about the implementation of TWI in the District. In BUSD, these concerns fall mainly into the following categories:

- I. Fidelity to Model**
- II. Assessment & Evaluation**
- III. Support**

### CONCERN CATEGORY: FIDELITY TO MODEL

*There is no official TWI coordinator at the District level*

Throughout the interview process, teachers, parents and school administrators voiced their perception that there is little to no District leadership with regard to TWI program coordination. While the District used to fund a 20% teacher on special assignment who served as the TWI coordinator, this position no longer exists. In addition, teachers explained that the previous District role seemed like more of a “mouthpiece” for the District instead of an advocate position for the TWI program. As one principal explained when expressing a desire for a coordinator who serves as a program advocate, “Principals don’t always have time to get in and revamp a program.” Parents are also concerned that there is no one person or committee that can hold the District accountable for assisting in the support of TWI. According to the California Department of Education, strong leadership and administrative support are listed as elements required for a successful TWI program.<sup>14</sup>

*Two-way immersion models vary from District to District*

TWI research shows that TWI models differ greatly from state to state and even from school to school. “There are a number of model variations in TWI programs, including the ratio of Spanish instruction to English instruction in the primary grades, the content areas taught in each language, and the separation (or not) of students into groups by ability and/or native language for targeted instruction” (Howard & Sugarman, 2007). Some TWI programs are kindergarten through 5<sup>th</sup> grade, while others are kindergarten through 8<sup>th</sup> grade. Ideally, TWI programs can be implemented kindergarten through 12<sup>th</sup> grade, though this model is not the norm. TWI is commonly implemented at entire schools and sometimes exists as a strand within a school, as in BUSD’s kindergarten through 8<sup>th</sup> grade TWI model. “Nationally, one of the two most common program models is minority-language dominant, which is used in 104 schools (42%). In these “90:10” or “80:20” programs, the minority language is used for instruction 80-90% of the time in the primary grades, with the instructional ratio of the minority language to English generally reaching 50:50 by fourth grade. An additional 85 programs (33%) are balanced programs (“50:50”); the amount of instructional time is equal in the two languages at all grade levels” (Howard & Sugarman, 2001).

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<sup>14</sup> California Department of Education, Language Policy and Leadership Office

### *The model selected impacts outcomes*

It is important to note that the model selected for TWI instruction has significant impacts on the potential outcomes of the program. Howard and Sugarman found in their study of four TWI programs that there was a program model effect demonstrating that less Spanish instruction in the early elementary grades results in lower Spanish performance at all grade levels (Howard & Sugarman, 2007). For example, a school that used a differentiated model, where the amount of Spanish instruction varied by native language, produced lower than average Spanish proficiency outcomes for native English speakers and put “pressure on upper elementary teachers to quickly elevate the Spanish proficiency of the native English speakers to allow them to keep pace with their native-Spanish-speaking peers, particularly while engaged with more complex and abstract academic work” (Howard & Sugarman, 2007). Anecdotally, a LeConte teacher who has experience teaching in both 90:10 and 50:50 settings described the dramatic difference between the models. As the teacher explained, “The Spanish is much lower for the kids at LeConte [relative to the 90:10 model where the teacher previously taught] because, with specials, LeConte has closer to a 50:50 model. In this type of setting, a lot of kids tune out and just wait for the English portion of the day.”

### *Federal regulations provide short-term disincentives to implement the most effective TWI model*

Howard and Sugarman also discuss the disincentives No Child Left Behind regulations have placed on school Districts to employ the 90:10 Spanish dominant model. “More Spanish instruction in the primary grades...sometimes results in lower mean English performance in the primary grades, with comparable mean performance in English by the upper elementary grades” (Howard & Sugarman, 2007). Due to the high stakes testing culture in California and the fact that students are tested in English, many teachers and administrators feel pressured to increase the level of instruction in English at the lower grade levels even though non-Spanish dominant models have been shown to demonstrate lower levels of long-term achievement. Howard and Sugarman argue that if states implemented testing in Spanish, like Texas, “we believe that more TWI programs would be inclined to implement Spanish-dominant approaches, particularly given the higher levels of Spanish they seem to promote without any long-term sacrifice to English language development for either native language group” (Howard & Sugarman, 2007).

### *Model fidelity matters*

While there are differences in TWI implementation across states and Districts, most social and educational programs are concerned with “fidelity to model,” the idea that a program is being implemented in the same – or in a very similar – way at each implementation site within a given program area. Model fidelity ensures that outcomes are comparable and that they truly measure the effects of the program itself. The fact that BUSD’s TWI program lacks fidelity to model is significant because research has shown that TWI programs are effective when implemented well. If the program is inconsistently implemented, student achievement can suffer.

### *It is unclear which TWI model the District uses*

In BUSD, there is a difference between the model the District says it uses and the models that are actually implemented at individual school sites. Some teachers have even asked, “What model?” Holding grade level constant, depending on the school, and even the individual classroom, different percentages of the day are taught in Spanish and English. According to the TWI binder provided by the District, kindergarten students are instructed somewhere between 80-90% of the day in Spanish

and 20-10% of the day in English. However, in a DVD provided by the Office of Family and Community Partnerships (OFCP), the levels of Spanish/English instruction as estimated at:

| Grade                        | K     | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Percentage (Spanish:English) | 75:25 | 70:30 | 60:40 | 50:50 | 40:60 | 40:60 | 35:65 | 15:85 | 15:85 |

*Lack of guidelines from the District leads teachers to create their own models*

However, talking to teachers at the three TWI elementary schools quickly reveals that their days do not reflect the stated model. New teachers have explained that there are no clear guidelines coming from the District regarding the amounts of time they should spend teaching each day in English or Spanish, which leads to a lack of consistency from classroom to classroom. Teachers at different schools disagree on the percentage of Spanish they should teach at their grade level. A 4<sup>th</sup> grade teacher at LeConte estimated that they should be teaching 50% of the day in Spanish, while a 4<sup>th</sup> grade teacher at Cragmont said their day should be 70% Spanish. Note that both of these stated percentages are different than the District’s percentage of Spanish for 4<sup>th</sup> grade in the chart above.

*Each school site has developed its own system*

Lack of fidelity to model is partially due to the individualism of many of Berkeley’s teachers.<sup>15</sup> They are highly educated and have unique teaching styles that they have perfected over years of practice, often times in other Districts and other programs for English learners. The lack of consistency in BUSD’s TWI program implementation is apparent when one considers the following few examples:

- At LeConte, 4<sup>th</sup> and 5<sup>th</sup> grade students are mixed in together for a portion of the day, regardless of whether they are in TWI.
- At Cragmont, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade TWI students rotate between 2.5 full-time equivalent teachers in various permutations. Consequently, 4<sup>th</sup> graders at Cragmont spend a higher percentage of their day learning in Spanish. According to a teacher at Longfellow, students from Cragmont’s TWI program consistently enter middle school with higher levels of Spanish fluency.
- At LeConte and Rosa Parks, all students are instructed in both Spanish and English every day.
- At Cragmont, languages are not taught by subject, but by day and time: 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders are instructed in English and Spanish during alternating weeks. In kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grades at Cragmont, English is spoken only on Fridays.

*Operating the TWI program as a strand creates conflicts*

The strand within a school model that BUSD currently operates is challenging on many levels. One teacher wrote that the most challenging aspect of being a TWI teacher in BUSD stems from the fact “that we are a TWI strand within a school rather than a whole TWI school.” The strand model can also lead to awkward divisions within schools and tensions between teachers. According to a teacher at Cragmont, English only teachers “hate TWI” and think that it is easier and that they [TWI

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<sup>15</sup> This would not necessarily be the case if there were someone at the District who held teachers accountable for fidelity to a model.

teachers] have the “best kids” and an easier time teaching. For administrators, it is challenging to create the academic schedule and hire resource teachers that are bilingual at each school site.

*The lack of bilingual resource teachers limits the amount of Spanish taught*

Teachers struggle to keep the focus on Spanish because few of the resource teachers are bilingual. One teacher explained, “All pull-outs are in English (library, garden, science, cooking, Playworks). We are required by the District to teach math in English. We also have daily structured English Language Development time. It makes it difficult to do the ideal percentages of Spanish.” Another teacher, who works with TWI students only in the afternoon, complained that on “Mondays and Fridays music cuts into the afternoon, as does PE on Tuesdays.” One kindergarten teacher makes up for the fact that students hear nothing but English outside her classroom by doing all of her instruction in Spanish, but admits that it is not always possible to teach even 80% of the day in Spanish. Another teacher explained that it is not possible to calculate the percentage of each day taught in Spanish due to schedule changes, and although all BUSD TWI elementary teachers should be teaching at least 50% of the day in Spanish according to the ideal evidence-based TWI model, many have admitted that they teach more in English than in Spanish. According to the teachers at Rosa Parks, although content should be taught in Spanish at the 4<sup>th</sup> grade level for about 60% of the day (by their conception of the District’s model), the teachers teach Math, Science, and PE in English. At the end of the day, instruction is only taught in Spanish for about 20% of the day. Parents have complained that the District’s failure to hire bilingual resource teachers indicates their lack of concern for the TWI program, while District officials have spoken about the difficulties in finding qualified bilingual resource teachers for multiple school sites. As one teacher put it, “I should be teaching 40% of the day [in Spanish]. However we are not given Spanish materials for Math. I cannot, in good conscience, teach Language Arts in Spanish only; therefore my hands are tied behind my back and I can only teach 10-20% in Spanish.”

*The strand model does not protect linguistic equality*

TWI programs are meant to teach students that all languages have inherent value, and the model works best when time in each language is valued and protected. The strand model means that TWI schools in BUSD are primarily English speaking schools and are not “bicultural.” As a teacher explained, “Immersion means students are *immersed* in a language. The support staff at our school is wonderful; however, most do not speak Spanish. Spanish is diluted each day because students don’t need to speak it outside of the classroom.” This leads to issues of linguistic equality. As one teacher explained, “One of the challenges is getting students to use Spanish in the classroom. They tend to use English more than Spanish when interacting with one another and need frequent reminders to use Spanish.” Teachers have repeatedly talked about how challenging it has been to introduce children to a new language while maintaining strength in their native language, especially when there is a lack of time in Spanish instruction.

*English Language Development is not always taught intentionally*

While the District is currently implementing a new English Language Development (ELD) program, teachers have explained that ELD time is not always protected, and ELD is not consistently taught. Parents at Cragmont worried that their children were not hearing enough English during the day while parents at Rosa Parks have expressed concerns that ELD is not rigorous enough for monolingual Spanish speakers and that the TWI program “does not prize high academic rigor in Spanish.” According to a teacher, “There is no scope and sequence for ELD to teach transferable

skills for kindergarten through 5<sup>th</sup> grade.” As another teacher put it, during ELD and SLD time, “The teaching is not always intentional. Teaching is done *in* the language sometimes, but it is not necessarily *about* the language when it should be.” A teacher who came from another District with a structured ELD program said, of BUSD, that “ELD is non-existent – not systematic, not always protected... there is a shocking level of ignorance amongst teachers in BUSD when it comes to what an ELD block is supposed to look like.”

*The diversity of the TWI program causes concerns*

There is a common conception in the District that the TWI program does not represent the many ethnic groups in BUSD and that, by design, it will attract a population that does not mirror the District’s diversity. Integration and demographic issues involving the school assignment plan are highly political, and the BUSD Board has recently investigated the extent to which TWI and non-TWI classroom demographics differ within the three TWI elementary schools. Contrary to popular belief, across the three TWI elementary schools, the African American population is only 2% less on average in TWI classrooms than non-TWI classrooms.<sup>16</sup> The Latino population, however, is 11% lower in TWI classrooms on average across the three TWI elementary schools while the White population in TWI classrooms is 15% higher than the White student population in non-TWI classrooms at the three TWI elementary schools.<sup>17</sup> As a result, some Latino, Spanish speaking families are concerned that the TWI program is more of an enrichment program for White children than a program that will help their children excel. Many Spanish speaking families decide to place their children in English only classrooms at the seven other BUSD elementary schools where they receive Specially Designed Academic Instruction in English (SDAIE). Emerson, for example, is roughly 25% Latino, but it is not a TWI or bilingual school.

*Attrition from the TWI program impacts schools*

Attrition in the upper elementary grades leads to concerns about the balance of students in the TWI program. At Cragmont, Spanish speaking students tend to leave the program at higher rates than their English speaking peers. Teachers believe this is because parents are concerned their Latino children are not learning enough English. One principal explained that students sometimes leave the program due to personality conflicts with other students. When there is only one TWI class within a school, and students are expected to stay with each other year after year, some students choose to leave the program rather than stay in a class where there is a personality conflict. It is interesting to note that although Rosa Parks had a larger TWI program than Cragmont in the 03-04 school year, more TWI students from Cragmont Elementary remained in the TWI program at the middle school level. From the 03-04 school year to the 07-08 school year, 44% of elementary TWI students continued with the middle school TWI program, 35% of elementary TWI students moved to an English only program in BUSD, and 21% of elementary TWI students left BUSD.<sup>18</sup>

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<sup>16</sup> Some teachers have said they believe African American families and other groups would be even more interested in TWI if the District promoted the program more to all ethnic groups. They say many African American families comment every year that they would have applied to the TWI program if they had known it existed.

<sup>17</sup> See Appendix: BUSD TWI Elementary Enrollment Data by School and Ethnicity

<sup>18</sup> Berkeley Unified School District, Office of Evaluation and Assessment

## CONCERN CATEGORY: ASSESSMENT & EVALUATION

### *The mix of students is an essential component of the TWI program*

TWI works best when students are carefully assessed and selected based on their language characteristics and placed into classes in pre-k or kindergarten. According to one researcher, “Students learning to speak English are integrated, often in a 50/50 split, with students who are monolingual English speakers. All children gain a second language, but students learning English are introduced gradually to the language... the goal is bilingualism and biliteracy for all students” (Cary, 1997). While it is preferred for classes to be split evenly between native English speakers and native Spanish speakers, research has shown that the model can be successful as long as “no more than two thirds of the students are native speakers of either language” (Howard & Sugarman, 2007). The District would ideally like to have true ELs represent 50% of its kindergarten TWI classes. Currently, bilingual students are allowed into the program when there are not enough students who speak Spanish only. According to Christina Faulkner at the District, “That isn’t a common component, but we have been having bilingual students in order to have as many classrooms as they have previously had open.”

### *Problems become exacerbated if the mix is not balanced from the beginning*

Balance is essential to ensure teachers can implement the TWI model. A kindergarten teacher at LeConte explained that she ended up teaching procedures and conflict management in English because the majority of her students were native English speakers. In contrast, the following year, her class was more balanced. She had eleven students that were fluent in Spanish, and the class excelled in writing and reading. When classes are not balanced from the beginning, the problem becomes exacerbated at higher levels due to attrition. As a teacher explained at Cragmont, most of the 3<sup>rd</sup> graders are native English speakers, which makes the TWI model difficult to implement.

### *Children’s language proficiency is not always accurately measured by the QIA*

Kindergarten teachers have complained that students are often classified incorrectly, leading to an imbalance of Spanish and English speakers. Often times, students’ language abilities do not match the QIA test results.<sup>19</sup> Teachers and parents believe this has to do with the way the QIA is administered. Parents believe that the person giving the test to incoming kindergartners is not fluent in Spanish. They also complain about the structure of the exam. Many students at that age are not willing to speak to strangers at all, which could lead to erroneous conclusions about their level of English and Spanish. One kindergarten teacher explained that she personally knows children who are fluent in Spanish that tested low in Spanish on the QIA.

### *There is insufficient data to assess whether the TWI program is living up to its full potential*

As Heather Tugwell, BUSD’s EL Coordinator, explained, there are 175 ELs at Berkeley High, but the data system does not indicate a student’s TWI designation. For example, if someone wanted to look at the outcomes for a particular English learner at Berkeley High School and used the data system to look at their growth over time, it *would* be possible to tell which elementary and middle schools the student attended, but it *would not* be possible to see if the student had been enrolled in the TWI program. This makes long-term tracking difficult, and it is nearly impossible to look at

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<sup>19</sup> The QIA, or Quick Inventory Assessment, is a five minute test the District uses to determine a student’s proficiency in English and Spanish before they enter school.

TWI trends over time. The system does not organize information in a way that allows literacy coaches, teachers, and administrators to evaluate the TWI program at individual sites and make changes to improve the program.

*BUSD's presentation of short-term data misrepresents the long-term successes of TWI*

Some parents and teachers were upset about the way data on ELs was presented at the BUSD Board workshop on March 9, 2011. For example, the Berkeley Evaluation and Assessment Office presented several charts showing Spanish Speaking EL/RFEP scores including a performance summary using 2<sup>nd</sup> through 7<sup>th</sup> grade that compared the bilingual, TWI, and SDAIE programs. According to the CST Math scores shown, TWI students were not performing as well as students in the SDAIE or bilingual program. However, research has “consistently found that it takes six to eight years for ELLs to reach grade level in L2 [second language], and only one-way and two-way enrichment dual language programs have closed the gap in this length of time” (Thomas & Collier, 2004). By comparing ELs in earlier grades, BUSD depicted an unfair representation of the long-term benefits of participating in a TWI program. In fact, presenting information in this way can be detrimental to the long-term success of the program because it scares parents into believing TWI is inferior – parents look at the short-term scores and think the TWI program will not help their children. Parents have expressed a desire to see long-term data on ELs, including high school graduation and college acceptance rates, presented to the public. This would allow all parents to get a clearer picture of TWI program outcomes.

*Data is not always complete or protected*

A 2009 BUSD internal document titled “An Analysis of CST data for TWI programs” was produced, but was not publicly shared because it was not comprehensive due to the limited data included (CST exam only) and small sample size. This document was somehow released to the public, and BUSD staff is concerned about misrepresentation or misuse of the report.

## CONCERN CATEGORY: SUPPORT

### *TWI teachers frequently lack comparable resources*

Teachers across the three BUSD TWI elementary schools have consistently complained that there is a lack of support from the District for TWI. They responded that, “materials are always being forgotten.” One teacher explained:

“Many materials need to be developed; much of the curriculum is teacher-created. Our “programs” (Teachers College Workshop, Growing Readers, Lucy Calkins writing, Welcoming Schools) are all in English and require translation, but we’re never given extra time or funding to do this time-consuming work. Reading books for students (a big part of our Language Arts program) are more difficult to find and even more difficult to level. Leveling our classroom libraries is a major undertaking and we are not given the support to take it on properly. The District provides little if any guidance, we have little if any scope and sequence and articulation through the grade levels, so there are serious holes in the language experience of the students. Because we are given so little time to address these issues, where we could be soaring; our wings are clipped.”

As an additional example, many TWI teachers found it more difficult to do their jobs when the District ordered Everyday Math books and supplies in English even though many TWI teachers depended on teaching math in Spanish in order to reach the desired percentage of daily Spanish instruction. The Spanish materials at each school site depend on what teachers are willing to buy with their own money and what principals can afford in their budgets. One principal had to use school funds to buy math materials in Spanish and a teacher at Cragmont reached out to a colleague in Richmond to borrow their Everyday Math textbook in Spanish and make photocopies.<sup>20</sup>

### *TWI teachers do not have adequate professional development*

Some teachers have complained that professional development (PD) in BUSD does not focus on second language development, that it is not collaborative, and that it is not cohesive. Throughout the interview process, TWI teachers consistently mentioned ineffective PD, and one new teacher said that her job was made more challenging due to the lack of “clear professional development for my Spanish teaching and no District leadership.” As it stands, TWI teachers have said they receive one day of PD per school year. They are told to stay and attend PD with all teachers even though most PD sessions do not address the needs of teachers of EL students.

### *TWI teachers do not have organized time to collaborate*

To supplement the one day of official PD, TWI teachers often meet on their own time, without pay, to plan, coordinate, and share best practices. The lack of official collaboration makes it impossible for the District to have a seamless program and results in teachers reinventing the wheel instead of planning together to improve instruction. As one teacher explained, “It makes a big difference when teachers are able to collaborate with one another. As it exists, teachers are not brought together across school sites. Right now, we have two programs existing in one school. A lot of teachers are alone in their planning. Teachers in a given grade level can collaborate on content, but not

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<sup>20</sup> Many TWI teachers continue to teach math in Spanish although the District prefers math to be taught in English.

necessarily on the particulars of any given lesson since they are teaching in different languages.” Teachers have explained that they have coordinated resources to teach in English, but that they lack books in Spanish and often have to buy them with their own money, which means they are not necessarily teaching the same curriculum as other TWI teachers in the District in their same grade level. According to a teacher at Cragmont, several TWI teachers got together over the summer to order books in Spanish, but had still not received the books by October. Since they do not always have the resources that they need in order to teach, they spend a lot of time creating their own curriculum in Spanish for their students. The current process, where teachers work in isolation creating their own materials, is not an efficient or organized way to teach English learners.

*Students who are falling behind are not always supported*

Parents are also concerned about a lack of support for students in the TWI program who are falling behind. There is limited after school support for parents who are monolingual in either language. As one Rosa Parks parent put it, “There are many obstacles, and as it is right now... we need a lot of tutoring in the immersion program, and we needed it five years ago.” Another parent explained, “The overall sense is that BUSD treats TWI as a nuisance instead of as a valuable program.” Some monolingual parents have expressed worries that they will need to take their children out of TWI if they do not receive extra support when they fall behind.

*There is a growing tension between parents who support TWI and the District*

Much of the tension between parents and the District stems from concerns from parents and teachers about the extent to which the District supports the TWI program and the extent to which the District conducts education and outreach to attract Spanish speaking students into the program. When the TWI program in BUSD shrank from five kindergarten classrooms to three in 2010, parents and teachers formed the Friends of Berkeley TWI group (Amigos de Inmersion Dual de Berkeley) and have held several large community meetings, a couple with over 100 parents and supporters, to discuss issues with the TWI program and brainstorm solutions. The group is made up of both English speaking and Spanish speaking parents, and all of their community meetings have been held primarily in Spanish (with English translation). The group has also met individually with District staff and Board members and maintains an email listserv with over 150 members. Several teachers and parents have expressed during interviews that they believe the District does not support the TWI program, does not promote it in the community, and does not consider the TWI program a priority.

*Latino parents are not satisfied with the District's outreach to Latino families*

According to notes from a Friends of Berkeley TWI meeting, the “District needs to have much better communication with Latino families.” They reported that the District never told teachers the results of progress student made after a two month tutoring program. Parents were also upset that the District-created video explaining language programs does not include long-term data comparing the TWI, bilingual, and English-only programs, which they believe is part of the reason some Latino families are choosing not to enroll in TWI. In June 2010, Latino parents at a Friends of Berkeley TWI meeting reported that they are unaware of any District contact information for a Spanish-speaking person that can answer questions about TWI. They also report that when they started recruiting on their own last year, there was “virtually no information coming from the District about TWI into the Latino community.”

*BUSD's current outreach is not always visible, accessible, or welcoming to Latino families*

Conversations with the District reveal that BUSD has taken some steps, especially within the last year, in response to parent concerns to engage with the community and promote TWI. However, most of the actions BUSD has taken to promote TWI are not very visible. For example, the District's written material explaining the TWI program in Spanish is hard to access. When I visited the Annex to obtain materials about TWI, the folder containing handouts was empty. I was told that they were out of materials about TWI, but that there were usually flyers in the folder in both English and Spanish. I returned two subsequent times over the next couple weeks, and each time the folder was still empty. It was only when a parent emailed me a copy he had scanned into his computer that I was able to see the flyer the District created. The parent pointed out differences between the brochures the District had created and the brochures the Friends of Berkeley TWI had made.<sup>21</sup> The BUSD brochure indicates that the reason the classes are split evenly between Spanish and English speakers is so Spanish speakers can model Spanish for the English speaking kids. As the parent lamented:

“The fact that this was the way the District chose to describe and ‘sell’ the program is, to me, at the very heart of the problem. First of all, it plays right into the myth in the Latino community that TWI exists as a way of using Spanish speaking kids to teach English speaking kids Spanish. In fact, it says that directly. Second, it shows no understanding of the real benefits of TWI for Spanish speaking kids. If that is the message that the District is sending out, it is no wonder they have had a hard time recruiting Spanish speaking families into the program. And it's a good example of why “Friends of Berkeley TWI” decided we needed to, and could, do better... And we've had some great partners in the District, like Maya Hernandez, Jen Corn, and many teachers and principals. But it shouldn't fall to parents - this should be the job of the District, to promote one of the only programs that has been proven to close the achievement gap and raise the HS graduation rate for Latino students.”

*Administrators and teachers are not always satisfied with District communication to Latino families*

In fact, parents are not the only group that complains about the insufficient BUSD materials provided in Spanish. A principal reported that the biggest problem with TWI is that the “District doesn't do a good enough job translating the materials from English to Spanish for families.” A teacher told me that when the District banned “silly bands” from BUSD schools, the letter in Spanish from the District was so poorly translated that the teacher was embarrassed and threw the letters away rather than send them home with students.

*Teachers and parents do not agree with the District that there is a lack of Latino families in BUSD*

Members of the District and administrators have consistently mentioned that there might not be enough Spanish speaking families in the District to support more TWI classrooms. However, teachers and parents have repeatedly reported that they personally know many Latino families who choose not to place their children in the TWI program either because they do not know the program exists or they believe a myth about the program, such as the myths that their children will not learn English or that they cannot register after February. Teachers and parents believe there is simply a lack of information about the TWI program in the Berkeley community and that many Latino

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<sup>21</sup> See Appendix: BUSD TWI Outreach Materials Compared to Friends of Berkeley TWI Outreach Materials

parents have never seen the research on TWI programs and do not understand that gains in test scores will not be realized until middle and high school.

*Parents feel compelled to act in the absence of strong District support*

As it currently stands, outreach is somewhat disjointed, with parents doing one thing and the District doing another. Friends of Berkeley TWI, working with teachers and Maya Hernandez, put on a TWI forum in January 2010 in order to recruit Spanish speaking families to BUSD and the TWI program in general and to try and inform Spanish speaking parents about the benefits of TWI. About 30 new people attended the forum, which was conducted entirely in Spanish without any English translation. TWI students from middle school through college age spoke about their experiences in the program, which were overwhelmingly positive. The forum was just a first step and shows the possibilities that exist for positive outreach and education about the TWI program. However, it was organized almost entirely by parent leaders and cannot reasonably be replicated on a regular basis without more District support.

*The admissions process is inaccessible for some parents*

The admissions process in BUSD is complicated for all parents, especially those that do not speak English well. At the BUSD Board workshop on March 9, 2011, District officials presented data on the diversity in parent educational backgrounds and commented that the range of education “gives a range of needs.” Many parents work long hours or multiple jobs and do not have time to research all the programs BUSD offers for its students. Teachers, parents, and administrators have expressed their concern that the admissions process is inaccessible for many BUSD parents. As LeConte Principal Cheryl Wilson explained at the same BUSD Board workshop, “The parent who doesn’t speak English or the parent who is working two jobs – they are not necessarily going to do that advanced enrollment by Feb 4... I know that there is a huge population that we are missing.” According to one parent, “The District is not taking into consideration the cultural realities about enrolling so early,” and expressed a belief that the decrease in the size of the TWI program might be reversed if the admissions process were easier to understand and later in the spring. Another parent explained, “I have heard horror stories from parents about wanting to get into the program.” According to her, there are monolingual Spanish speaking parents with bilingual children on the TWI waiting list.

*There is considerable confusion surrounding the admissions process*

Melisandra Leonardos, Admissions Office Manager, explained that there is a lot of misinformation in the community regarding the TWI program. For example, she received a call from a parent who did not reside within the District who told her that she attended the Kinder Fair and was informed that, since her child was Spanish speaking, the child would be accepted into TWI even though she did not reside in the District. This is not the District’s protocol, and the parent was upset. According to the District, there are spots left open for Spanish speaking students to be added to TWI classes through the summer. However, many parents are concerned that the number of TWI classes is set based on the number of native Spanish speakers who enroll by February. Even if spots are left open to fill those classes, parents are worried that no additional classes are contemplated even though Spanish speakers may enroll late and request the program. Other parents are afraid that since their child learned a little English in pre-k, they will be considered bilingual and then not be considered for the TWI program. Clearly, there is a great deal of confusion surrounding how students are actually placed in TWI, and parents have called for more transparency.

## CRITERIA FOR RECOMMENDATIONS

Although there are many alternatives from which to choose when thinking about ways to improve BUSD's TWI program, not all options are realistic. The recommendations in the following section have been evaluated with regard to the following criteria:

1. **Centered on student achievement:** It would not be valuable to alter the TWI program to simply make adults' lives easier. Any and all changes must consider the impacts on students and should only be made if they increase student achievement, specifically with regard to helping ELs reach proficiency in both academic and spoken Spanish and English and ensuring students gain an understanding of Latino culture.
2. **Equitable:** BUSD has long been concerned with ensuring equity in its programs. All program alterations should equitably improve the academic circumstances of *all* students and work to close the achievement gap that currently exists in BUSD.
3. **Politically feasible:** BUSD is closely watched and scrutinized by members of the local, state, and national community. Any alternatives that upset key community groups will likely not be implemented. The District is concerned about Spanish speaking families in the program, Spanish speaking families who do not currently support the program, and English only families of all racial and ethnic groups.
4. **Supported by teachers and principals:** If teachers and school administrators do not support program recommendations, they will likely not be implemented effectively. All three TWI elementary principals were interviewed for this analysis, and teachers were all given the opportunity to fill out a survey indicating their level of support for many of the following recommendations.<sup>22</sup> Recommendations were carefully selected to decrease the divisiveness of the TWI program.
5. **Affordable:** Given the current condition of the state budget, it is not likely that any expensive recommendations will be implemented. The uses of resources as well as personnel issues have been considered.

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<sup>22</sup> See Appendix: Support for Selected Recommendations amongst a Sample of BUSD TWI Teachers

## RECOMMENDATIONS

Planning ways to improve the TWI program is not a new conversation in BUSD. Many individuals have ideas and alternatives for how to make improvements. The following recommendations have arisen through conversations with BUSD stakeholders and have been vetted in subsequent conversations. Recommendations that only one or two individuals have supported are not included in this list. In addition, all recommendations were considered with the above criteria in mind, and those that did not satisfy the criteria were discarded.

Recommendations are listed in order of priority:

- **Recommendation 1:** Consolidate TWI elementary programs at one school site
- **Recommendation 2:** Improve coordination of the TWI program
- **Recommendation 3:** Address concerns for students currently in the program
- **Recommendation 4:** Address concerns related to future students and program growth

The first recommendation could stand alone and would address most of the issues stakeholders have identified. The second and third recommendations are meant to be addressed immediately while the first recommendation is planned. The fourth recommendation contains suggestions that are not as urgent, but are important for the District's TWI program moving forward.

## **RECOMMENDATION 1: CONSOLIDATE TWI ELEMENTARY PROGRAMS AT ONE SCHOOL SITE**

As long as BUSD continues to operate TWI strands at three separate elementary schools that are not staffed with bilingual resource teachers, BUSD cannot hope to realize the gains that are possible from a well implemented TWI model. I recommend that the District move with all deliberate speed to consolidate the TWI elementary programs at one school site. The benefits to creating one language immersion school outweigh the costs. On April 14, 2011, District staff, school administrators, and teachers attended a Focus Group to discuss the benefits of and barriers to creating one language immersion school in BUSD. The benefits below are summarized from that conversation and represent many, but not all, of the arguments for consolidation. Consolidation would likely:

- Focus and consolidate resources, including the concentration of bilingual staffing and the pooling of expertise in second language acquisition in the District in order to support a robust program
- Increase student achievement – by consolidating the TWI program at one elementary school the District could implement a true 90:10 model (due to bilingual staffing), which has been shown to lead to increased academic outcomes for all students in the program
- Lead to the creation of coherent curriculum and strategies
- Make it easier to organize professional development focused on TWI
- Empower the Latino community in Berkeley
- Create a showcase for the District
- Make it easier to conduct TWI outreach
- Improve intervention and support for Spanish speaking students, including more focused ELD groups
- Improve staff morale and camaraderie amongst students and staff – instead of having two strands that compete with and misunderstand each other, all staff at the school would have a clear identity and unified purpose
- Facilitate transition to secondary level for students
- Make it easier for the TWI program to be bicultural and set both languages on equal footing

While there are numerous benefits to creating one language immersion school, there are multiple issues the District will need to address moving forward. Over the next several months, I recommend that the District formalize a Language Immersion School Working Group to address the following challenges related to consolidation:

- Location
- Timing of implementation
- Staffing and reassignment
- Student recruitment
- Student retention
- Transportation

- Zoning
- Model
- Languages included<sup>23</sup>
- Diversity
- Eligibility
- Accountability and testing systems
- Impact on schools that no longer have TWI<sup>24</sup>

Recommended first steps:

1. Formalize a Language Immersion School Working Group and set regular meetings
2. Inform and include parents and BUSD Board members about process
3. Meet with teachers union to start negotiating contracts
4. Research requirements for starting internal charter schools
5. Survey all parents to determine demand
6. Research demographics of current BUSD TWI students
7. Continue intensive outreach to BUSD families regarding TWI program
8. Look at other Districts to see how they have consolidated<sup>25</sup>
9. Work with a professional TWI expert consultant such as Kathryn Lindholm-Leary from San Jose State University or Julie Sugarman from the Center for Applied Linguistics

*There is already considerable support at the top of the District for creating one language immersion school*

As Bill Huyett, BUSD’s Superintendent, said, “One of the things that does hold us back somewhat is that we are very spread out, diffused, segmented – teachers don’t get enough time to collaborate. We are very ambitious in Berkeley trying to do everything, everywhere, all the time, forever and ever rather than having consolidated quality and really working at having a really great program. And I think TWI is a good example of that.” Mr. Huyett understands that many parents want their kids to speak English in the classroom and want their children to be able to compete right away. Mr. Huyett explained that we need to focus on how to bring programs together and expressed his desire to consider moving to a one language immersion school model. “When you have a whole school that’s TWI, that school gains a reputation, and the word gets out, and that may be something we want to consider,” said Huyett. He continued, “This year we made quite a bit of effort to communicate better, but there were still people who didn’t get the word, and having a school that focused on that, their rep alone would get the word out and build more interest in TWI.”

*Teachers and principals at all three TWI elementary schools have expressed their support*

Evelyn Bradley mentioned that it will “take a team of committed people” to pull it off. Paco Furlan also expressed his support for one TWI elementary school saying the BUSD should pursue

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<sup>23</sup> Some schools in California offer more than two languages in their immersion programs. For example, Central Language Academy in the Ontario-Montclair District and the Escuela Bilingüe Internacional include Mandarin in their programs.

<sup>24</sup> The working group should invest time planning how to mitigate the negative impacts on the schools that lose their TWI programs. However, it is worth pointing out that test scores in the early TWI elementary grades are generally lower than average, so it is possible that the schools’ average test scores will actually rise if they no longer have a TWI program.

<sup>25</sup> See Appendix: Case Study: Central Language Academy, Ontario-Montclair School District

“economies of scale, our ability to do things like class size configuration, and curriculum and PD, become much easier to do and creates a better and stronger experience for ELL students because we can truly provide an environment that is bilingual, and there are probably a lot of parents in this room that are thinking, ‘Oh my gosh, what does that mean for me? What does that mean for my community?’ And I want to remind folks that the reason why these programs started was for our ELLS, and I realize we are not talking about other possibilities, but there are plenty of possibilities for one way immersion and for language that I think could be addressed... I would very much support consolidating and creating a really strong program and have a blue ribbon school in Berkeley.”

*Many parents in the District also support consolidation*

As one LeConte parent explained, “It’s not only a bilingual education, it’s a multicultural education... some of the AA children who came into the program when my daughter came, they left, I think, because they didn’t have the support in Spanish. If it was all consolidated into one school, the teachers could help them in after school programs.” Another parent explained that one TWI school could “Provide an even greater bridge and serve as a center for Latino heritage and culture in our community.” Support for a one school model was extremely high at the various Friends of Berkeley TWI community meetings that have been held.

## **RECOMMENDATION 2: IMPROVE COORDINATION OF THE TWI PROGRAM**

Whether or not one language immersion school is created, it is necessary to address immediate concerns to improve TWI implementation in BUSD. This recommendation involves three components:

1. Appoint TWI coordinator as the one language immersion school is being planned
2. Encourage District administrators to strengthen leadership
3. Emphasize the importance of understanding TWI research for decision making at all levels in the District

### *1. Appoint TWI coordinator as the one language immersion school is being planned*

While the Language Immersion School Working Group is working to address barriers to consolidation, the District should take immediate steps to increase the support of the TWI strands at its three elementary schools. First and foremost, there should be a designated person to coordinate the TWI program and strengthen District leadership. Many teachers and parents believe the most effective way to address inconsistencies between the TWI programs would be to appoint a TWI coordinator at the District level. Their main role would be to coordinate the TWI program to ensure model fidelity across the District. This position must be distinct from the ELD coach's role as TWI is not the only program for ELs. Suggested duties for the coordinator include:

- Centralize, organize, and order resources
- Work with the Office of Family and Community Partnerships to market the TWI program to incoming parents
- Schedule regular meetings for teacher collaboration
- Organize professional development specifically for TWI
- Create a centralized archive of lesson plans and ideas
- Help translate materials
- Serve as a liaison for “professional learning communities” for TWI teachers
- Find resources to adapt District programs like Teachers College Reader's Workshop to be applicable for TWI
- Answer teachers' questions about TWI
- Advocate for TWI teachers in the District

### *2. Encourage District administrators to strengthen leadership*

Overall, TWI teachers want more structure, guidance, and leadership from District officials. Having a TWI coordinator at the District level would send the signal that the District supports the program. TWI teachers often need additional support due to the difficulties surrounding teaching language learners. For example, teachers and parents have requested the Superintendent's presence at TWI events in order to show that the District supports the TWI program. Strong leadership from central administration will lead to increased morale amongst TWI staff. Research shows that successful TWI programs have a shared vision and culture. According to researchers:

“There will always be disagreements and compromise on the subtleties of decision making, but the actions of the program staff are based on strong, unified philosophical orientation that defines the culture inside the school as well as how the school defines itself to the outside world. Finally, these programs demonstrate strong model fidelity, with a clear, consistent, and defensible model that is supported and carried out in all classrooms, yet that still allows teachers flexibility and the opportunity to play to their individual strengths” (Howard, Sugarman, & Rennie, 2007).

*3. Emphasize the importance of understanding TWI research for decision making at all levels in the District*

The TWI coordinator could summarize TWI research for District staff.<sup>26</sup> I also recommend that District leaders, including Board members, District officials, and TWI administrators, attend conferences on bilingual education, like the California Association for Bilingual Education (CABE), which offers workshops and discussions for District leaders. San Francisco Unified School District leaders have attended, and many school Districts have created CABE chapters and are recognized for their achievements with ELs. The more District leaders know about language acquisition, the better decisions they can make.

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<sup>26</sup> Recommended article: Thomas, W. & Collier, V. (2004). *The astounding effectiveness of dual language education for all*. NABE Journal of Research and Practice, 2:1.

### **RECOMMENDATION 3: ADDRESS CONCERNS FOR STUDENTS CURRENTLY IN THE PROGRAM**

After taking steps to initiate a Language Immersion School Working Group and hire a TWI coordinator, the District's first actions should be to address the needs of students currently enrolled in the TWI Program. I recommend the following:

1. Ensure TWI teachers have equitable resources
2. Schedule time for TWI teachers to collaborate across schools and grade levels
3. Provide release time for teachers to visit other TWI schools
4. Harness community resources to support the TWI program
5. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5
6. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners

#### *1. Ensure TWI teachers have equitable resources*

Teachers need resources in Spanish on time, in both languages, and in sufficient quantity. Whenever someone in the District orders resources for students in English, they should order comparable resources in Spanish for TWI classrooms and order resources earlier to ensure students start the school year with necessary materials in Spanish. TWI teachers have requested the following resources:

- A leveled library and a clear leveling system for books in Spanish
- Games
- Song books
- Word/picture cards
- Workbooks
- Spanish stories on CD/tape
- Recommended literature lists for books in Spanish
- Computer language programs
- Assessments for Spanish reading
- Math resources in Spanish
- Translation resources

#### *2. Schedule time for TWI teachers to collaborate across schools and grade levels*

TWI teachers need sufficient, paid, regularly scheduled meeting time with teachers across sites that share their grade level to:

- Create a cohesive, consistent scope and sequence to articulate **how** and **when** students should transfer skills and reach certain benchmarks
- Collaborate on curriculum planning
- Look at data and patterns in student achievement

- Plan cultural activities at each school site
- Go through an assessment rubric
- Translate materials that are given to English only classes ready to teach

*4. Provide release time for teachers to visit other TWI schools*

One of the most effective ways for teachers to improve their instruction is to observe other teachers. They also benefit from seeing comparable student work. There are many successful English learner programs around the Bay Area from which BUSD teachers could learn. I recommend that District staff and teachers visit Manzanita SEED in Oakland Unified School District as well as Escuela Bilingüe Internacional in Oakland.

*5. Harness community resources to support the TWI program*

There are many institutions BUSD can partner with that support language programs. For example, BUSD could bring in Spanish speaking volunteers from the University of California, Berkeley to tutor TWI students one on one in Spanish. The District could work with the San Francisco Unified School District to create a similar multilingual website. I also recommend that BUSD work with the Center for Applied Linguistics and make it a goal to become one of their recognized TWI Districts.

*7. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5*

Currently, the District is providing support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5. While I would not recommend cutting this support, I would advise making sure scheduling is structured in such a way to allow these teachers to actually spend their specified time with students and not traveling and/or fulfilling other roles.

*8. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners*

The District also currently supports a full time teacher on special assignment, Heather Tugwell, EL Coordinator, to provide professional development for all teachers of English learners. Teachers support continuing this position, but request more professional development and time spent learning from and working with Ms. Tugwell. As one teacher explained, “Most staff development is really provided for English instruction. This needs to change. Our District is weak in general around grammar and vocabulary instruction, and this is true in TWI as well. We need a plan to ensure students leave our school with more specific standards and expectations. Better assessments in this area would help.” I suggest TWI specific professional development on the following topics:

- ELD instruction
- Phonics instruction
- Transferability
- Research based methods for teaching ELs effectively
- Analyzing long-term data

#### **RECOMMENDATION 4: ADDRESS CONCERNS RELATED TO FUTURE STUDENTS AND PROGRAM GROWTH**

After the District has taken steps to begin addressing concerns related to students currently enrolled in TWI, it should concentrate on tasks related to the growth of the program and its future students. These tasks include the following:

1. Use a professional tool to assess the strengths and weakness of the TWI program at each site
2. Improve long-term tracking of TWI students
3. Alter testing structure
4. Change the timeline for TWI program application from February to April
5. Increase transparency of admissions process
6. Encourage parents to meet with the Office of Family and Community Partnerships (OFCP) before they fill out their Parent Preference Form
7. Improve pre-k language assessment and kindergarten placement
8. Include research on long-term TWI outcomes in all outreach
9. Distribute outreach in multiple forms to reach different types of parents
10. Promote retention in the TWI program

##### *1. Use a professional tool to assess the strengths and weakness of the TWI program at each site*

Improving and increasing professional development in BUSD for TWI teachers is crucial if the District wants the TWI program to be consistent and effective. First, I recommend taking the time to assess the current TWI programs at each school site during regularly scheduled school TWI meetings. With the help of Laura Anderson, a new teacher at LeConte and current graduate student, Rosa Parks teachers worked partially through the rubric provided in *Guiding Principles for Dual Language Education* by Elizabeth Howard,<sup>27</sup> which covers key aspects of language immersion programs. The rubric allows schools to evaluate how they are currently performing. The Rosa Parks TWI team met several times to work on the rubric, but never finished due to the time-consuming nature of thorough assessment and limited collaboration time. However, they indicated that it would be valuable to continue working through the rubric.

##### *2. Improve long-term tracking of TWI students*

The District's data systems should have fields that indicate whether students were enrolled in TWI programs in order to perform an efficient and reliable program evaluation. Since research indicates gains from TWI are realized in secondary grades, it is critical that TWI students' high school test scores are analyzed. In addition to looking at quantitative data, the District should assess the attitudes and future plans of high school students who previously participated in TWI. Research shows that "High school students who participated in the two-way program developed high levels of academic competence and motivation, ambitions to go to college, knowledge about how to apply to and get into college, and pride in bilingualism. In addition, they were highly satisfied with their education in the two-way program" (Lindholm-Leary & Borsato, 2002). It is important to discover whether BUSD TWI students are experiencing similar outcomes.

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<sup>27</sup> Download free of charge at Center for Applied Linguistics website

### *3. Alter testing structure*

Testing ELs on anything other than language proficiency in English is not a valid measure of how much they actually know when it comes to content. Since TWI teachers feel pressure to teach more in English leading up to regularly scheduled District exams in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades, I recommend that these content exams be translated into Spanish for all ELs. In short, ELs should be tested on content in Spanish whenever possible until they are reclassified, which will likely not occur until middle school. In addition, ELs take the STS, but students learning Spanish do not have a comparable way to measure their growth in Spanish. I recommend using a system like LAS Links Español<sup>28</sup> for all students to measure their progress in Spanish.<sup>29</sup>

### *4. Change the timeline for TWI program application from February to April*

Teachers, administrators and parents have consistently said that if the admissions timeline were pushed back, more parents would apply to the TWI program and the District would consider opening more classes. At the very least, promote the fact that children who speak Spanish can be added throughout the summer in the Latino community to correct the myth that students who register after February will not be considered for TWI. Consider holding open even more spots for Spanish speakers, so that more TWI classes can be created. With the long waitlists for English speaking slots, there need only be 7-10 Spanish speaking slots reserved to create an entire strand of TWI in a particular school.

### *5. Increase transparency of admissions process*

How children are placed in language programs causes a lot of anxiety for parents. Although the District has increased its efforts to promote TWI this year, community members still report that TWI outreach is not visible in the Latino community. The District should make it a priority to provide clear printed material about who is eligible for TWI and the bilingual program and the steps that need to be taken to apply and make that information available in more locations around the Berkeley community. TWI materials should be consistently provided in both languages and should be available at the District office in print and on the BUSD website in an accessible format. I also recommend placing a large, bilingual sign in the Admissions Office with contact information for school site TWI representatives and the OFCP.

### *6. Encourage parents to meet with the Office of Family and Community Partnerships (OFCP) before they fill out their Parent Preference Form*

While the Admissions Office claims to be “program agnostic,” meaning that it does not try to advocate for any programs and believes the parents should determine what is best for their children, teachers have commented that this is not the correct approach. As one teacher put it, “a doctor wouldn’t say that they were *procedure* agnostic if research proved that one procedure was better than another. The District should not be program agnostic since research shows TWI closes the achievement gap more than any other language program.” When parents meet with the OFCP, they should be presented with clear research explaining the benefits of the TWI program, regardless of their ethnicity, and encouraged to consider the program for their child.

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<sup>28</sup> See Appendix: Alternate Assessments for Placement and Spanish Fluency of English Speakers

<sup>29</sup> Ibid.

### *7. Improve pre-k language assessment and kindergarten placement*

It is unrealistic to expect students to speak only Spanish in Berkeley. Most Spanish speaking students are bilingual or at least speak a little English. As many people have explained, it is difficult to create classes where 10 students speak only English and 10 speak only Spanish. Research has shown that the model can be successful as long as “no more than two thirds of the students are native speakers of either language” (Howard & Sugarman, 2007). The District should address the common misconception that if children are bilingual they will not be given the opportunity to be placed in TWI. Bilingual students should always be allowed to fill spots reserved for Spanish speakers as long as they are proficient in Spanish. To address the concern that the Quick Inventory Assessment (QIA) is not correctly classifying language proficiency and increase the likelihood that children are correctly classified as English learners, bilingual students, or English speakers, I recommend the following:

1. Include TWI kindergarten teachers, who have repeatedly questioned the validity of the QIA, in the testing process
2. Use an alternative assessment, such as *preLAS 2000*<sup>30</sup>
3. Create an environment where the tester can build a rapport with the child and the child can feel comfortable. Students are not as likely to reveal their true language abilities if they are anxious. Entering the BUSD office and meeting with a stranger is intimidating for many children and does not create an ideal environment to assess language. The ideal environment would be a real world (i.e., classroom) language experience facilitated by a teacher that can judge language skills during the interaction.

### *8. Include research on long-term TWI outcomes in all outreach*

The biggest selling point for the TWI program is its ability to close the achievement gap for Latino students. All outreach should clearly state the benefits of attending, and remaining in, a TWI program for ELs and native English speakers. Specifically, outreach materials should include:

- Narrative success stories about kids who have been through TWI
- Clear description of admissions process
- Contact information of OFCP and individual school sites
- Benefits of being bilingual
- Long-term data showing success of TWI students
- Information about value of connections and mutual learning within families

### *9. Distribute outreach in multiple forms to reach different types of parents*

There are no adverse consequences of promoting the TWI program and many negative consequences to *not* promoting the program. The recommendations below are suggestions the District can implement individually or as a comprehensive package to improve communication with parents and outreach regarding the TWI program:

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<sup>30</sup> See Appendix: Alternate Assessments for Placement and Spanish Fluency of English Speakers

- Create banners for schools to hang, saying: “Home of a Two-Way Immersion Program”
- Distribute flyers on BUSD’s TWI program at Berkeley churches, community centers (La Clinica de la Raza, Centro Vido) and at locations like Mi Tierra foods, Bananas, Daycare Centers, laundromats, restaurants, and bus stops
- Hold fall orientations at each school site explaining how TWI works and what to expect
- Create TWI committees at each school site to organize outreach
- Allow current TWI parents to mentor new and potential TWI parents to support the Admissions Office and OFCP
- Continue outreach to Berkeley pre-schools, and make sure pre-school teachers understand the TWI model and its successes
- Increase the number of tours of TWI classrooms for interested parents
- Hold a District-wide TWI showcase with performances, games, information on the schools, and help with enrollment forms
- Set up phone trees so parents can call and text each other
- Promote articles about TWI in local papers
- Update BUSD’s website to include more accessible TWI information<sup>31</sup>
- Display TWI student work in public locations like coffee shops, bookstores, etc.
- Attend cultural events that include the communities, including city events, and street fairs
- Ask principals to be more involved in providing information to Spanish-speaking families

*10. Promote retention in the TWI program*

Attrition from TWI programs not only creates administrative difficulties for schools, but also negatively impacts student achievement. Leaving a TWI program prior to gaining proficiency in English is damaging to ELs because they will be behind when they enter an English only classroom. In order to promote TWI program retention, I recommend that BUSD TWI representatives:

- Meet one on one with parents before they enter the TWI program to ensure they know the research and what to expect with regard to test scores in lower grades
- Remind parents at frequent school meetings that gains will be expected long-term
- Provide support for parents about how to interpret test scores
- Give testimonials from students who have remained in the program and experienced long-term gains
- Require parents to sign a contract that they intend to stay in the TWI program for at least five years<sup>32</sup>
- Measure parent satisfaction through annual surveys

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<sup>31</sup> See Palo Alto’s, San Francisco’s or Octavia-Montclair’s District websites for models

<sup>32</sup> See Appendix: Case Study: Central Language Academy, Ontario-Montclair School District

## CONCLUSION

As the program with the most promise to close the achievement gap between English learners and native English speakers, the two-way immersion program in Berkeley Unified School District should not be marginalized, abandoned or left to continue diminishing in size. This report has sought to demonstrate the strengths of BUSD's TWI program, highlight concerns, and make recommendations to improve TWI implementation. The analysis considers and includes the opinions of multiple BUSD TWI stakeholders, including District leaders and staff, school administrators, teachers, and parents. The recommendations provided have been evaluated through multiple lenses and meet the following criteria:

- Centered on student achievement
- Equitable
- Politically feasible
- Supported by teachers and principals
- Affordable

All recommendations are intended to aid the District in making improvements in its TWI program in order to address stakeholder concerns. Ultimately, the report seeks to encourage BUSD to take the necessary steps to fundamentally strengthen its TWI program by consolidating its three TWI elementary strands at one language immersion school, thereby allowing the District to implement the ideal 90:10 TWI model. As the District moves forward to implement changes in its TWI program and investigate the possibility of consolidating the TWI strands, District administrators should take the lead. Consolidation will only be feasible if District leaders coordinate a dedicated group of TWI teachers, administrators, parents, and Board members, to plan and promote the idea.

Ultimately, the TWI program should be viewed less like a sideline enrichment program and more like a powerful and essential tool to address the needs of a critical population. If the District takes initiative and works collaboratively to support its two-way immersion program, it can expect long-term gains for its English learners and help close the unfortunate achievement gap that exists in Berkeley. Throughout this process, it is helpful to remember:

“On their own, program models, curricula, and instructional strategies are necessary but insufficient means to achieve the goals of academic achievement, bilingualism and biliteracy, and cross-cultural competence in two-way immersion. Unless the program fosters empowerment and demonstrates respect for students, staff, and parents through cultures of intellectualism, equity, and leadership, good design alone will not lead to good outcomes for student achievement. In effective programs, the interaction patterns among adults, between adults and children, and among children are all based on respect and serve to reinforce the cultural norms of intellectualism, equity, and leadership; and in the end, lead to the empowerment of all individuals and of the program as a whole” (Howard & Sugarman, 2007).

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## APPENDIX

### TEACHER SURVEY

Please answer the questions below and provide details and examples when applicable. No responses will be personally attributed to individual teachers. **Please concentrate on the following areas: curriculum, resources, testing, scheduling, student achievement & professional development.**

1. What subjects do you teach in Spanish?
  - a. What percent of your day do you teach in Spanish?
2. What subjects do you teach in English?
  - a. What percent of your day do you teach in English?
3. What are the strengths of the TWI program at your school?
4. What are the weaknesses of the TWI program at your school?
5. What is the most challenging aspect of teaching in a TWI program?
6. What additional resources would you like to have to make your job easier and improve learning outcomes for your students?
7. What suggestions might you make to improve the TWI program at your school?
8. Please indicate your level of support for the following recommendations: (strongly against, against, neutral, support, strongly support). Please feel free to elaborate.
  - a) Create one TWI elementary school in BUSD where each classroom is a TWI class
  - b) Improve tracking of TWI student outcomes
  - c) Schedule time for TWI teachers to collaborate across schools and grade levels
  - d) Create a District-level position to oversee the TWI program
  - e) Market the TWI program to increase diversity within the student body
  - f) Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3,4 and 5
  - g) Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners

## PARENT SURVEY

1. How many children do you have in BUSD? What grade level/school/program?
2. What are the Strengths of TWI Programs at BUSD?
3. What are the Weaknesses of the TWI Program at BUSD?
4. Friends of Berkeley TWI/ Amigos de Inmersion Dual de Berkeley Program – What are your goals? What would you like to see changed?
5. Thoughts on Recommendations:
  - a. Create one TWI elementary school in BUSD where each classroom is a TWI class
  - b. Improve tracking of TWI student outcomes
  - c. Schedule time for TWI teachers to collaborate across schools and grade levels
  - d. Create a District-level position to oversee the TWI program
  - e. Market the TWI program to increase diversity within the student body
  - f. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5
  - g. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners
6. Do you have any recommendations for additional people I should interview?

## EXAMPLE OF ADMINISTRATOR SURVEY

1. What are the strengths of the TWI in BUSD?
2. What are the weaknesses?
3. How do you evaluate the success of the program, other than test scores?
4. How has the program evolved over the years?
5. What additional information would be helpful to you in order to evaluate the program?
6. How do you ensure fidelity to the model across campuses?
7. How do you ensure fidelity to the model across classrooms?
8. What professional development do TWI teachers receive?
9. How often do you revisit the TWI model?
10. Please indicate your level of support for the following recommendations:
  - a. Create one TWI elementary school in BUSD where each classroom is a TWI class
  - b. Improve tracking of TWI student outcomes
  - c. Schedule time for TWI teachers to collaborate across schools and grade levels
  - d. Create a District-level position to oversee the TWI program
  - e. Market the TWI program to increase diversity within the student body
  - f. Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5
  - g. Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners

## INTERVIEWS CONDUCTED & TEACHERS OBSERVED

1. Josh Daniels, Board Member
2. Leah Wilson, Board Member
3. Neil Smith, Assistant Superintendent
4. Maya Hernandez, Office of Family and Community Partnerships
5. Melisandra Leonardos, Admissions Office Manager
6. Heather Tugwell, EL Coordinator
7. Rebecca Cheung, Director of Evaluation and Assessment
8. Christina Faulkner, Director of Curriculum and Instruction
9. Jesse Montiel, District staff
10. Paco Furlan, Rosa Parks Principal
11. Cheryl Wilson, LeConte Principal
12. Evelyn Bradley, Cragmont Principal
13. Jennifer Corn, Rosa Parks Literacy Coach
14. Sarah Howard, Rosa Parks Teacher
15. Andrea Calderon, Rosa Parks Teacher
16. Javier Ordonez, Rosa Parks Teacher
17. Natalia Bernal, LeConte Teacher
18. Andy Henderson, LeConte Teacher
19. Laura Anderson, LeConte Teacher
20. Sarah Horwitz, LeConte Teacher
21. Nancy King, Cragmont Teacher
22. Jabari Anderson, Cragmont Teacher
23. Greg Martin, Cragmont Teacher
24. Mary Patterson, Longfellow Teacher
25. Ty Alper, BUSD Parent
26. Paz Canales, BUSD Parent
27. Colleen Broderick, BUSD Parent
28. Carol Perez, BUSD Parent
29. Vylma Ortiz, BUSD Parent
30. Wesley Jacques, Oakland Unified School District, Esperanza Elementary School Language Coach
31. Elizabeth Macias, Oakland Unified School District, Manager of English Language Programs
32. Lillianne Legra-Rodriguez, Ontario-Montclair School District, Central Language Academy, Language Program Coordinator
33. Gorman Bentley, Ontario-Montclair School District, Central Language Academy, Principal

ONE TWI SCHOOL FOCUS GROUP ATTENDEES: APRIL 14, 2011

1. Neil Smith, Assistant Superintendent
2. Susan Katz, Literacy Coach
3. Christina Faulkner, Director of Curriculum and Instruction
4. Nancy King, Cragmont Teacher
5. Heather Tugwell, EL Coordinator
6. Maya Hernandez, Office of Family and Community Partnerships
7. Melisandra Leonardos, Admissions Office Manager
8. Jabari Anderson, Cragmont Teacher
9. Natalia Bernal, LeConte Teacher
10. Jennifer Corn, Rosa Parks Literacy Coach
11. Paco Furlan, Rosa Parks Principal
12. Evelyn Bradley, Cragmont Principal
13. Marialena Rivera, UC Berkeley Policy Student Analyst

BUSD TWI ELEMENTARY ENROLLMENT DATA BY SCHOOL AND ETHNICITY

| Ethnicities                              | TWI Schools |         |            | Total |
|--|-------------|---------|------------|-------|
|  | Cragmont    | LeConte | Rosa Parks |       |
| <b>African/African American</b>          |             |         |            |       |
| TWI %                                    | 16%         | 26%     | 13%        | 18%   |
| School %                                 | 20%         | 25%     | 14%        | 20%   |
| Difference (TWI % - School %)            | -4%         | 1%      | -1%        | -2%   |
| <b>American Indian or Alaskan Native</b> |             |         |            |       |
| TWI %                                    |             | 3%      |            |       |
| School %                                 | 1%          | 3%      | 1%         | 2%    |
| Difference (TWI % - School %)            | -1%         | 0%      | -1%        | -2%   |
| <b>Asian Indian</b>                      |             |         |            |       |
| TWI %                                    | 1%          | 0%      | 1%         |       |
| School %                                 | 1%          | 1%      | 1%         | 1%    |
| Difference (TWI % - School %)            | 0%          | -1%     | 0%         | -1%   |
| <b>Chinese</b>                           |             |         |            |       |
| TWI %                                    | 1%          | 1%      | 1%         | 1%    |
| School %                                 | 1%          | 1%      | 2%         | 1%    |
| Difference (TWI % - School %)            | 0%          | 0%      | -1%        | 0%    |
| <b>Filipino/Filipino American</b>        |             |         |            |       |
| TWI %                                    |             | 1%      |            |       |
| School %                                 | 1%          | 1%      | 1%         | 1%    |
| Difference (TWI % - School %)            | -1%         | 0%      | -1%        | -1%   |
| <b>Hispanic/Latino</b>                   |             |         |            |       |
| TWI %                                    | 10%         | 9%      | 15%        | 11%   |
| School %                                 | 19%         | 22%     | 27%        | 23%   |
| Difference (TWI % - School %)            | -9%         | -13%    | -12%       | -11%  |
| <b>Korean</b>                            |             |         |            |       |
| TWI %                                    | 1%          | 3%      | 0%         | 1%    |
| School %                                 | 1%          | 2%      | 1%         | 1%    |
| Difference (TWI % - School %)            | 0%          | 1%      | -1%        | 0%    |
| <b>Mixed/Other/ Declined to State</b>    |             |         |            |       |
| TWI %                                    | 16%         | 17%     | 11%        | 14%   |
| School %                                 | 13%         | 14%     | 11%        | 13%   |
| Difference (TWI % - School %)            | 3%          | 3%      | 0%         | 2%    |

|                                      |     |     |     |     |
|--------------------------------------|-----|-----|-----|-----|
| <b>Other Asian</b>                   |     |     |     |     |
| TWI %                                |     | 1%  |     |     |
| School %                             | 1%  | 3%  | 1%  | 2%  |
| <b>Difference (TWI % - School %)</b> | -1% | -2% | -1% | -2% |
| <b>Vietnamese</b>                    |     |     |     |     |
| TWI %                                |     |     | 1%  |     |
| School %                             | 0%  | 1%  | 0%  | 0%  |
| <b>Difference (TWI % - School %)</b> | 0%  | -1% | 1%  | 0%  |
| <b>White</b>                         |     |     |     |     |
| TWI %                                | 54% | 39% | 58% | 51% |
| School %                             | 42% | 26% | 40% | 36% |
| <b>Difference (TWI % - School %)</b> | 12% | 13% | 18% | 15% |

SUBJECTS AND % OF DAY TAUGHT IN ENGLISH AND SPANISH IN BUSD TWI CLASSROOMS

| <b>Subjects in Spanish</b>  | <b>% of Day</b> | <b>Subjects in English</b>   | <b>% of Day</b> |
|---|-----------------|--|-----------------|
| All writing, some reading, some science   | 20-30%          | All math, some reading   | 60-70%          |
| Reading, writing a little bit of science in both languages in the last trimester  | 50-60%          | ELD, math, some science in class, science in the lab, cooking/gardening, PE-Playworks, library.  | 50-60%          |
| Language Arts (Spelling, Grammar, Writing, and Reading Comprehension & Fluency) Social Studies Science  | 60-70%          | Math (60 minutes) ELD (30 min)   | 20-30%          |
| Reading workshop, social studies, some writing  | 20-40%          | Math, Writing workshop, Reading, Social studies, Art   | 60-70%          |
| Reading, Writing, Science, SS, Art. Occasionally I teach all of these in English, but much more often in Spanish.   | 40-50%          | English spelling, ELD, Math  | 50-60%          |
| Language Arts (I team teach. My partner teaches Math.) Some Social Studies.   | 40-50%          | Language Arts (See above. My partner teaches Math.) Most Social Studies.   | 50-60%          |
| All   | 90-100%         | None   | 0-10%           |
| Reading, writing and social studies   | 30-40%          | Same as in Spanish   | 40-60%          |
| Readers and writers workshop for about 1/3 of the year. I also teach Spanish language development for those students who are not in English Language Development class at that time | 10-20%          | Math, LA (2/3 of the year) this includes readers and writers workshop. Science is taught by a mono English speaking teacher so is Music. | 80-90%          |
| Reading, Writing, and Social Studies  | 30-40%          | Reading, Math and Test prep skills.  | 60-70%          |
| All   | 50-60%          | Math. sometimes art  | 40-50%          |
| Language arts (reading and writing), Spelling, social studies, and science  | 80-90%          | Math some social studies and some science  | 10-20%          |
| Reading, Writing, Social Skills, Art, Science   | 70-80%          | Math, ELD, some topics which are easier to find materials in English (MOSAIC, some Welcoming Schools)                                    | 20-30%          |
| All, except ELD and some social skills building lessons   | 70-80%          | ELD and social skill building  | 20-30%          |
| All, except ELD   | 80%             | ELD  | 20%             |

SUPPORT FOR SELECTED RECOMMENDATIONS AMONGST A SAMPLE OF BUSD TWI TEACHERS

|  | <b>Strongly Against</b> | <b>Against</b> | <b>Neutral</b> | <b>Support</b> | <b>Strongly Support</b> |
|--|-------------------------|----------------|----------------|----------------|-------------------------|
| Create one TWI elementary school in BUSD where each classroom is a TWI class   |                         | 1              | 1              | 2              | 8                       |
| Improve tracking of TWI student outcomes   |                         |                |                | 2              | 10                      |
| Schedule time for TWI teachers to collaborate across schools and grade levels  |                         |                |                |                | 12                      |
| Create a District-level position to oversee the TWI program  |                         |                |                | 1              | 11                      |
| Market the TWI program to increase diversity within the student body   |                         |                | 1              | 2              | 9                       |
| Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3,4 and 5 |                         |                | 3              | 4              | 4                       |
| Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners                     |                         |                | 1              | 4              | 7                       |

N=12

Note: Numbers in chart are counts.

## APPLYING CRITERIA TO RECOMMENDATIONS

Over the course of this analysis, numerous recommendations were given from various BUSD TWI stakeholders. All recommendations were evaluated using the criteria listed above. Those that did not satisfy any criteria were thrown out. The most promising recommendations are provided in the table below.

“Yes” indicates that the criteria is satisfied for the given recommendation, and “Maybe” indicates that the outcome is unknown, there is conflicting data, or the outcome depends on the way in which the recommendation is implemented. In the “Affordable” column:

- “No cost” indicates that the recommendation will not cost the District any money, that the cost is negligible, or that the recommendation can be performed by current District staff and will not require much time or effort
- “Low cost” indicates that the recommendation’s cost is likely to be less than \$1,000
- “Moderate cost” indicates that the recommendation’s cost is approximately between \$1,000 and \$10,000
- “Moderate/High cost” indicates that the recommendation’s cost is approximately between \$10,000 and \$50,000
- “High cost” would have indicated costs over \$50,000, but all such recommendations were thrown out
- “Sunk cost” indicates the District is already spending money on this recommendation

| Recommendations   |  | Criteria                        |           |                      |                                      |               |
|---|--|---------------------------------|-----------|----------------------|--------------------------------------|---------------|
|   |  | Centered on student achievement | Equitable | Politically feasible | Supported by teachers and principals | Affordable    |
| <b>Recommendation 1: Consolidate TWI elementary programs at one school site</b> |  |                                 |           |                      |                                      |               |
| 1   | Formalize a Language Immersion School Working Group and set regular meetings | Yes                             | Yes       | Yes                  | Yes                                  | Moderate cost |
| 2   | Inform and include parents and BUSD Board members about process              | Yes                             | Yes       | Maybe                | Yes                                  | Low cost      |
| 3   | Meet with teachers union to start negotiating contracts                      | Yes                             | Maybe     | Maybe                | Yes                                  | No cost       |

|   |   |     |       |       |       |                    |
|---|---|-----|-------|-------|-------|--------------------|
| 4   | Research requirements for starting internal charter schools   | Yes | Maybe | Maybe | Maybe | No cost            |
| 5   | Survey all parents to determine demand  | Yes | Yes   | Yes   | Yes   | Low cost           |
| 6   | Research demographics of current BUSD TWI students  | Yes | Yes   | Yes   | Yes   | Low cost           |
| 7   | Continue intensive outreach to BUSD families regarding TWI program  | Yes | Yes   | Yes   | Yes   | Moderate cost      |
| 8   | Look at other Districts to see how they have consolidated   | Yes | Yes   | Yes   | Yes   | No cost            |
| 9   | Work with a professional TWI expert consultant  | Yes | Yes   | Yes   | Yes   | Moderate cost      |
| <b>Recommendation 2: Improve coordination of the TWI program</b>                |   |     |       |       |       |                    |
| 1   | Appoint TWI coordinator as the one language immersion school is being planned   | Yes | Yes   | Yes   | Yes   | Moderate/High cost |
| 2   | Encourage District administrators to strengthen leadership  | Yes | Yes   | Yes   | Yes   | Low cost           |
| 3   | Emphasize the importance of understanding TWI research for decision making at all levels in the District  | Yes | Yes   | Yes   | Yes   | Low cost           |
| <b>Recommendation 3: Address concerns for students currently in the program</b> |   |     |       |       |       |                    |
| 1   | Ensure TWI teachers have equitable resources  | Yes | Yes   | Yes   | Yes   | Moderate/High cost |
| 2   | Schedule time for TWI teachers to collaborate across schools and grade levels   | Yes | Yes   | Yes   | Yes   | Moderate cost      |
| 3   | Provide release time for teachers to visit other TWI schools  | Yes | Yes   | Yes   | Yes   | Moderate cost      |
| 4   | Harness community resources to support the TWI program.   | Yes | Maybe | Yes   | Yes   | No cost            |
| 5   | Continue support for 1.8 full time equivalent teachers at three TWI elementary schools to provide grade specific time for TWI students in grades 3, 4 and 5 | Yes | Yes   | Yes   | Yes   | Sunk cost          |

|  |   |     |     |       |     |               |
|--|---|-----|-----|-------|-----|---------------|
| 6  | Continue to support a full time teacher on special assignment to provide professional development for all teachers of English learners  | Yes | Yes | Yes   | Yes | Sunk cost     |
| <b>Recommendation 4: Address concerns related to future students and program growth.</b> |   |     |     |       |     |               |
| 1  | Use a professional tool to assess the strengths and weakness of the TWI program at each site  | Yes | Yes | Yes   | Yes | Low cost      |
| 2  | Improve long-term tracking of TWI students  | Yes | Yes | Yes   | Yes | Low cost      |
| 3  | Alter testing structure   | Yes | Yes | Maybe | Yes | Low cost      |
| 4  | Change the timeline for TWI program application from February to April  | Yes | Yes | Maybe | Yes | Low cost      |
| 5  | Increase transparency of admissions process   | Yes | Yes | Maybe | Yes | Low cost      |
| 6  | Encourage parents to meet with the Office of Family and Community Partnerships (OFCP) before they fill out their Parent Preference Form | Yes | Yes | Maybe | Yes | Low cost      |
| 7  | Improve pre-k language assessment and kindergarten placement  | Yes | Yes | Maybe | Yes | Low cost      |
| 8  | Include research on long-term TWI outcomes in all outreach  | Yes | Yes | Yes   | Yes | Low cost      |
| 9  | Distribute outreach in multiple forms to reach different types of parents   | Yes | Yes | Yes   | Yes | Moderate cost |
| 10   | Promote retention in the TWI program  | Yes | Yes | Yes   | Yes | Low cost      |

## CASE STUDY: CENTRAL LANGUAGE ACADEMY, ONTARIO-MONTCLAIR SCHOOL DISTRICT<sup>33</sup>

The Ontario-Montclair School District is located between Los Angeles and Riverside and is currently the third largest elementary school District in California with 26 elementary schools and six middle schools. Three years ago, the District decided to consolidate their TWI (what they call dual language) elementary strands at one school site, Central Language Academy (CLA).<sup>34</sup>

### *Consolidation Process*

In the first year, they opened one TWI kindergarten strand at an existing school, named Central Elementary. In the second year, they changed the name of the school to Central Language Academy and opened approximately two TWI classes in 1<sup>st</sup> through 6<sup>th</sup> grades and encouraged students to transfer from the TWI strands at other schools. The District decided to bring in other bilingual students to fill any gaps in the TWI classes. During the third year, 2010-2011, the school site opened an additional kindergarten TWI class (it now has two) and became a middle school that extends up to 7<sup>th</sup> grade. Next year, the middle school (6<sup>th</sup> through 8<sup>th</sup> grades) will operate as dual language only.

### *Administrative barriers to becoming completely TWI*

Currently, Central Language Academy offers dual language classes at the kindergarten through 7<sup>th</sup> grade levels and hopes to become entirely dual language in the future. However, since the school still has boundaries and is a neighborhood school, it must continue to offer English only classes at each grade level. Additionally, since there were already teachers at Central Elementary, the District decided it would be better to transition to a full language school over the course of several years. The Board would need to reconfigure boundaries for the school to be a “full magnet.” They have six different “priority levels” for students to enter CLA. The last priority level is for children out of District, a group they would like to attract in order to increase the diversity of their program.

### *Siblings of current students raise concerns*

Since siblings of English only students have a priority to attend the school, it will take several years to transition to a completely TWI school. With only two TWI classes per grade level, one kindergarten class out of the five was almost filled with just family members. Next year, CLA will have only four kindergarten classes. To address the concern of not having enough TWI spots for non-siblings, CLA gained permission from the District to increase the number of TWI kindergarten classes from two to three. There will be 20 spots reserved for siblings on a first come, first served basis. Any siblings who do not turn in their paperwork on time will be placed on a waiting list.

### *School structure encourages language acquisition*

The mission of the school is appropriate for an increasingly global society: “The mission of Central Language Academy is to prepare and inspire each individual to achieve to his or her greatest potential and to become a confident, collaborative, and compassionate global citizen.” English speaking students who enter CLA in later grades (2<sup>nd</sup> and higher) are enrolled in the Spanish

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<sup>33</sup> Ontario-Montclair School District, Central Language Academy website & phone interviews with Lillianne Legra-Rodriguez, Language Program Coordinator and Gorman Bentley, Principal

Immersion Program, which provides them with 30-40 minutes of Spanish daily at their appropriate learning level. Students who speak a language other than English at home and who enter Central Language Academy in later grades are provided with specialized English Language Development (ELD) instruction for 30-40 minutes a day at their appropriate learning level. Once proficient in English, these students progress to a level in the Spanish Literacy Program, where they can begin to learn to read and write in Spanish. CLA uses an 80:20 model in its TWI program. 80% of the day is taught in Spanish in kindergarten, decreasing by 10% each year until a 50:50 balance is reached in 4<sup>th</sup> grade.

#### *Argument for consolidating*

Consolidating TWI programs has been a positive decision for the District and for CLA. According to Lillianne Legra-Rodriguez, the Language Program Coordinator at CLA, “Overall, this was the best solution. The struggles that smaller programs face...when you combine them all, it becomes a stronger program. Instead of having three leaders struggling independently at different schools, you have a strong leader at one school who really advocates, and you can have one curriculum. We were able to get teachers from different programs [to come to CLA] and since teachers came, the parents followed.” The Principal, Gorman Bentley, explained the efficiency of consolidating TWI strands with a useful analogy; “When you have a child, your life completely changes... however, when you have a second child, your life does not have to change as much. You have already baby-proofed your house, you know sitters... three times the school have three times the burden, but at one school – you all go in knowing it will be hard but that you want to make it work.”

#### *Benefits of consolidation*

The TWI program at CLA is growing rapidly, and there is strong interest in the program. As TWI research predicts, test scores at the lower levels are low. Only 25% of 2<sup>nd</sup> graders were proficient in ELA. However, 7<sup>th</sup> graders at CLA are 72% proficient in ELA, consistent with TWI research that long-term gains for ELs are strong. Additionally, CLA is one of the best performing schools in the District on CELDT levels, and they are the highest in the District for students who have been in the District over five years. Retention in the program is also impressive. Of 270 students, only 4 have left the program. CLA has become a beacon for the District, and the waitlist are impressive.

#### *Advice for consolidating*

There are several things that CLA does that make it unique and attractive. Leaders at CLA give the following examples as recommendations for Districts that are considering consolidation.

- Change the name of the school: Changing the name of the school to Central Language Academy sent a clear message to the community that this school would focus on languages.
- Offer a second language to every student: Every child at the school, even if they are in the English only program, takes a Spanish class. This creates a sense that bilingualism is important and that languages have value.
- Offer a third language when possible: CLA is currently working on a grant to support additional language instruction. Next year, the plan is for students who are proficient in English and Spanish to begin learning Mandarin.

- Issue uniforms to students: CLA decided to build pride in their school by calling it an academy and having students wear uniforms. Becoming a magnet adds prestige and attracts people to stay in District and want to enter the school from outside the District.
- Make information accessible: All of the information on the school's website is provided in English and Spanish. The school is eager to provide information about TWI to visitors and parents considering a language program for their children. Their front office and website have brochures and letters with detailed information on TWI.
- Ask parents to commit to five or more years in the TWI program and explicitly explain the long-term benefits of TWI: CLA holds three meetings a year to emphasize the importance of staying in the program, and parents are taking the commitment seriously so far.
- Have an open door policy: CLA provides monthly tours to anyone interested in TWI.
- Make sure there is someone in charge of consolidation that has authority: When Ontario-Montclair consolidated its TWI strands at CLA, according to the CLA Principal, Gorman Bentley, "Communication could have been stronger." Although the District supported consolidation, as one principal does not have authority over other principals, the consolidation process was not always smooth. Mr. Bentley recommends that the consolidation process be well planned and that someone at the District meet often with principals to really communicate how the process will work. Finally, there should be someone to coordinate communication with parents regarding consolidation to ensure that the process is transparent and that parents are able to make the best choices for their children.

**Note:** Principal Gorman Bentley and Lillianne Legra-Rodriguez, the Language Program Coordinator are both more than willing to communicate with BUSD regarding their experiences with consolidating TWI strands at one school site. The Principal has invited BUSD members to visit CLA and to contact him at [Gorman.bentley@omsd.k12.ca.us](mailto:Gorman.bentley@omsd.k12.ca.us)

## Letter from Central Language Academy Principal to Parents

### The Central Language Academy DUAL LANGUAGE IMMERSION PROGRAM



#### A Word from the Principal...

Welcome to the Central Language Academy!

The Central staff and school community are dedicated to seeing that you and your child are offered the best choices for academic success. Everyday we accept the challenge of preparing our students for their future and the future of our diverse society. This challenge is not taken lightly. We search for the best strategies, materials, curriculum and technology to meet the educational needs of our students – your children. For these reasons, the staff and school community of the Central Language Academy are especially proud of our **Dual Language Immersion Program**.

Immersing students in a second language for instruction is not a new idea. This type of instruction has been done successful in most countries for generations. What is relatively new is the combination of two different language groups, learning together, in their own, as well as a second, language. This is called Dual Language Immersion or Two-Way Language Immersion.

A balanced composition of the classroom is essential to the implementation of Dual Language Immersion Education. One half of the class is dominant in English; the other half is dominant in another language. At the Central Language Academy, the target language is Spanish.

While the Dual Language Immersion Program is an important investment in your child's future, it is also an investment in time. Parents begin their child's enrollment with kindergarten or first grade and commit to five or more years in the program. Maximum benefits of this type of education are reached with an extended, consistent instructional plan. The goals in the program are all based on the long term.

They are:

1. The ability to speak, read and write two languages, with native-like proficiency.
2. High academic achievement with a focus in math and the sciences.
3. Cross-cultural, pro-social skills

Many parents have also cited future opportunities in college entrance and job application as strong benefits of proficiency in two languages.

Parent involvement is an important component of the program. Parents become active participants in the education of their children by volunteering in classroom and attending parent meets. Parents also receive training to better support their child at home with language development and the use of technology.

The language model used in our Dual Language Immersion Program is often referred to as a 80/20. This means that the target language, or Spanish, is used for 80% of the school day in kindergarten, decreasing by 10% each year, until a 50/50 balance of English and Spanish is reached in Fourth grade. At that time, students are fully bilingual and bi-literate.

Please ask at the school office if you would like more information regarding this program. At the Central Language Academy, we believe that is it wonderful to be bilingual!

Gorman Bentley  
Principal

## CASE STUDY: OAKLAND UNIFIED SCHOOL DISTRICT

The Oakland Unified School District (OUSD) has 46,616 students, and approximately 39% of its children are Latino. The District's Latino population has increased about 8% over the last decade. Approximately 33% of OUSD's students are English learners.<sup>35</sup> The District currently has about 1,000 students enrolled in two-way immersion programs across four elementary schools, and the District is planning to expand the number of immersion programs they offer. OUSD wants to improve the EL systems in the District as a whole and determine how to best use internal structure to build and improve schools. Interestingly, there is no District assessment administered to students before they enter kindergarten to determine their English and Spanish proficiency. Individual schools decide whether to test students, and most schools just trust the responses regarding language abilities that parents indicate on their application forms. According to Elizabeth Macias, Manager of English Language Program at OUSD, all four of OUSD's immersion schools are either whole school models or plan to transition to whole school models. The four elementary schools that offer dual immersion are:

1. Manzanita SEED Elementary
2. Melrose Leadership Academy
3. Esperanza Academy
4. Global Family School

### **1. Manzanita SEED (School of Expeditionary learning, Equity, and Diversity) Elementary**

Manzanita SEED opened in 2005 and serves kindergarten through 5<sup>th</sup> graders. SEED has a diverse student body; 50% of its students are Latino, 20% are Asian, 15% are African American, and 15% are mixed race. Approximately 85% of its students qualify for free and reduced price lunch, and 20% of its students are in Special Education programs. The school is small and caps enrollment at 280 students. SEED is proud to be the first small school in Oakland that opened with a Special Education program as part of its design.

SEED is a nationally recognized, blue ribbon school. In 2009-10, SEED students posted the greatest Math achievement growth in the District and showed dramatic gains in English Language Arts (ELA) on the California Standards Test (CST).<sup>36</sup>

- The number of students scoring Proficient or Advanced in Math increased by over 29 percent -- the greatest growth in the District
- Students scoring Proficient or Advanced in ELA increased by 11 percent

Katherine Carter, Principal at Manzanita SEED Elementary said, "It is exciting to see SEED students make significant progress on the CST for the second year in a row. We have a fantastic team of dedicated teachers and support staff as well as a wonderful community of families who

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<sup>35</sup> Ed-Data, District Data, California Department of Education, Educational Demographics Office, Language Census, School Fiscal Services Division

<sup>36</sup> Oakland Unified School District, Manzanita SEED website

work together to support each other as well as our students. Manzanita SEED has an ambitious vision: for all students to become proficient in English and Spanish as well as multi-culturally competent. Curricular flexibility in language arts has supported this vision by allowing us to focus on standards-based teaching in a creative, innovative way.”

BUSD leaders have visited Manzanita SEED and speak favorably about the school. The Principal at Rosa Parks Elementary, Paco Furlan, expressed his belief that SEED is implementing its TWI program more successfully than BUSD TWI schools. He talked about a recent visit to Manzanita Seed and listed the following positive attributes of the school:

- Clear curriculum
- Clear goals and objectives
- Strong sense of teaming at different grade levels
- Clear communication with parents - every week they send home information describing the content they are focusing on in reading in math
- Strong after school program
- Organized homework - every student has the same homework packet
- Exploratory learning around theme-based curriculum
- Clear communication with students about where they are and where they need to go
- Successful parent education program
- Clear 50:50 model – one teacher teaches half the day in Spanish, another teaches half the day in English

## **2. Melrose Leadership Academy**

Melrose Leadership Academy (MLA) was founded in September of 2001. They moved to a new campus in 2007 with select grade levels and plan to expand MLA to include dual immersion in kindergarten through 8<sup>th</sup> grades at the new site. The school recently opened kindergarten and 1<sup>st</sup> grade dual language cohorts and has a 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade dual immersion middle school program.<sup>37</sup>

## **3. Esperanza Academy**

BUSD is not the only District in the Bay Area to struggle with issues of fidelity to model. For example, Esperanza Academy is a TWI school “on paper” according to their language coach, but the model has shifted over the years. Now, the school offers Spanish immersion only in kindergarten through 3<sup>rd</sup> grades. Upper elementary grades are taught only in English since students are tested in English and school leaders feel pressure to increase test scores. In kindergarten through 2<sup>nd</sup> grades, language arts and math are taught in Spanish, while social studies, science, and ELD are taught in English. In 3<sup>rd</sup> grade, social studies and science are taught in Spanish while language arts, math and

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<sup>37</sup> Oakland Unified School District, Melrose Leadership Academy website

ELD are taught in English. There are many teachers at Esperanza that lament the fact that they have strayed from the TWI model and hope to increase the levels of Spanish instruction in the future. As their language coach explained, since test scores have risen recently, the school might try to move back toward a traditional TWI model.

#### **4. Global Family School**

Global Family School (GFS) opened in August 2007, serving 260 kindergarten through 3<sup>rd</sup> grade students. Over the next two years, GFS will expand to serve kindergarten through 5<sup>th</sup> grades. GFS implements a 50:50 model in which all children have equal classroom exposure to Spanish and English. They also incorporate Project Based Learning, which is designed to place children into a setting where they learn and practice collaboration, critical thinking, written and oral communication, and the values of the work ethic.<sup>38</sup>

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<sup>38</sup> Oakland Unified School District, Global Family School website

## CASE STUDY: ESCUELA BILINGÜE INTERNACIONAL

Escuela Bilingüe Internacional (EBI) opened in 2006 and is a non-profit, independent school for kindergarten through 8<sup>th</sup> graders and is located in Oakland, California. EBI offers a Spanish-English bilingual curriculum. Currently, most students at EBI are native English speakers, and the school has set a goal to enroll at least 50% Spanish-speakers, although there is currently a significant minority of Spanish speakers or bilingual students.

The goal of EBI's dual immersion model is to develop students to be truly bilingual in English and Spanish with a high academic level in both languages. At the pre-k level, students are immersed for 100% of the day in Spanish. During kindergarten and 1<sup>st</sup> grade, students receive only one hour of English language instruction each day, and 2<sup>nd</sup> graders receive two hours of instruction in English. Students in 3<sup>rd</sup> through 8<sup>th</sup> grades are instructed in Spanish for 50% of the day. The school also offers courses in Mandarin. Special classes (music, art and physical education) are taught in Spanish. In addition, teachers have a well developed scope and sequence for each grade level.<sup>39</sup>

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<sup>39</sup> Escuela Bilingüe Internacional website

### Key Elementary School, Arlington, Virginia

Arlington, Virginia, has embraced two-way immersion education by offering a TWI sequence that begins in three elementary schools and continues through a middle school strand and an expanding high school program. Arlington's TWI program began with a single first grade class in 1986 at the Francis Scott Key Elementary School, initiated by staff who had become interested in alternative models for educating language minority and language majority students. Today the whole-school immersion program at Key serves 520 students with a waiting list for admission and consistently graduates students who are bilingual and academically successful.

Key draws learners from throughout Arlington County, though children from the immediate neighborhood and siblings of presently enrolled students are given priority. In all grades, an approximate balance of 50 percent native English speakers and 50 percent native Spanish speakers is maintained, and the student body reflects the diversity of the area: 57 percent are Latino, 36 percent White, 6 percent African-American, and 1 percent other. The school also includes students from a range of ability levels, with 13 percent of students recognized as gifted and talented and 14 percent as having special learning needs. Approximately half of the students receive free or reduced-priced lunch.

Key follows a classic "50/50" model, delivering balanced amounts of instruction in English and Spanish at all grade levels. The students change language of instruction (and usually teachers) at midday. Science and math are consistently taught in Spanish, while social studies and all specials (art, physical education,

music) are offered in English. Language arts classes are conducted in both languages and initial literacy instruction for all students takes place in both Spanish and English. English language learners receive a graduated range of pull-out services to supplement their English language development.

With a focus on "enrichment," all students are encouraged and expected to achieve the appropriate academic standards *and* meet the linguistic goals of bilingualism and biliteracy, building on the language resources they bring to the classroom. Heterogeneous pairs and small groups are emphasized to give opportunities for meaningful interaction between peers who are native speakers of each language and those who are learners. Concurrent use of both languages of instruction, either by consecutive translation or code-switching, is strongly discouraged, and teachers take pains to maintain the separation of languages.

On statewide tests of English, math, science, and history in 1999, Key students did as well or better than their counterparts in other Arlington schools and across the state. By the fifth grade, it is difficult to differentiate between the native Spanish and native English speakers in terms of their mastery of the English language. In Spanish, most English-background speakers are orally fluent, though they may lack vocabulary and produce certain "fossilized" grammar errors. The native Spanish speakers maintain and develop their first language (skills typically lost in other types of programs). The two-way immersion program at Key brings together children who otherwise might not meet and succeeds in educating them together in two languages.

**Figure 1.** Key Elementary School, Arlington, Virginia: A case study.

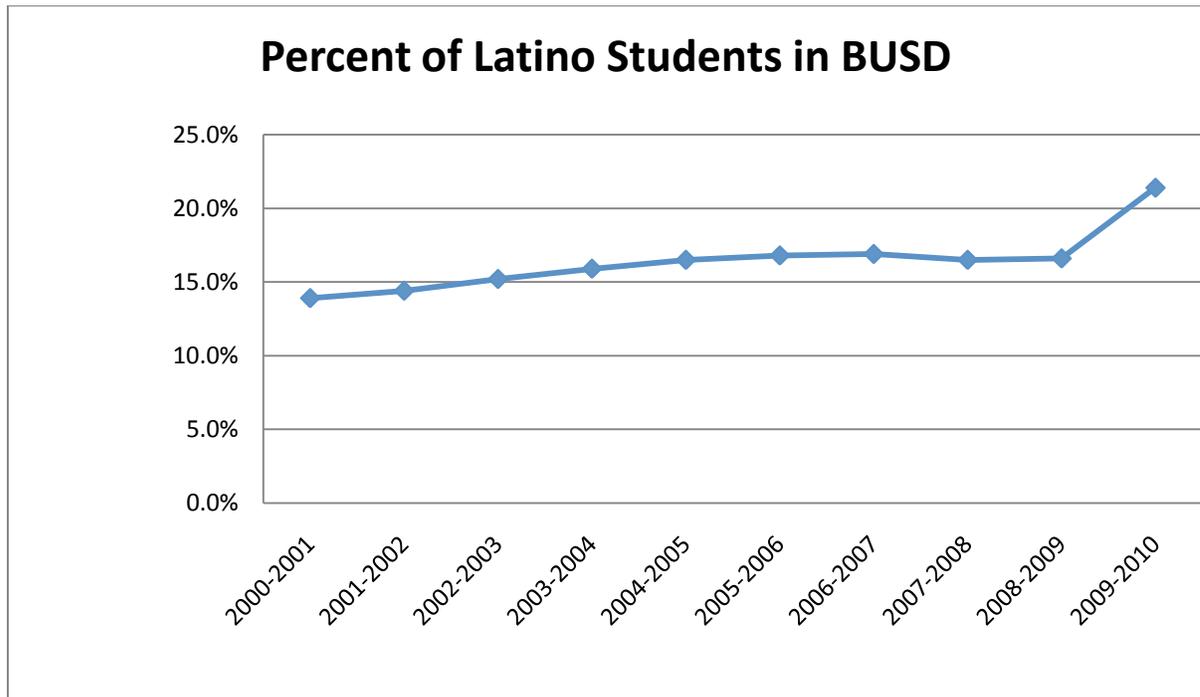
<sup>40</sup> Christian, D., Howard, E., & Loeb, M. (2000)

BACKGROUND INFORMATION: DISTRICT PROGRAMS AND PROTOCOLS

*BUSD's English learner population*

The percentage of Latino students in BUSD has increased from 13.9% of the District's student population in 2000 to 21.4% in the 2009-2010 school year.<sup>41</sup> Over the last decade, the percent of English learners in the District has remained fairly consistent, between 12% and 15% of the student population. Spanish is by far the predominant language of ELs in the BUSD. Approximately 8.6% of BUSD students speak Spanish.<sup>42</sup>

| <b>Languages of English Learner Students in BUSD in 2009-2010</b> |                           |                              |
|---|---------------------------|------------------------------|
|   | <b>Number of Students</b> | <b>Percent of Enrollment</b> |
| <b>Spanish</b>  | 793                       | 8.60%                        |
| <b>Arabic</b>   | 73                        | 0.80%                        |
| <b>Urdu</b>   | 45                        | 0.50%                        |
| <b>Cantonese</b>  | 23                        | 0.20%                        |
| <b>Vietnamese</b>   | 21                        | 0.20%                        |
| <b>All Other</b>  | 366                       | 4.00%                        |
| <b>Total</b>  | <b>1,321</b>              | <b>14.40%</b>                |



<sup>41</sup> Ed-Data, District Data, California Department of Education, Educational Demographics Office, Language Census, School Fiscal Services Division

<sup>42</sup> Ibid.

### *BUSD's two-way immersion (TWI) program*

Berkeley Unified School District has a two-way immersion Handbook that was developed a few years ago and is given to all TWI teachers in the District. It has information on the intended BUSD TWI model, benchmarks for measuring success, assessments for measuring outcomes, student data, parent outreach, and research on TWI models and outcomes.

The TWI program in BUSD is offered at three elementary schools (Rosa Parks, Cragmont, and LeConte) and one middle school (Longfellow). The TWI program is offered in kindergarten through 8<sup>th</sup> grade and is not offered in high school in BUSD. The TWI program offers primary language instruction for Spanish speaking students to help them maintain and strengthen their native language and, at the same time, offers Spanish language instruction for English speaking students to teach them a second language.

The intent of the program, as stated by the District, is to provide support and core instruction in Spanish through the elementary grades, and students are taught dominantly in Spanish for the first few years. According to the District, Spanish speaking primary language students are the intended beneficiaries of the program. While it may seem counter-intuitive since students are taught primarily in Spanish in the early grades, the key purpose of native language instruction for ELs is to enable them to eventually learn English with greater proficiency. The goal is that both English learners and Spanish learners become biliterate in reading and writing by 5<sup>th</sup> grade. The TWI program is considered a late exit program because it does not transition students to 100% English instruction until after middle school, as opposed to the bilingual program at Thousand Oaks that is an early exit program, focused on transitioning students to instruction in English.

### *BUSD Enrollment Procedures*

Many parents in BUSD choose to enroll their children in early childhood education in the District. If enrolled in a pre-k program, parents are provided detailed information over the course of their time in pre-k about BUSD's kindergarten enrollment procedures. There are specific enrollment procedures parents need to follow. The Admissions Office Manager, Melisandra Leonardos, was kind enough to explain the procedures.

For new students, the following must be submitted to the Admissions Office by the parent/guardian to receive a student assignment:

- Parent Preference Form
- Student's birth certificate
- Three proofs of Berkeley residency in parent/guardian's name

The enrollment period for the 2011-2012 school year began on January 3<sup>rd</sup>, 2011. This "first round" of admissions lasted five weeks and ended on February 4, 2011. Parents were informed that they would get their "best chance" of placement if they applied by the first deadline. The Admissions Office then went through a process of checking all data and rechecking all entered information. People who actually resided in the District were entered into the lottery system at the end of February and beginning of March.

Each year, when parents fill out the Parent Preference Form, they must answer five questions in the “Home Language Survey” box. The first four questions are required by the California Department of Education. The questions included are:

1. Which language did your child learn when s/he began to speak?
2. Which language does your child use more frequently at home?
3. Which language do you most frequently speak to your child?
4. Which language is most often spoken by the adults at home?
5. In what country was your child born?

If a language other than English is indicated on the form, the student must take the Quick Inventory Assessment (QIA) test in both English and Spanish. Jessie Montiel administers this test and reports the results to the Admissions Office. Students’ language proficiency in both languages is rated using the following scale, similar to the CELDT exam:

- Beginning
- Early intermediate
- Intermediate
- Early advanced
- Advanced

The Admissions Office uses a complex lottery system to assign students to schools. The TWI lottery is held first. Students who are identified as Spanish speaking by the QIA test who indicated that they preferred the TWI program on the Parent Preference Form are hand-placed into a TWI program (depending on their zone) or placed in the bilingual program at Thousand Oaks Elementary School. The bilingual program has historically been for students who are truly bilingual. Students who are Spanish dominant are automatically placed into TWI if that is their preference. The lottery for English language spots in TWI are reserved for both students who speak English only and students who are bilingual. Two waiting lists exist for the TWI program:

1. English dominant or bilingual students
2. Spanish dominant students

If parents live in the Northwest Zone, they can choose between the Thousand Oaks (bilingual), Rosa Parks (TWI), Jefferson, or Berkeley Arts Magnet. Parents in the Central Zone can choose between Cragmont (TWI), Berkeley Arts Magnet, Oxford, Washington, or Malcolm X. Parents living in the Southern Zone choose between John Muir, Emerson, LeConte (TWI) or Malcolm X.

The second round of admissions runs at the end of June. **The Admissions Office is not in the practice of placing bilingual students into TWI spots reserved for Spanish speakers.** According to Melisandra Leonardos, the Admissions Office Manager, these spots are held open as long as possible in case Spanish dominant students are enrolled over the summer.

At the March 9<sup>th</sup> BUSD Board workshop, the following figures were presented summarizing the results of the first admissions round of English learner program selections:

- Of the incoming families of Spanish speaking English learner kindergartners, 17 listed TWI programs as the 1<sup>st</sup> choice in the first round of the assignment lottery
- Bilingual students who are not English learners can fill available places later in the process
- 3 listed the bilingual program at Thousand Oaks as the 1<sup>st</sup> choice
- 10 bilingual students who are not English learners have also been assigned to Thousand Oaks in the first round

### *Testing for English learners*

If a language other than English is listed on the Home Language Survey, the student is given the California English Language Development Test (CELDT) to determine if s/he is proficient in English, but the results of this exam do not impact assignment to BUSD language programs. If a student is found to be fluent in English on the first CELDT administration, they are identified as Initially Fully English Proficient (IFEP) and the District does not need to provide the student with any additional language services. Students who do not demonstrate English fluency are identified as English learners and are reassessed with the CELDT annually until they are redesignated as Fully English Proficient (RFEPs). It is the District's goal to help students become RFEPs. ELs must meet three criteria in order to be redesignated:

1. Reach early advanced in all areas of CELDT exam (must earn a 4 or above on 5 point scale)
2. Achieve basic proficiency on the CST in English for two years
3. Be recommended by their teacher for redesignation

Typically, redesignation happens between 5<sup>th</sup> and 7<sup>th</sup> grades. Students who are in the District longer than 5 or 6 years and are not redesignated are referred to as Long-Term English Learners (LTELs). BUSD would like to decrease the population of LTELs.

In addition to taking the CELDT exam annually in the fall, beginning in kindergarten and until they are reclassified as RFEP, Spanish speaking English learners who have been in the country for less than a year and Spanish speaking students who receive instruction in Spanish also take the Standards Test in Spanish (STS) in the spring. All students must take the California Standards Test (CST) in English in the spring. BUSD also has its own tests that it administers. Students in kindergarten, first, and second grades take District exams three times a year in math (tested in English), reading, writing, and spelling. For the latter three subjects, TWI students are tested in Spanish. Starting in 3<sup>rd</sup> grade, students take the District exam primarily in English (although for one trimester, they take the writing portion in Spanish).

### *Additional BUSD services for English learners*

BUSD is fortunate that, in a funding climate where many Districts have cut their language programs, BUSD still has a bilingual program and a two-way immersion program. In addition, the District offers SDAIE services at all BUSD schools.

### SDAIE

SDAIE exists at all BUSD schools, including schools that also offer bilingual or two-way immersion programs. According to the DVD BUSD created to explain its EL programs to parents, the objective of SDAIE is to help students learn English. SDAIE is a method of teaching students in

English and is intended to develop students' skills in both the subject material and in the use of the English language. Program elements include:

- Specially designed lessons, often called scaffolding, that provide support structures within the lessons to ensure the English learners can access the content
- Structures that can be utilized in any subject area at any grade level
- All classes are taught in English
- Students receive 30 minutes of ELD each day, but are integrated with everyone else the rest of the day
- All classes must have SDAIE trained teachers

### Bilingual program

In addition to TWI, the DVD provided by the school District explains that the Thousand Oaks bilingual program is for native Spanish speakers and students that are already bilingual. The program's objectives are for students to be bilingual and bicultural, learn to read and write in English and Spanish, and learn all material in English and Spanish. The bilingual program:

- Offers primary language instruction in core subjects to students in grades K-3
- Is an early exit program, transitioning student to English only instruction in 4<sup>th</sup> grade
- Provides some support to students in grade 4 and 5, but the primary subjects are not taught in Spanish then
- Intends for students to transition to English language instruction
- Current number of kids:
  - K – 18
  - 1<sup>st</sup> – 15
  - 2<sup>nd</sup> – 19
  - 3<sup>rd</sup> – 16
- After that point, students start to integrate in with other students
- The levels of Spanish/English instruction as estimated on the District's DVD:
  - K – 80:20
  - 1<sup>st</sup> – 70:30
  - 2<sup>nd</sup> – 60:40
  - 3<sup>rd</sup> – 50:50

### English Language Development (ELD)

- All students identified as ELs are required to receive 30 minutes of ELD each day including in bilingual and TWI classrooms
- ELD is the study of the structures and patterns of English for students learning English as a second language.
- It is *not* English Language Arts
- ELD has its own curriculum and content standards that focus on English structures
- ELD should be taught at the students' current CELDT level during the school day

### Seal of Biliteracy

The Seal of Biliteracy is a program the District is going to implement. Several Districts, including San Francisco Unified School District, already implement this program. The seal will be included on a students' diploma and is intended to give recognition to students who have developed literacy skills in a language other than English. Requirements for the District include the development of criteria for assessing students' literacy skills in languages other than English before graduation. Staff proposes to implement the seal for high school graduation and then develop pathways for other grades to achieve this distinction in the future.

### *English learner outcomes in BUSD*

Rebecca Cheung, Director of Evaluation and Assessment, presented recent data at the March 9, 2011 Board workshop on English learners. The data came from a recent study completed by University of California, Berkeley graduate students, looking at K-12 English learners and RFEPs (since they were former English learners) in BUSD. She explained that parents of English learners in BUSD have diverse educational backgrounds.

Ms. Cheung believes the high level of education of many parents is related to proximity to the University of California, Berkeley and the number of international students that come to study on sabbatical and enroll their children in BUSD. Currently, 500 (38%) of English learner students are considered Long-Term English Learners (LTELs). There are observable differences between the LTEL and RFEP populations.

### LTEL vs. RFEP Demographics

|                        | LTEL                | RFEP                |
|------------------------|---------------------|---------------------|
| Race                   | 72% Hispanic        | 63% Hispanic        |
| Home Language          | 74% Spanish         | 65% Spanish         |
| Birth Country          | 71% USA, 16% Mexico | 65% USA, 13% Mexico |
| Free/Reduced Meals     | 71% Participants    | 65% Participants    |
| Learning Disability    | 17% Identified      | 3% Identified       |
| Parents Come College + | 28% of Parents      | 31% of Parents      |

The Evaluation and Assessment Office analyzed the demographics and performance of Spanish speaking EL and RFEP students and found that about 60% of ELs are from Spanish speaking homes in BUSD.

The data broke down analysis of students into the following groups:

#### TWI students

- Current students enrolled in kindergarten through 8<sup>th</sup> grades in TWI
- Students in grades 6-8 who completed the TWI elementary program but are not participating in the Longfellow Middle School TWI program

#### Bilingual students

- Students who completed kindergarten through 3<sup>rd</sup> grades in bilingual program
- Students in 4<sup>th</sup> through 8<sup>th</sup> grades who completed bilingual program

### SDAIE students

- EL and RFEP who have not been in TWI or the bilingual program

The analysis found the following demographic correlations for kindergarten through 8<sup>th</sup> grades Spanish speaking EL and RFEP students:

- Students whose parents have lower education levels are more likely to have been in United States schools longer
- Students in higher grades are more likely to have parents with lower education levels
- Students participating in the subsidized lunch program are less likely to be redesignated
- Students whose parents have lower education levels are more likely to be enrolled in the TWI program
- US born students are more likely to be enrolled in the TWI program
- The correlation between national origin and the bilingual program is not significant
- The large majority of Spanish speaking ELs have parents with lower education levels than all ELs in the District
- Spanish speaking families are more socioeconomically disadvantaged than EL families as a whole in the District

Cohort Analysis - 2<sup>nd</sup> through 6<sup>th</sup> grades: CST

- 66% of Spanish speaking EL and RFEP 6<sup>th</sup> graders in the Class of 2010 attended BUSD elementary from grade 2<sup>nd</sup> through 6<sup>th</sup> grades
- Of the 37 TWI and bilingual students who scored below Proficient on the CST ELA in 2<sup>nd</sup> grade, 15 (41%) scored at Proficient or above in 6<sup>th</sup> grade
- Of the 12 SDAIE students who scored below Proficient on the CST ELA in 2<sup>nd</sup> grade, 4 (33%) scored at Proficient or above in 6<sup>th</sup> grade
- Of the 37 TWI and bilingual students, 5 (14%) lost at least one level on the CST ELA in 6<sup>th</sup> grade
- Of the 12 SDAIE students, 1 (8%) lost one level on CST ELA in 6<sup>th</sup> grade

Cohort Analysis - 2<sup>nd</sup> through 5<sup>th</sup> grades: CELDT

- 50% of Spanish Speaking EL 5<sup>th</sup> graders in the Class of 2009 had CELDT scores in both 2<sup>nd</sup> and 5<sup>th</sup> grades
- Of the 28 TWI and bilingual students who scored below Proficient on the CELDT in 2<sup>nd</sup> grade, 14 (50%) scored at Proficient or above in 5<sup>th</sup> grade
- Of the 12 SDAIE students who scored below Proficient on the CELDT in 2<sup>nd</sup> grade, 5 (42%) scored at Proficient or above in 5<sup>th</sup> grade
- Of the 28 TWI and bilingual 5<sup>th</sup> grade students, only 1 student's performance on the CELDT declined
- Of the 12 SDAIE students, only 1 student's performance on the CELDT declined

79% of TWI and bilingual students stay in BUSD for middle school. However, approximately 45% of the TWI students who stay do not choose the middle school TWI program. Rosa Parks sends fewer TWI students to the middle school program than Cragmont and LeConte.

When the English only program scores are weighted to reflect the same population as TWI, there are mixed results. When the English only program scores are *not* weighted, TWI scores are higher. Overall, TWI students outperform non-TWI students at Cragmont, LeConte, and Rosa Parks. TWI students at Cragmont outperform the TWI students at LeConte and Rosa Parks in the Class of 2008 and 2009. Achievement patterns vary between cohorts and subjects.

According to District data, regardless of program, native Spanish speaking LEP student achievement generally fell in the Basic range. In grades 5 and higher, TWI LEP native Spanish speaking students outperform their counterparts on the CST ELA. Proficiency in Math is lower than ELA for all groups.

Rates of proficiency are very high (approximately 80%) among TWI native English speaking students. There is variation in student achievement between TWI sites which indicates possible differences in programs. Native English speakers in TWI have very high performance on the CST. Native Spanish speakers in TWI generally performed at or above their peers in other programs, however still mostly in the Basic range.

#### *Current BUSD actions for students falling behind*

At the March 9, 2011 Board workshop, principals were asked to talk about steps they are currently taking to reach out to English learners who are falling behind. Paco Furlan, principal at Rosa Parks, explained that he believes students who are falling behind need more time. Rosa Parks is creating more time after school for homework help and reading instruction. They have over 240 students in after-school program and are looking for ways to organize that and get more certified teachers to stay after school.

Cragmont's Principal, Evelyn Bradley explained that they are providing intervention for all students. Tutors are working with teachers during the day on skill specific instruction, and they have hired bilingual literacy coaches, working specifically with kindergartners and 1<sup>st</sup> graders for English and Spanish instruction so that by the time they get to 5<sup>th</sup> grade, they are RFEP.

#### *BUSD Parent Outreach*

BUSD has an Office of Family and Community Partnerships (OFCP). Maya Hernandez, the manager of the office, has served in her role for the last year and a half and works with her team to promote outreach to families in the District about various programs. This past year was the first year she worked on outreach for the TWI program specifically.

The OFCP began working closely with TWI parent groups. The District holds a Kinder Fair, where parents can attend and learn about the various kindergarten programs in the District. This year, parents of TWI students set up a table to promote the program. In coordination with the Admissions Office, the OFCP worked to do a series of outreach events. Last fall, members of the OFCP did presentations for three pre-k's in the District. They spent about 1.5 hours at each of the pre-k's explaining the admissions process and the programs BUSD offers for ELs. In November,

they did community based presentations in English and Spanish and provided materials in both languages. Through this process, they reached about a total of 70 parents through BUSD pre-k's alone. In addition, the OFCP office did presentations at two Head Starts as well as at the Bahia program (a local program for pre-k aged kids). They covered the enrollment process, advertised the Kinder Fair, school visits, and information nights.

In January, they did a second round of presentations (before the first enrollment deadline closed). Head Start did not invite them back in January, but they did do another presentation at Bahia and did a combined presentation for the three BUSD pre-k's. For these presentations, they brought in two retired teachers who worked in the bilingual program to help develop a presentation on importance of being bilingual. In these presentations, they went into detail about gains made for students in TWI and bilingual programs in the long run.

In addition, the OFCP met with members of the Friends of Berkeley TWI group to collaborate on outreach. District OFCP members attended the Friends of Berkeley TWI outreach event in January, at LeConte and provided enrollment packets and information to Latino families. The OFCP also collaborated on making a DVD for parents explaining BUSD's programs for English learners. The DVD included parents with children in various programs, explained the benefits of being bilingual, and instructed parents on where they need to go to register and how they fill out forms. The DVD was mostly used for presentations in the community. The OFCP requested that the DVD content be uploaded to the BUSD website, but does not know if the website has the capacity.

In addition, in each of the last couple years, the OFCP called all the parents who listed Spanish as their home language that did not choose a bilingual or TWI program. The goal of the phone calls is to make sure parents are aware of all their options. Last year, very few people ended up switching as a result of the calls. Ms. Hernandez believes that if parents had more information, they might choose TWI.

Maya Hernandez has plans to improve outreach in the future and wants to collaborate with others in BUSD to:

- Begin outreach earlier
- Increase outreach to other groups that are not represented in the TWI program
- Specifically reach out to African American parents
- Update the English learner program DVD
- Develop a bookmark or refrigerator magnet listing the top five benefits of being bilingual
- Incorporate more information about benefits of the TWI program in outreach
- Reach out to the two Latino churches in Berkeley
- Work with District and individual schools to improve the quality of communication about TWI program
- Help District organize information about TWI
- Improve BUSD website to make it more parent friendly
- Improve the plan for what schools and the District can do when CELDT and CST scores are lower than parents expected

- Develop protocol for new families to visit with the OFCP before they fill out the registration paperwork so they have time to be counseled on the individual District programs before they select schools for their children
- Have regular meetings for Spanish speaking TWI parents to talk about the issues, including someone there from the school sites (the OFCP has broad information, but it is important that teachers are at these meetings to talk to parents about instructional strategies and what they can do work with kids that are scoring lower)
- Work with schools to think about interventions that will help the kids that are scoring lower than their average peers

There are concerns that the February 4, 2011 deadline was too early and that many parents in the District, especially those that are low income or work long hours, did not know about registering their child. There is also a misconception in the community that if parents do not register by the first deadline, their children will not be able to participate in TWI/ This year, the OFCP is developing a baseline for how many parents apply after the initial deadline. Last year, only 4 parents requested Rosa Parks by first deadline – this year, that number increased to 8. Ms. Hernandez believes the increase is due in part to the actions of the Friends of Berkeley TWI group and to the efforts of the OFCP. She recommends that the OFCP continues to work with the Admissions Office to track which families apply by the first and second deadlines.

Overall, Ms. Hernandez believes that outreach to Latino families can be improved, but that Latino parents are making decisions they think are best for their kids. While individuals in the OFCP might believe TWI is the best way for kids to learn English and Spanish, they have a responsibility to provide information to parents about all programs and let them decide for themselves. Ms. Hernandez explained that in her interactions with parents and through her own experience in coming to the U.S., many parents place strong cultural priorities on learning English. Ms. Hernandez believes more education needs to happen around the long-term benefits of TWI, which has not always happened in the past.

## KEY FINDINGS FROM TRENDS IN TWO-WAY IMMERSION EDUCATION: A REVIEW OF THE RESEARCH<sup>43</sup>

### *Academic Achievement*

- Both native Spanish speakers and native English speakers in TWI programs perform as well as or better than their peers in other types of programs on both English and Spanish standardized achievement tests.
- Within TWI programs, native speakers tend to outperform second language learners; that is, speakers tend to score higher on Spanish achievement tests.
- There is some indication of transfer of content knowledge from one language to the other, as students were sometimes instructed in one language and assessed in the other and still demonstrated grade-appropriate mastery of the content.

### *Language and Literacy Development*

- Native Spanish speakers tend to be more balanced bilinguals than native English speakers.
- Students rated as balanced bilinguals with high levels of proficiency in both languages tend to outperform other students.
- There is some indication of transfer of literacy skills across languages when orthographies are similar.

### *Integration of Language Minority and Language Majority Students*

- Merely grouping students together does not promote collaboration in and of itself.
- Students are helped by working together in integrated settings. Second language learners acquire vocabulary and syntax, while native speakers gain greater metalinguistic awareness through their language-brokering activities.
- There seem to be differences in peer interaction during Spanish instructional time and English instructional time, both in terms of focus and language use.
- Students have positive feelings toward themselves and others and have generally positive attitudes toward bilingualism and toward school.

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<sup>43</sup> Howard, Sugarman, et al., 2003

BUSD TWI OUTREACH MATERIALS COMPARED TO FRIENDS OF BERKELEY TWI OUTREACH MATERIALS

**Berkeley Unified School District**

No dude en ponerse en contacto con cualquiera de las escuelas para aprender más acerca de los programas y planificar una visita.

**Bilingual Program**  
Thousand Oaks Elementary  
840 Colusa  
644-6368

**Two Way Immersion**  
Cragmont Elementary  
830 Regal Road  
644-8810

LeConte Elementary  
2241 Russell St.  
644-6290

Rosa Parks Elementary  
920 Alliston Way  
644-8812

Longfellow Middle School  
1500 Derby St.  
644-6360

**Berkeley Unified School District**

William Huyett  
*Superintendent*

**Board Members**  
Karen Hemphill  
Beatriz Leyva-Cuttler  
Nancy Riddle  
John T. Selawsky  
Shirley Isseel

**Berkeley Unified School District**  
Programas para  
Los Hispanohablantes y  
Los que aprenden español



**Berkeley Unified School District**  
2134 Martin Luther King Jr. Way  
Berkeley, CA 94704  
Tel: 510-644-6202



## Descripción de los programas

El Distrito Escolar Unificado de Berkeley ofrece tres programas para estudiantes de habla española para apoyar su transición al inglés. El Programa Tradicional, que se ofrece en todas las escuelas BUSD incluye desarrollo del idioma Inglés para los estudiantes, pero sin el apoyo de instrucción en español. El programa de Doble Inmersión ofrece la oportunidad a los estudiantes que hablan español e Inglés para aprender a leer y escribir en español. El programa bilingüe provee instrucción español para los estudiantes que están aprendiendo Inglés, pero necesitan apoyo en español.



### Programa Tradicional

Este programa proporciona la instrucción para todos los estudiantes en inglés. Los estudiantes que son aprendices del idioma inglés (ELD) se les proporciona instrucción de Inglés con el apoyo y desarrollo del idioma Inglés todos los días para apoyar su transición para convertirse fluidos en inglés (FEP). Los estudiantes reciben diversas estrategias de instrucción para apoyar su aprendizaje llamado SDAIE, que ayuda a los estudiantes enlazar su comprensión en español a inglés.



### Doble Inmersión (TWI)

El programa de doble inmersión proporciona instrucción en español para los hispanohablantes y los que hablan inglés. El objetivo es que los estudiantes sean bilingües en inglés y español. Los estudiantes en este programa representan 50% hispanohablantes y 50% hablantes del Inglés para que los hispanohablantes pueden modelar el español. Este programa comienza con el 75% del día con enseñanza en español y al 8º grado sólo el 20% de la enseñanza será en español. Esto ofrece a los estudiantes de Inglés el tiempo suficiente para la transición al Inglés académico de su español nativo.

### Programa Bilingüe

El programa bilingüe se encuentra en la escuela primaria de Thousand Oaks y es un programa que apoya la transición proporcionando la instrucción en español en las materias principales para los estudiantes de habla española dominante. Los estudiantes en este programa pasan a un salón de clases tradicional de inglés solamente en el 4º grado.

Los padres que soliciten el programa e indican la capacidad de español, serán evaluados en Inglés y español para determinar el nivel de fluidez y el idioma dominante. Estudiantes que hablan Inglés que solicitan TWI se pondrán en un sorteo para uno de los espacios disponibles. Algunos estudiantes bilingües (con las dos habilidades del lenguaje inglés y español) se pueden identificar, ya sea para espacio de habla inglés o español.

**Berkeley Unified  
School District**

William Huyett  
*Superintendent*

Board Members

Karen Hemphill  
Beatriz Leyva-Cutler  
Nancy Riddle  
John T. Selawsky  
Shirley Issel

Please feel free to contact any of  
the school sites to learn more  
about the programs and plan a  
visit.

Bilingual Program

Thousand Oaks Elementary

840 Colusa  
644-6368

Two Way Immersion

Cragmont Elementary

830 Regal Road  
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Rosa Parks Elementary

920 Allston Way  
644-8812

Longfellow Middle School

1500 Derby St.  
644-6360



**Berkeley Unified School District  
Programs for  
English Language Learners and  
Spanish Language Learners**



**Berkeley Unified School District  
2134 Martin Luther King Jr. Way  
Berkeley, CA 94704  
Tel: 510-644-6202**

## Program Overview

Berkeley Unified School District offers three programs for Spanish speaking students to support their transition into English. First, the Sheltered English program, offered at all BUSD schools, includes daily English Language Development for students but without the support of instruction in Spanish. The Two-Way Immersion Program offers the opportunity for Spanish and English speaking students to learn to read and write in Spanish. The Bilingual Program provides primary language instruction for those Spanish speaking students who are learning English but need additional support in their home language.



### Mainstream English Program with Support

This program provides instruction for all students in a classroom where instruction is in English. Students who are English Language Learners are provided English instruction with support and daily English Language Development (ELD) to support their transition to becoming Fluent English Proficient (FEP). Students receive special instructional strategies to support their learning called Specially Designed Academic Instruction in English (SDAIE) which helps students bridge their understanding content in Spanish to English.

### Bilingual Program

The Bilingual Program is located at Thousand Oaks Elementary and is an early transition support program that provides primary (Spanish) language instruction in core subject areas for Spanish dominant students. Students in this program transition into a regular, English only, classroom in 4th grade.

### Two-Way Immersion (TWI)

The Two-Way Immersion program provides instruction in Spanish for both English and Spanish speakers. The goal is for students to become bilingual and bi-literate. Classes in this program are 50% Spanish speakers and 50% English speakers so that Spanish speakers can model Spanish for English speakers. This program begins with 75% of the day taught in Spanish in Kindergarten and by 8th grade only about 20% of the day is taught in Spanish. This offers the English Learners sufficient time to transition to academic English from their native Spanish.

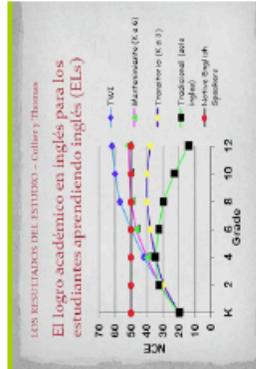
Parents who apply to the program and indicate Spanish language ability will be assessed in both English and Spanish to determine the level of fluency and dominant language. English speaking students who request TWI will be put into a lottery for one of the available spaces. Some bi-lingual students (having both English and Spanish language skills) may be identified for either an English or Spanish speaking slot.

a utilizar el examen CELDT para tomar decisiones sobre cuánto apoyo debe recibir un Aprendiz de Inglés (EL) y si debe ser "reclasificado" como competente en inglés. Pero esta reclasificación solo significa que su hijo no necesita más apoyo adicional. Si su hijo no es reclasificado rápidamente, no es algo malo para su hijo. Son los demás los que son juzgados por el número de "reclasificaciones" que tienen no sus estudiantes. En muchos casos un niño que NO es reclasificado tiene acceso a apoyo adicional, tutorías, y a maestros especializados.

**Mito #7: Mi hijo será para siempre un aprendiz de inglés si lo inscribo en un programa bilingüe.**

**Realidad:** Los estudiantes que han estado en Inmersión Dual o en el Programa Bilingüe Transitorio de Thousand Oaks, tienen el doble de posibilidades de ser reclasificados como competentes en inglés que los inscritos en programas exclusivamente de inglés.

### Logro Académico



Esta información fue proporcionada por "Amigos de Inmersión Dual de Berkeley", un grupo de padres y maestros dedicados al mejoramiento y mantenimiento del Programa ID (TWI en inglés) de las escuelas de Berkeley.

## Mitos y Realidades Sobre el Aprendizaje del Inglés a través de una Educación Bilingüe:

Lo que las familias latinas deben saber



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**Mitos y realidades sobre el aprendizaje del inglés a través de una educación bilingüe: lo que las familias latinas deben saber.**

**Mito # 1: Los estudiantes en los programas convencionales de inglés obtienen mejores calificaciones en los exámenes estatales que los estudiantes de Inmersión Dual o de otros programas bilingües.**

**Realidad:** los que están en proceso de aprendizaje de inglés generalmente tienen dificultades con los exámenes durante bastante tiempo, tanto si están en el programa sólo de inglés como si no. Los exámenes estatales en inglés comienzan en 2do grado para todos los estudiantes, incluyendo a los Aprendices de Inglés (conocidos como English Learners o ELs en inglés). Hasta los recién llegados que han estado aquí por más de 6 meses tienen que tomar los exámenes de lectura y matemáticas en inglés. Los estudiantes que asisten a programas exclusivamente en inglés a menudo obtienen mejores calificaciones en los exámenes estatales durante los primeros dos años, pero no después. En cambio los estudiantes que también han sido educados en español, para cuando terminan la primaria ya comenzaron a superar a sus compañeros. Y desde la secundaria en adelante su rendimiento académico es muy superior al de sus compañeros en programas de inglés convencional. Numerosas investigaciones han probado que para los estudiantes Latinos, los programas de inmersión al español son los más exitosos para reducir la "brecha de desempeño académico" y aumentar la tasa de graduados de secundaria y preparatoria.

**Mito: # 2: A los niños sólo les toma uno o dos años aprender inglés si están expuestos a ese idioma.**

**Realidad:** Muchas veces a los niños sólo les toma uno o dos años aprender inglés conversacional. Por eso puede que reagan la capacidad de hablar inglés en el parque y hasta traducir en una tienda, la escuela, o en el consultorio del médico. Pero toma mucho, mucho más tiempo para que los niños puedan desempeñarse académicamente en su segundo idioma. En promedio, toma de seis a

ocho años para que un niño aprenda inglés lo suficientemente bien como para poder tener el mismo desempeño que los niños americanos en los exámenes. Muchos niños inmigrantes (o hijos de inmigrantes) pueden no comenzar a obtener calificaciones aceptables en los exámenes estatales hasta el 5to. grado o más tarde. Aun cuando un estudiante tenga maestros excelentes y trabaje duro para aprender, el inglés académico requiere de bastante tiempo para poder llegar a leerlo y escribirlo al nivel del grado en el cual está el estudiante.

**Mito #3: La inmersión en inglés es la mejor manera de aprender ese idioma.**

**Realidad:** Muchas familias asumen que la mejor forma de aprender inglés es asistir a la escuela únicamente en ese idioma (conocido como "Programa exclusivamente en inglés"). Y efectivamente, a algunos niños latinos les va muy bien siendo educados completamente en inglés. Sin embargo, los investigadores han encontrado que los estudiantes latinos que asistieron a la Inmersión Dual u otro programa bilingüe por lo menos 6 años, no sólo es más probable que lleguen a ser competentes en el español oral, escrito, y leído, sino que también lleguen a serlo en el inglés. De hecho, aprender a leer y escribir español a un nivel académico ayuda a la mayoría de los estudiantes, ya que aplican lo que saben en español al inglés. Desafortunadamente, muchos de los estudiantes latinos que sólo son educados en inglés no llegan ni siquiera a graduarse de la secundaria. Entonces, no asisten a la universidad ni tienen empleos profesionales. Muchos estudiantes en California que han sido educados exclusivamente en inglés, sin desarrollar su español, nunca llegan a ser completamente competentes ni en inglés ni en español.

**Mito # 4: los niños americanos en el programa de Inmersión Dual aprenden español a cuentos de los niños latinos.**

**Realidad:** Es cierto que los niños americanos en el programa de Inmersión Dual (ID) aprenden español, y muchos padres americanos en Berkeley quieren que sus niños sean bilingües. Pero el

programa de Inmersión Dual se inició en Berkeley para aumentar el desempeño académico de los estudiantes Latinos. Y ha resultado sumamente exitoso en conseguirlo. La mayoría de los estudiantes Latinos de ID llegan a obtener mejores calificaciones que sus compañeros en otros programas, en los exámenes estandarizados del estado- y casi todos ellos se gradúan de la escuela secundaria.

**Mito #5: Mi hijo aprenderá español en casa, no es necesario que vaya a la escuela para eso.**

**Realidad:** Muchos jóvenes pueden manejar un español informal o pueden ser capaces de mantener una conversación en español. Pero para muchos de ellos les es difícil leer el periódico en español, o escribir cartas a sus abuelos u a otros familiares que están en sus países de origen. Aunque sus familias estén comprometidas a enseñarles a leer y escribir el español, los niños latinos que crecen aquí y no tienen la oportunidad de ser educados en español, muchas veces tienen un español "déficiente". El alfabetizar a un niño sin el apoyo de una escuela es un compromiso muy grande en términos de tiempo y esfuerzo, que la mayoría de los padres no tienen por tener que trabajar.

**Mito #6: Un estudiante necesita pasar el examen CELDT lo antes posible.**

**Realidad:** El Examen del Desarrollo del Idioma Inglés de California, conocido como CELDT por sus siglas en inglés, es una prueba relativamente reciente y se creó para medir el progreso de los estudiantes en cuanto al nivel de inglés oral, escrito, escuchado, y leído. La intención nunca fue que fuese un examen para ser aprobado o reprobad. A medida que su hijo progresa en la escuela, usted podría ver cómo avanza de "inglés principiante", a "inglés intermedio", y hasta llegar a "nivel avanzado de inglés". Sin embargo, toma años para que esto suceda. Los investigadores más respetados en el campo del aprendizaje de los idiomas, dicen que toma entre 6 y 8 años de estudio para aprender un segundo idioma al mismo nivel académico que los que lo hablan como lengua materna. Muchos distritos escolares, incluyendo el de Berkeley, han comenzado a

## ALTERNATE ASSESSMENTS FOR PLACEMENT AND SPANISH FLUENCY OF ENGLISH SPEAKERS

### ***preLAS 2000***

The *preLAS 2000*<sup>44</sup> is a CTB/McGraw Hill product that assesses English and Spanish language proficiency and pre-literacy skills for pre-k, kindergarteners, and 1<sup>st</sup> graders and assists with instructional placement. It allows the tester to compare students' language skills with fluent native speakers and identify those students who may benefit from special instruction. The test is observational and is given one on one, uses a paper and pencil, takes about fifteen minutes, and can be scored by hand or scanned locally.

The cost is minimal. The District can buy a kit and 50 assessment sheets for about \$250. Ongoing costs for additional assessment sheets are approximately \$90 for a pack of 50.

San Francisco Unified School District, Los Angeles Unified School District, and many others use this program to assess students before they enter kindergarten.

### **LAS Links**

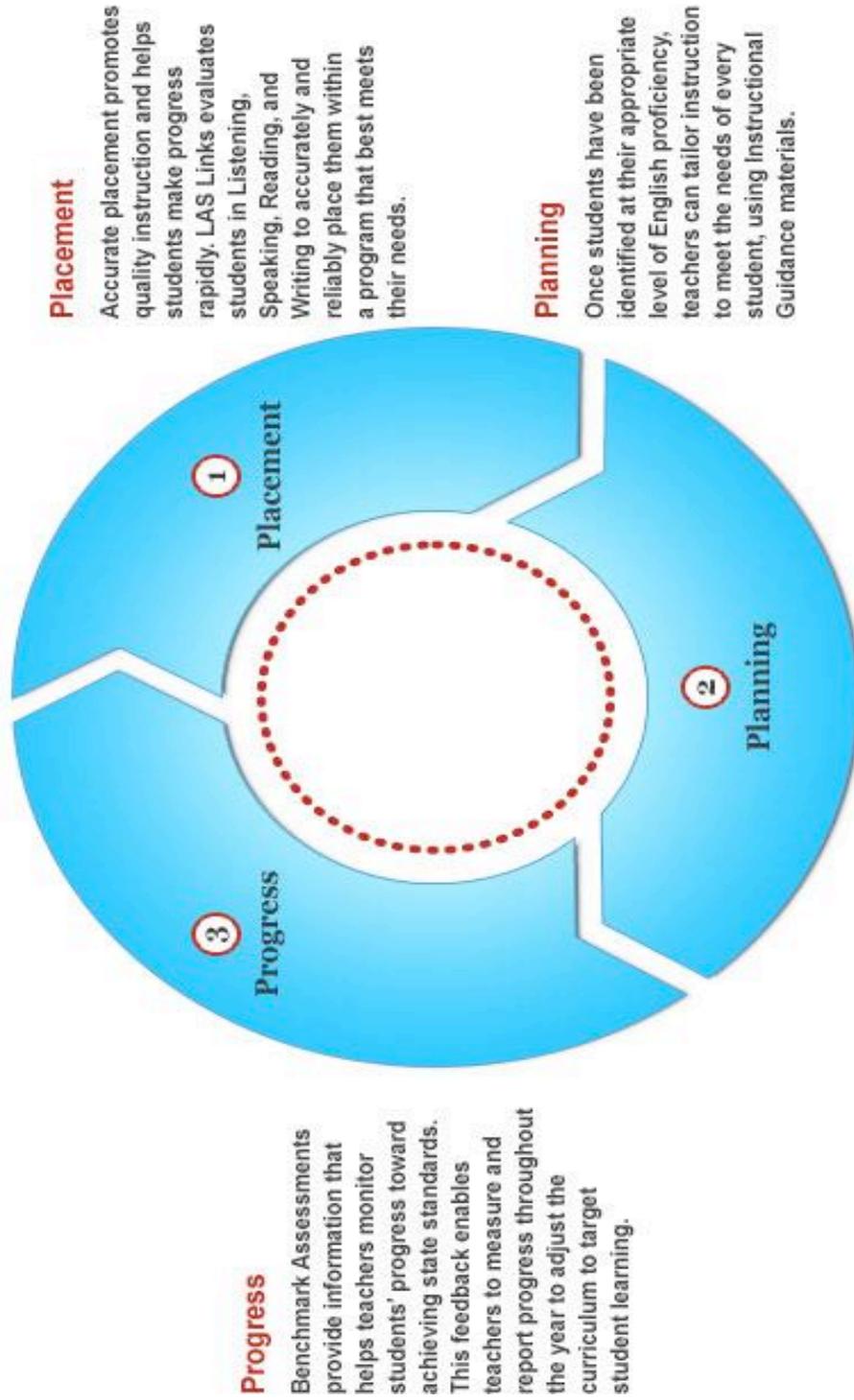
The LAS Links program is also a CTB/McGraw Hill product and is a research-based, diagnostic assessment that measures the speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. It helps teachers identify language difficulties a student may have in Spanish and track and monitor progress in attaining Spanish language proficiency. This assessment is useful because English speakers are not allowed to take state exams to test their Spanish language proficiency. According to the maker, when used in combination with the English-language LAS Links K–12 Assessments, it provides a complete linguistic profile of a student. This test uses a paper and pencil and can also be scored by hand or scanned locally.

For kindergarteners through 3<sup>rd</sup> graders, the District can buy the assessment for about \$120. Ongoing costs for assessment sheets are approximately \$120 for a pack of 25. For 4<sup>th</sup> and 5<sup>th</sup> graders, the assessment costs about \$50, and ongoing costs for assessment sheets are approximately \$80 for a pack of 25.

Other Districts that use this exam are Walnut Creek School District and Anaheim City School District. Los Angeles Unified School District uses this exam to test students' language needs during the first 90 days of enrollment.

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<sup>44</sup> CTB/McGraw Hill website



<sup>45</sup> CTB/McGraw Hill website, The LAS Links Continuum of Effective Measurement