

## TWI/Bilingual Committee Minutes, October 4, 2011

**Action Steps                      Proposed Timeline                      Overview of BUSD TWI and Bilingual Programs,  
Summary of Ms. Rivera’s Presentation                      Summary of Concerns and Thoughts Posed by Committee**

<b>ACTION STEPS</b>		
<b>Agenda</b>	<b>October 18</b>	<b>Purpose/Outcomes</b>
Data presentation: Debbie D’Angelo, Berkeley Evaluation and Assessment Office		Obtain and compare achievement data for K-12 students enrolled in TWI, bilingual, and English learners enrolled in English only programs
Facilities presentation: Lew Jones or Steve Collins		What issues, concerns, or questions should the district and committee consider when reviewing facilities for the proposed TWI/bilingual consolidated school sites?
District/Human Resources update		What is the status toward hiring a TWI/bilingual coordinator?
Committee members’ update (Luis, Paco, Angella, Nancy, Ty, and Beatriz)		What other districts have done similar consolidations and what insights and information were gained from talking to the principal from the Montclair district?
Communication to Families: Maya and Christina		District staff will provide written communication about this process. The communication will be translated and distributed to families via the school sites. Maya will attend English Learner Advisory Committee (ELAC) meetings to help get the information out to families.
<b>Agenda</b>	<b>November 1</b>	<b>Purpose/Outcomes</b>
Transportation presentation: Bernadette Cormier or other representation		What issues, concerns, or questions should the district and committee consider when providing transportation for the proposed TWI/bilingual consolidated school sites?
Admissions/Educational Services presentation: Francisco Martinez and management team representative		What issues, concerns, or questions should the district and committee consider regarding zoning, the lottery, and student assignment to the proposed TWI/bilingual consolidated school sites?
<b>PROPOSED TIMELINE</b>		
October – November	1) Consolidation - desirability	
November – January	2) Location and outreach, input from Facilities	
January – February	3) School assignment, effects on Thousand Oaks— Consider what happens to students not enrolled in TWI and what is the impact on other K-5 schools? How will English language learners who are not enrolled in TWI be served?	
	What services will be in place to support English language learners acquisition toward complete fluency in English as measured by the California English Language Development Test (CELDT) and the Calif. Standards Test (CST)?	
February – March	4) Draft and vote on final TWI/bilingual consolidation recommendation	

<b>OVERVIEW of BUSD TWI and Bilingual Programs</b>	
LeConte	Kindergarten: 80% instruction in Spanish, 20% instruction in English, 1 <sup>st</sup> : 75/25, 2 <sup>nd</sup> : 70/30, 3 <sup>rd</sup> : 60/40, 4 <sup>th</sup> & 5 <sup>th</sup> : 50/50; most recent kindergarten classes consist of 1/3 English, 1/3 Native Spanish, and 1/3 Bilingual speakers; it's difficult to track students progress because the cohorts often change from year to year—families relocating, some English speakers dropping out of the program because the students did not want to learn Spanish and/or were feeling unsuccessful.
Cragmont	Kindergarten & First grade: 90% instruction in Spanish, 10% instruction in English – English instruction does not include enrichment, such as art, dance, etc. 2 <sup>nd</sup> : 70/30, 3 <sup>rd</sup> to 5 <sup>th</sup> grades have one week instruction in English and one week of instruction in Spanish (math is taught in English and Spanish); students requested to have the one week system so that they could learn one language for a longer period of time.
Rosa Parks	Kindergarten: 90% instruction in Spanish, 10% instruction in English (math is taught in Spanish); 1 <sup>st</sup> & 2 <sup>nd</sup> : 75/25 (math is taught in English), 3 <sup>rd</sup> : 40/60, 4 <sup>th</sup> & 5 <sup>th</sup> : 25/75; the specials/enrichment classes take up a lot of instructional time/minutes. Concern: how are we able to adhere to a 90/10 model with the amount of enrichment classes that occur during the day?
Thousand Oaks	Kindergarten: 90% instruction in Spanish, 10% instruction in English, 1 <sup>st</sup> : 80/20, 2 <sup>nd</sup> : 75/25, 3 <sup>rd</sup> : 50/50 students transition to English in third grade, 4 <sup>th</sup> and 5 <sup>th</sup> grade students do not receive instruction in Spanish; however, they do receive support in Spanish to have access to the curriculum; students receive English language development instruction 30 minutes, four days per week; all enrichment classes are held in English
Longfellow	This is the 9 <sup>th</sup> year of TWI; there are two groups of TWI students per grade level (6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> ). Students also take an English class. The 2011 scores on the California Standards Test (CST) show evidence that students enrolled in TWI are achieving. Challenges with maintaining a high quality program include obtaining teachers with credentials to teach other single subjects, e.g., science and mathematics in Spanish. Lack of such Spanish speaking teachers hinders students' growth in Spanish and limits their choices of classes available in Spanish.
<b>SUMMARY OF MS. RIVERA'S PRESENTATION: Study of BUSD's TWI/Bilingual Programs</b>	
Background	Ms. Rivera spent the first two months reading about TWI, reviewing various websites, meeting with representatives from other districts, such as Oakland Unified, etc. She met with the four main groups and parents/guardians from BUSD's TWI and bilingual schools. She did not speak with Spanish speaking parents/guardians because she is not fluent in Spanish.
Assets of TWI/bilingualism	<ol style="list-style-type: none"> <li>1) Well implemented programs have a positive effect on closing the achievement gap.</li> <li>2) Students in the program show gains by fifth grade and their progress increases if the students stay in the program.</li> <li>3) Students in the program are more driven to go to college.</li> <li>4) English language learners in the program outperform English learners enrolled in English only programs.</li> <li>5) The higher percentage of instruction in the partner language, the stronger the outcomes for students.</li> </ol>
Purpose of the study	Ms. Rivera was instructed by BUSD to find the weaknesses in the current TWI/bilingual programs and to make recommendations based on her findings.
Weaknesses	<ol style="list-style-type: none"> <li>1) Lack of program fidelity re/program models; program is not consistent across the district;</li> <li>2) placement of students, classification of language status is problematic;</li> <li>3) there is no adequate data that shows how long a student has been in the TWI program which makes it difficult to assess the benefits of the program;</li> <li>4) there is a lack of support and resources for the programs;</li> <li>5) there is no longer a TWI coordinator;</li> <li>6) there is a lack of research to support TWI within BUSD.</li> </ol>

**SUMMARY OF MS. RIVERA’S PRESENTATION: Study of BUSD’s TWI/Bilingual Programs con’t.**

Recommendations	1) One TWI school model based on research of other districts, such as Montclair; 2) consolidation would increase student achievement because of a higher percentage of Spanish instruction
Montclair consolidation challenges	1) Schools resisted the first year – “they had to stop focusing on adult issues” –there was a lot of fighting 2) Consolidation was able to happen once teachers convinced parents to enroll their children in TWI 3) They needed to improve outreach and communication to parents
Montclair Model	1) First year: K class, renamed the school, students wore uniforms
	2) Second year: two classes per grade level, 1 <sup>st</sup> – 6 <sup>th</sup> grade, district brought in other students, continued to have an English program
	3) Third year: additional kindergarten class, two TWI classes K-5, included grades 6 <sup>th</sup> – 8 <sup>th</sup> ;
	4) Instituted a test to evaluate students performance in TWI
	5) Parents sign a contract to agree to stay in the program; they meet with staff routinely to address issues
	6) All teaches and the principal are bilingual; all communication is in English and Spanish

**SUMMARY of CONCERNS and THOUGHTS POSED by the COMMITTEE**

Challenges	1) Location, 2) staffing, 3) administrative barriers re/boundaries, where would English learners go? Who will enroll in TWI?, 4) how will students’ progress be measured—assurances that students’ are progressing in English and Spanish
Recommendations – Spokesperson from the California Association of Bilingual Educators (CABE)	1) The program must has strong accountability measures in place 2) The program should be K-12 in order to have successful outcomes 3) Student progress must be measured in kindergarten; the students’ growth in both languages 4) The program must be able to demonstrate to Spanish speaking families that their children are excelling in both languages – English and Spanish.
Recommendation from Beatriz	1) The program must be pre-kindergarten to twelfth grade.