

DRAFT DATE: June 2, 2021

*This draft policy and accompanying administrative regulations was passed by the BUSD Policy Subcommittee on May 27, 2021. It is scheduled to be shared as an information item at the Board meetings on June 2 and June 9, 2021; and to be voted on by the Board of Education on June 23, 2021.*

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BP 6175

## Two-Way Immersion Enrollment Criteria

Enrollment in the District's Two-Way Immersion (TWI) elementary school program shall reflect, to the extent possible, the following student populations: one-third exclusively Spanish-speaking English Language learners; one-third exclusively Spanish-language heritage speakers; and one-third English-speakers, non-Spanish-speaking English learners, and Spanish-language heritage speakers. This balance is a research-based approach that aims to best serve the English Language Learners in the Two-Way Immersion Program in light of the demographics of the District, and it increases access to the program for bilingual Spanish-language heritage speakers.

With respect to enrollment in the TWI middle school program, priority shall be given to students who have enrolled in the elementary school TWI program. To the extent space remains available, enrollment in the middle school program shall aim to achieve the same balance as described above for the elementary school program.

The Superintendent shall develop Administrative Regulations that are designed to achieve these enrollment targets.

### Definitions:

English Language Learners (ELLs) are students who do not speak, read, write or understand English well as a result of English not being their home language, including but not limited to immigrant, migratory, and refugee students, unaccompanied youth

and students with interrupted formal education. Although many ELL students have developed basic communication skills in English, they still struggle with academic language.

Spanish-language heritage speakers are bilingual students who are raised in homes where some level of Spanish is spoken through familial, cultural and ancestral ties. A heritage language speaker has some command of Spanish acquired at home, and although holds competence, will differ from that of native speakers of comparable age.

English-speakers are students whose main language is English and who speak no Spanish.

AR 6175

## Two-Way Immersion Enrollment Criteria

In order to achieve the balance directed by BP 6175, the following procedures shall be implemented with respect to enrollment in the District's Two-Way Immersion (TWI) programs:

### Student Assignment in Elementary School Two-Way Immersion Program

Applicants to TWI: For students seeking enrollment in the TWI program at Sylvia Mendez, the District shall create three categories of applicants, and assign seats in classes so that each of these three TWI Enrollment Groups are balanced.

Group One: Spanish-Speaking English Language Learner

Group Two: Spanish Language Heritage Speaker

Group Three: English Speakers, Non-Spanish-speaking ELLs, and Spanish Language Heritage Speakers

Applicants to TWI programs will be assigned one of the three TWI Enrollment Groups on the basis of four criteria:

1. Responses on the BUSD Home Language Survey
2. Responses on the BUSD TWI Applicant Survey
3. Responses on the BUSD TWI Interview Questionnaire
4. Spanish Language Assessment Results

The following table explains the process for assignment to the TWI Enrollment Groups:

Enrollment Assessment	Description
(1) Home Language Survey	<p>The Home Language Survey is collected information about how the parent/guardian describes the child's home language. Steps 2-4 apply only to students who are reported to speak Spanish in the home:</p> <ul style="list-style-type: none"> <li>(1) Possible English Learner: Students whose home language is Spanish and who speaks little or no English <ul style="list-style-type: none"> <li>(a) English Language Assessment (see below)</li> <li>(b) Spanish Language Assessment (see below)</li> </ul> </li> <li>(2) Possible Language Heritage Speaker <ul style="list-style-type: none"> <li>(a) TWI Applicant Survey</li> <li>(b) TWI Interview Questionnaire</li> <li>(c) Spanish Language Assessment (see below)</li> </ul> </li> <li>(3) English Speaker: Students whose home language is English or another language other than Spanish will be assigned to the English Only TWI Assignment Group. No further assessment is required.</li> </ul>
(2) TWI Placement Language Assessment	A test of English or Spanish language proficiency that measures both receptive and productive language abilities in English or Spanish, and is age-appropriate. (pre-IPT or IPT)
(3) BUSD TWI Applicant Survey	This survey collects information about the frequency of use of Spanish in the home, how and where the child acquired Spanish, who taught the child Spanish, generational use of Spanish, and race/ethnicity. Items on the BUSD TWI Applicant Survey are weighted to produce a score for each student applying for a seat in TWI.
(4) BUSD TWI Interview Questionnaire	Students and families who are applying for a seat in the TWI program are required to take part in a 10-15 minute interview with a TWI enrollment specialist. The TWI Interview Questionnaire includes questions about home language use, including frequency of use, location of use, previous pre-school or school experiences with instruction in Spanish.

On the basis of the student's score on the BUSD TWI Applicant Survey, the BUSD TWI Interview Questionnaire, and the Spanish Language Assessment Results (pre-IPT or IPT), students will be assigned to a TWI Enrollment Group.

Once students are assigned to a TWI Enrollment Group, seats in the program are assigned in the following order:

Priority Order	Student Population	Process
First Priority	Spanish-Speaking English Language Learners	Spanish Speaking English Language Learners are assigned to a seat, up to a maximum of $\frac{2}{3}$ of the available seats.
Second Priority	Spanish Language Heritage Speakers	Spanish Language Heritage speakers are assigned to a seat, so that assignments from the first two priority groups reach up to a maximum of $\frac{2}{3}$ of the available seats. If the number of students in this category exceeds capacity, assignment shall be by lottery.
Third Priority	English Speakers, non-Spanish speaking ELs, and Spanish Heritage Language Speakers	Remaining seats are assigned to English Speakers, Non-Spanish Speaking ELL Students, and Spanish Heritage Language Speakers who remain unenrolled after the second priority assignments. Seats for the third priority are assigned using the <a href="#">elementary school assignment plan</a> diversity categories, and by lottery within each of the three diversity categories.

Should spaces be available after the first round of student assignments, students will be assigned following the Priority Order described above.

Once capacity is reached, a waiting list shall be created that follows the Priority Order described above. A mutually exclusive waiting list will be created for each of the three priority groups below. Should space become available, students will be assigned according to the group where the vacancy exists.

### Student Assignment in Middle School Two-Way Immersion Program

The Longfellow TWI Program is the continuation of the Sylvia Mendez TWI Elementary School Program. Students from the TWI at Sylvia Mendez and the Maintenance Bilingual Program at Thousand Oaks(which is set to end with the 2022-23 Academic Year) shall have acceptance priority in the middle school TWI program and are strongly encouraged to enroll.

Other incoming middle school students who are able to demonstrate proficiency in Spanish literacy as demonstrated by a combination of school records, interview and/or results of the IDEA Proficiency Test will be admitted should spaces be available, consistent with the Priority Order described above.

ADOPTED [date]