



Washington Elementary Dual Language Immersion Survey Review Questions from April 17, 2017



Who took the survey? To whom was it sent?

The survey was sent to the Washington school community on January 27, 2017.

What percentage of the surveys were completed in Spanish?

The survey was sent to the community in Spanish and English. The Spanish survey had one response. The English survey had roughly ¼ of responses in Spanish across the survey. This number varied depending on the total number of responses.

When does this go to the board?

Wednesday, May 24, 2017

Is the Board meeting open to the public?

Yes, all Board meetings are open to the public. Meeting agendas are available at <https://westcontracosta.agendaonline.net/public/>

You can also access meeting agendas by visiting the District [home page](#) and clicking on the bottom left button that says:



What will happen to the teachers in the traditional program?

Teachers are guaranteed a position in the district. We will work with United Teachers of Richmond (UTR) --the teachers' union--regarding the options available to the teachers being displaced.

What about other students currently enrolled at Washington?

Currently enrolled students will complete elementary school here at Washington. Starting in 2018-2019, the recommendation to the Board will be to have one less traditional grade level here each year. Resident students entering Washington would need to enroll in the DLI program or transfer to another school.

What about other staff members, other than teachers, who are not bilingual, will they continue at Washington or will they need to transfer?

Support staff members are guaranteed a position in the district and we will work with their unions to discuss the options available to impacted staff.

Exactly how many students will be displaced if the school becomes entirely DLI?

The traditional program currently has 161 students enrolled with only four students enrolled in the kindergarten traditional program for the 2017-2018 school year.





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What can be done to recruit more African-American children for the DLI program?

1. Align central and school-site parent participation and recruitment with *High Expectations* and the *Dual Capacity-Building Framework for Family-School Partnerships*.
2. Ensure all Dual Immersion families are aware of the *Practices for African American Student Support and Success* and encourage their participation in *African American Site Advisory Team (AASAT)* and *African American Parent Advisory Council (AAPAC)* to ensure their voice is heard representing DLI.
3. Identify specific parents at each DLI school to participate in AASAT and partner with AASAT members to recruit African-American students.
4. Hold specific “listening” sessions with current parents to better understand their needs and use the information to inform DLI practices at central and site level. This has already been done at Washington.
5. Moving forward, ensure that there is strong professional development and implementation support for the third goal of Dual Immersion which is Global Citizenship. This provides the frame and support for inclusive and culturally relevant DLI schools.

Can we receive data and research about the effects of expansion of DLI on African-American students?

Here is a [link to a recent article regarding immersion programing and African-American students](#).

Is there a plan to eliminate or reduce the number of combination classes at Washington?

Yes, we are aware that the number of combination classes negatively impacts the DLI program and we are working on different strategies to address this.

What is the district doing to be sure that the program is more widely known in the community and in the district? Will the Washington website include information about the DLI program?

Washington Elementary School has engaged in the following communication about the DLI program:

- Two parent meetings were held. One on December 14 (during the day) and the other on December 15 (after school).
- Two parent tours were given. One tour for all k programming was given on January 11 and the other specifically for DLI was given on January 19th.
- Notices were sent to all the district state preschools and kindergartens
- Flyers are posted around town





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- Flyers were sent out by email to all PTA members
- Information is given through the front office when registrants call to inquire about the school

The District is currently updating an expanded immersion brochure. Currently, we have an informational one-pager placed on the District website, as well as Washington's website.

Will anything be done to address dwindling number of sixth graders?

Yes, we are looking into more in-depth recruiting to maintain students in the upper elementary grades.

Are you trying to grow this program at the middle and high school levels? Will there be instruction in Spanish and courses in Spanish at the middle and high school levels?

We will be expanding the program at middle school and high school. We are currently looking to add two classes at each level.

How would DLI expansion affect the special programs at Washington such as Special Education?

We will continue to provide the services of Occupational Therapy, Speech, and the other services required by law.

How would DLI expansion affect the special programs at Washington such as Art and Music?

The Art and Music programs here at Washington are sponsored by the PTA, and we would continue to count on PTA support for those programs.

Where will the dual immersion charter school be located?

The charter school will begin in the 2018-2019 school year, and we do not know the location. The charter school is k-8.

Is the district recommending to the board that additional resources/budget expenditures go along with the expansion of the DLI program?

Yes, we will be increasing FTE and professional development offerings.

Instead of phasing in the DLI program by adding a kindergarten, why wouldn't we convert the school entirely too DLI for the 2017-2018 school year? We do not want to displace current students or teachers. By phasing-in the DLI program growth, current students can remain at their school until the end of 6th grade and current teachers have time to plan for their transition.





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How does the transfer process work and how can the key consideration of balancing the number of speakers of each of the languages be taken into consideration?

Transfer students are placed into two separate lotteries based on their Home Language Survey. Students are selected at random from each list to maintain a 50% English language and 50% Spanish language balance. Students are selected after placement of resident students and based on availability.

I'm a Point Richmond resident and our family moved to point Richmond so my son can attend Washington elementary. If I don't want him in the DL I program, or if he is not successful in the program, where does he go? We will work with all students to ensure their success in immersion programming. In the event a parent wants a transfer, we will work with them to change schools to a local option.

