



## Coastal Bilingual Program Q and A

Thank you for your excitement and inquiry about starting a bilingual program on the coast. We are impressed with the community engagement. In an effort to be good partners, we have recorded all questions collected at the informational meetings on April 23rd at Baywood Elementary and April 24th at Del Mar Elementary, and responded with our initial thinking for each question. Many of the answers are still to be determined and we appreciate knowing the concerns and questions our community has as we explore the possibility of a coastal bilingual program.

We look forward to continued community engagement with the San Luis Coastal Unified community and will have additional opportunities for input. To that end, we have created a webpage where you can find this and other information including an important survey where you can express your thinking about the addition of a coastal bilingual program

Go to [www.slcusd.org](http://www.slcusd.org), Department, Instructional Services, Coastal Bilingual Program (right hand side) or click this link: The direct link with more information is <https://www.slcusd.org/department-page.php?id=223>

We look forward to continued community engagement with the San Luis Coastal community!

### **Questions/Responses are presented in the following categories**

1. Special Education
2. Staffing
3. Preschool
4. Attendance Area/Open Enrollment/Transfer
5. Outreach
6. Middle/High School Pathways
7. School Culture
8. Logistics: *Transportation, Funding, Numbers/Class Size/Location, Effect on Other Schools, Effect on Current Baywood Students*
9. Pedagogy/90-10
10. Other

## **1. SPECIAL EDUCATION**

It is important to have consistency for the special day class students. What will happen to that program?

We are looking at keeping the current special education program at Baywood. We would look at other models that have inclusion on their campus.

How would inclusion happen on the campus with special education students?

To be determined. There are ways that it can be done and we will explore a model to do that.

How will this affect children who struggle, i.e. children with learning disabilities, lack of parents/family support, etc.? I am very concerned that they would be left behind.

Dual immersion education is not designed for affluent and high achieving students only. The program is beneficial for all students.

What about students who come to school with very low language skills in English, especially our low SES/SED students? Or students with weak skills in English and their home language? Also, what percentage of Pacheco English speakers are SED? Do our populations have a lot of similarities in terms of EOs?

Students with very low language skills often have difficulty with learning, regardless of the program. Students with weak skills in both languages even more so. This model does not preclude any students from learning. Pacheco has the highest number of low SES/SED students in the district. But not the highest percentage. The native English speaking students who attend Pacheco are generally higher SES and some of the highest achieving students in the district. Pacheco is not the only model for dual language immersion. Research has shown this model to be effective for ALL students.

How is this equitable for all if IEP/504 and special needs students aren't able to attend neighborhood schools?

Having a bilingual school does not preclude the participation of IEP/504 or special education students. We will have to work to build a model that can accommodate all students.

How will this affect the children in the SDC program?

That is to be determined. We understand that this is a priority and will work to develop a program that meets their needs at Baywood.

What will happen to the Special Day Class? The movement will greatly affect the progress of my child. Baywood is a wonderful school with great teachers. The movement will put the current teachers' jobs at risk and impact the Los Osos Community. I know several families that will opt to enroll in a different school. I feel that the

movement will be neglecting the needs for children enrolled in the Special Day Class or who have IEPs. Where will they go to school? Why move them if they are making great progress here at Baywood?

We have not decided to move them and are currently discussing what the model would look like for our special education students to remain at Baywood. They will continue to have great teachers and aides and make progress. None of teachers jobs are at risk. They work for the school district and will have a job in our district.

I believe this transition will greatly affect the overall process of each student in this school. Including Special Day Class. The continuity of learning is integral, especially the students requiring small classes. Lastly, this school is special as parents feel extremely fortunate to have great teachers and aides.

The transition does not mean the school or students will be disrupted. It can be done in a way to meet students needs and not disrupt learning. This school will continue to be special.

What will happen to Special Education programs?

To be determined. We are working on incorporating special education into this model.

What will happen to Special Day Classes?

To be determined. We are working on incorporating special education into this model.

What about identifying (or under identifying) students with special needs? Why such a difference in IEP numbers at BA or Pacheco?

Baywood is host to several special day classes which Pacheco does not have on campus.

What will happen to the special education children that English is their first language but have learning disabilities? How can the non English speakers get help at home after school with homework if parents don't know Spanish?

We are exploring ways to keep them at Baywood. Students should generally be able to do homework on their own. There are many strategies for helping students to do their homework that do not rely on parent help.

Will Monarch Grove and Del Mar have to take on the Special Ed classes currently at Baywood? Worried about class size with inclusion.

We are working on a model to keep them at Baywood. Dual immersion does not necessarily preclude special education inclusion, especially at the upper grades, where classes are 50/50 English and Spanish. Recently, we have begun to take the special education inclusion numbers into consideration when forming classes. It makes sense to do this.

Even your teacher on special assignment (former coach) has struggled with behaviors in her regular classroom...now more special ed kids pushing in at Monarch and Del Mar? It remains to be determined, but we are working on a model to keep them at Baywood. Behavior supports are available to all children and teachers who need them.

Will it be Spanish speaking only on playground? How will this impact IEP and speech students?

There are no hard and fast rules about language on the playground. We will work to figure out the needs of incorporating the special education students and classrooms at Baywood. The addition of a bilingual program does not mean the end of special education inclusion at Baywood.

Does research support this model for special education students? What about speech therapy?

The research supports this model for special education students. Each child has individual needs, but generally, there is no reason why students with special needs cannot participate in dual immersion education.

## **2. STAFFING**

Will teachers from other schools move to Baywood?

There will be staffing changes and some bilingual teachers may end up moving to a coastal bilingual program.

To keep Baywood as consistent as possible through the transition, can you reward teachers for staying until the program impacts their grade level? Monetary Award?

We will work hard to have a smooth transition if a coast bilingual school gets the go ahead. There would not be a change over night. Teachers have rights in any transfer and

we would work with them to find a place where they want to be. For teachers in grades 3 and above, we are 5 plus years from it having an impact at those grade levels.

Will you have to hire more teachers and it will cost more for this program?

The staffing is basically the same as an English only school. There are costs with materials and books and perhaps some intervention support.

Will all the teachers have the ability to communicate in both English and Spanish? Or just certain?

Ideally, the majority of staff would be bilingual. There is room for English only speaking staff in certain positions.

How are you keeping teachers who aren't bilingual? My child has three years left and we love the staff here.

If we were to begin in 20/21 in Kinder only, the program would not reach third grade for 5 more years, 4th grade in six years and 5th in seven years. All of the current students and next years kinder kids can enjoy the amazing program at Baywood until they finish elementary school.

What will happen to current, non-bilingual teachers? Will you offer any intensive language training to non-bilingual teachers that want to stay?

There are grant funds available for staff to gain bilingual skills. Primary K-3 teachers will need to be bilingual, but upper grades can have English only speaking staff.

What will happen with the office staff? Will they have to leave too?

Not necessarily, there would need to be a bilingual secretary or clerk, but Baywood currently has that.

What happens to English speaking teachers? Does it happen all at once? Where do they go?

The program would progress one grade level at a time. Starting in kindergarten in 20/21. Teachers work for the school district and would have a job within the district. Some teachers would not be impacted for 5-7 years.

How soon will the bilingual teachers be encouraged to apply/staff at BA?

We have had a focus on hiring bilingual teachers across the district for the past 2-3 years. We would encourage the applying and hiring of bilingual teachers now and at all school sites.

Is the district going to treat the current BA teachers with the respect they deserve?

We value our teachers highly and they will absolutely be treated with respect.

How will we recruit/find high quality teachers that are bilingual?

Over the past three years our district has had a focus on hiring bilingual elementary teachers. This past year we have reached out to several universities to recruit bilingual candidates and will continue to do so.

How do you address morale change?

Teaching is a very difficult profession. Schools work on morale every single day. The staff at Baywood will handle themselves professionally and give everything they have to their students daily. We do not believe morale will be an issue moving forward and we will keep a close eye on this.

How will the transition happen for staff at Baywood if the program is placed there?

The goal would be to keep the campus and staff as stable as possible through the transition.

How are we recruiting bilingual staff? Are we incentivizing current staff to get credentialed BCLAD?

There are grants available for current staff to become bilingual. We are actively searching for bilingual staff for all schools.

Can personnel/hiring practices be flexible for years of service, etc. for bilingual hiring practices?

We have to follow the similar rules for staff. Some of those things are negotiated with the teachers association.

Teacher changes are hard.

Yes, they can be. But there is always change and we can work to make it smooth and steady.

We're connected to the teachers at the site.

Yes, totally understand.

Could the teachers learn Spanish and get a bilingual certification?

Yes, there is funding available for this to happen.

### **3. PRESCHOOL**

What will happen with the preschool program? Does it remain at Baywood?

That is to be determined. It does not necessarily go away. It can remain there as either an English program or we can supplement with some Spanish.

If you go to the preschool program do you get priority to get into the dual immersion program? Will it be an EL program like at Pacheco?

The preschool program is a separate program from the regular TK-5 program. Entry is on an income basis. We have not given access automatically to Pacheco from the preschool. All have a chance to enter the regular public school on an equal footing.

Will the preschool program be dual language - will the special education preschool program become dual language?

We will work with all parts of the Baywood program to be a part of the dual language program.

How will this change the preschool that currently is a draw for many being it is the most amazing and full program on the coast anywhere?

Yes it is! Fiona does an amazing job. This is something we need to determine. It does not necessarily go away.

Preschool in Spanish? Impact of SpEd inclusion?

We would have Spanish in some capacity in preschool, yes. We are discussing how we can design a program that would include special education.

#### **4. ATTENDANCE AREA/OPEN ENROLLMENT/TRANSFER**

Will students living in the current Baywood area get priority to attend?

This is to be determined. It makes a lot of sense to allow the local community access to the bilingual program. That is how we began at Pacheco.

Can a SLO family go to the Baywood program?

We will have to work out those logistics. The goal is to bring the coast kids back to the coast. Eventually, we would most likely not provide transportation to and from the city and coast. It seems to make sense that SLO families would apply to Pacheco and Coastal families to the coast.

What if I live in the Monarch or Del Mar area and my Kindergarten student gets in? Can my older student also get priority to transfer to Baywood so they can stay together?

This is to be determined. It would certainly depend on class sizes currently at those upper grade levels. We strive to keep families together, but there are many considerations.

I have a daughter in 3rd grade and a daughter in preschool. If there's a lottery, will my 3rd grader get in but my preschooler have to go to a new school?

The intention would be for families to be together at the same school. The program would not begin until the kinder class of 2020/2021. Your third grader would not be affected.

Why not equal opportunity for a TEACH style program?

We want to create a K-5 program model on the coast, that we can stretch out to K-12. A Teach model does not allow for that.

If I have an older student at a different school, could I transfer to Baywood if my younger one was accepted into the bilingual program?

Any transfers of that nature would have to be done on a case by case basis taking class sizes into account. It would be difficult to say definitively that this would be the case.

It is important to me that local Baywood kids will have preference to the school and not be shipped to a non-home school; especially with older siblings already at Baywood. This is a common comment that we have heard. It will have to be decided, but it makes a lot of sense.

Will siblings have priority? Will it be a home school?

This will have to be decided, but it makes a lot of sense and we are generally in support of this idea.

Can a sibling attend if an older child is enrolled? Would Baywood be a homeschool for my child? Are any traffic impacts considered if Baywood doesn't remain a "neighborhood school?"

Siblings after the first child would most likely be admitted, as we do at Pacheco. We are considering Baywood as a home school for residence. Traffic is tricky, hard to say what effects it might have, who might take the bus versus who might drive.

Would siblings be given a priority?

Most likely younger siblings will be given a priority. If a child were older, it would depend on enrollment.

Would proximity to BA be considered?

Yes, that will be considered.

Will neighborhood students always have a spot?

Seems to make sense.

If it all possible, please find a way for older students (e.g. 1st grade in Fall 2020) to be involved in this?



We have begun to discuss this as families have voiced their desire for this. We can figure out a way to make this happen.

Is there any way that (current) higher grades can or will benefit from this? Or will they be completely excluded from the benefits of this program?

We have begun to discuss this as families have voiced their desire for this. We can figure out a way to make this happen.

You HAVE to include the older Baywood kids.

We are looking at doing this.

What about the incoming kindergarten students this year? Can we make it a K/1 start in 2020-21?

K/1 is a difficult start, but we can incorporate elements of Spanish into current students schedules.

Would neighborhood students be given entry preference?

Probably, but still to be determined.

## **5. OUTREACH**

There are many families that will not get this information or attend any of these community meetings due to family obligations. How will each school reach out to those families?

The survey will be sent out to all 3 coastal elementary schools. In addition, we will send to preschools on the coast. We are looking for ways to engage all our community.

Will surveys be given to all families in each school so everyone has a chance to express concerns?

Yes, the coast schools will get the survey the week of 4/29. We also plan to send to all preschool families on the coast.

How are we assured that every possible effort has been made to reach out and inform the Spanish speaking community of this possible change?

The proposal was reviewed with the district English Learner Advisory Committee (DELAC). We also presented to Baywood ELAC group.

Survey must be sent to every coastal family, electronically and paper - evening meetings, difficult to attend, but all need a vote.

Yes, we are doing our best to get the survey out to all stakeholders. We want to reach everyone.

Will the survey go out to all SLC parents? Email and written in 2 languages.

It will go to all coastal parents and families, including preschools, in English and Spanish.

Will there be a way to keep track of the progress? Webpage? FAQ?

We are reviewing ways we could do this. We will put out a FAQ page and have these comments and responses available for public viewing.

How does one become involved in the committee to choose curriculum in the future? I am an interested bilingual educator.

We will most probably put out the call to all coastal schools to invite participants to the committee.

Como puedo conseguir ayuda. Me gustaría que hubiera escuela bilingüe para nuestros hijos y para los adultos también que hubiera clases de inglés para mejorar nuestro bienestar con nuestras familias.

Estamos tratando de formar una escuela bilingüe. Hemos tratado de ofrecer clases de español para adultos. Hay clases de inglés en todas partes de la comunidad.

Need to communicate questions you heard and answers/decisions, etc.

Yes, this is the first of several ways we will do that.

## **6. MIDDLE/HIGH SCHOOL PATHWAYS**

How are you going to strengthen the middle school program as the students Transition?

We are looking at model dual immersion middle school programs around the state. We will visit those programs and make changes at the middle schools on the coast and in SLO to accommodate the changes that 90/10 bring. It would require additional bilingual staff at the middle school.

What's the plan for 3 years from now - when those 90/10 first cohort kids hit middle school?

The plan is to develop a middle school program to meet the needs of those students. We will visit model middle school programs and develop a bilingual model to meet their needs at both middle schools in Los Osos and in SLO.

Questions about what classes might be offered. Choice of LAMS or LOMS when it's rolling.

Hard to say now. A curricular subject like math, science, or social studies makes sense.

This is so important! We didn't apply to Pacheco in part because we didn't see the Spanish pathway for 7-12.

Yes, this is long overdue and we will have a 7-12 pathway in place.

Please add more language options to MBHS and LOMS. We need Latin! We need French! We need options, especially if we have more bilingual learners.  
We agree. The language options need attention.

Bilingual offerings at MS and HS.  
Yes!

Can adding Spanish to all schools and adding middle school Spanish and high school and immersion camps...create similar skills?  
We would prefer to add a research based dual language school then create a model on our own that might or might not give us the results we are seeking.

Will you offer Spanish content (e.g. math) instruction at the middle and high school?  
Yes, that is the goal.

## **7. SCHOOL CULTURE**

Will this program be like Pacheco, where the high income parents who can take their kids to the school will be the ones who try to go there?  
The coastal bilingual program would be a unique school with its own culture. We would not attempt to create another Pacheco. All of our schools have unique cultures that reflect the values of the community. This would be no different.

How do we retain the culture at Baywood, particularly parental involvement and volunteering for English speaking parents?  
By working together as a community to make this change. We can create the same great feeling tone that exists at Baywood and have English speaking parents involved in the process.

Looking at the social emotional transition to the groups transitioning the program ahead of "the COHORT." With teachers and aides and volunteers and others leaving as new takeover.  
This will be done very carefully. All children will be given the education they need and deserve. The adults are a part of our district family and will be treated respectfully.

Baywood school has been really a plus for us. We are really benefiting. All the community has been great. English speaking only. Don't separate our community. Spend money on the school. Improve the school. Don't change the staff.  
We understand how difficult it can be to change. We feel this will be a benefit to the community.

What about the non-spanish speaking EL's? There is a large Phillipino community in the Baywood area. How will they tie into this program?  
All students can participate in the program.

## **8. LOGISTICS**

*Transportation, Funding, Numbers/Class Size/Location, Affect on Other Schools, Effect on Current Baywood Students*

### **Transportation**

Will transportation be available to Baywood students who end up going to Monarch and Del Mar?

Yes

Will you bus kids from Baywood to the other 2 schools?

Yes.

### **Funding**

How will this be funded? What are the costs?

Most of the expense is the same as it would be at a regular monolingual English school. The cost of personnel is the same, teachers and principal, secretaries, etc. The curriculum is the same as at English only schools. There are costs associated with some materials, books etc. There are state grant monies available through proposition 58 that we would pursue if we were to move forward.

What is the cost to transition the school?

Most of the costs with implementing a school of this nature are around purchasing Spanish books and other materials. The same number of teachers, administrators and secretaries will staff the school.

How will this affect the school's resources (funding especially)?

Hard to say. Students generate funding and it may generate more funding for Baywood, or not as much, depending on who elects to attend.

### **Effect on Current Baywood Students**

Is there a way to support current Baywood and coastal students in learning Spanish? Parents wanted their current students to receive this curriculum. Are there other programs available?

There are options available to do this. Spanish is available at the middle school as well as at MBHS. We could also decide to invest in teaching Spanish to Baywood students who are not a part of the dual immersion program.

Can we bring a more robust program for Spanish learning to our current K-12 students too? (for those who won't be able to attend the dual immersion school?)

Yes, that is something we are discussing. We may be able to add Spanish to current students schedules.

What is going to happen to the kids that are entering Kinder this fall?

They will have the usual amazing English program they have always had available with excellent teachers. There is no reason the program currently in place will be negatively affected by this change.

How will the students "in between" classes currently at Baywood be guaranteed a quality education with the turnover this will cause?

Our goal is to have a smooth transition from the current program to a new program. Students should receive the same excellent education they are currently receiving.

As far as current students go, how will this affect them? The current teachers won't stick around so will they get less quality?

For many teachers the change would not affect them for 4-5 years. The change in staff will happen over time and quality teachers will be brought in. There will not be a wholesale change overnight that requires subs or emergency measures.

Do the kids at Baywood now just fall through the cracks?

All of our students are valuable. Our staff are dedicated to providing the best for all students. This can be a smooth transition that will serve all students needs.

### **Effect on Other Schools**

How will this impact the Title I funding at Del Mar and Monarch Grove?

This is hard to determine. It depends on which students elect to participate in a bilingual school. Title 1 funding comes from a formula based on low income and parent high school education levels. If Title 1 students were to leave Del Mar or Monarch Grove, it would have an impact. If not, then it would not.

Teach and Pacheco pull all of the good students and leave those with behavior issues behind. Will this program add to that?

Any student who wishes to attend Teach or Pacheco has the option to apply. We do not screen for behavior. The same would be the case for a coastal program.

As a Monarch parent we have seen the impact of magnet school. Involved families, hands-on parents leave our neighborhood schools. How does this impact our community and our kids?

It is hard to predict who will attend a bilingual school and what impact that will have on the community and other schools. While Pacheco is the largest elementary school in our district and draws students from throughout our district, the remaining schools are all excellent and have thriving school communities. The same will be the case here.

Choice has not worked for coast schools. We don't want more disparity. No one wants more disparity. Choice gives families that want the opportunity to participate in a bilingual education the opportunity to choose one.

In concept, this sounds fantastic. How does this impact our kids and families at Monarch-Del Mar? Mainstreaming? Special Day Classes? Hard to say exactly how it will impact other schools. It depends on who elects to attend. We are working on keeping special education students at Baywood.

Are there programs we can implement for the other students who missed the start of this program to assist them in learning a language? Yes, we are looking into doing this.

Would this decrease enrollment at Pacheco? Yes, it would decrease enrollment some at Pacheco.

Can Spanish be added to all schools in district? Adding immersion summer camps? It would be costly to add Spanish to every school. In addition, scheduling with the current levels of programs in the day is difficult.

How is the district giving equal treatment to all students by adding another magnet school? Why not bring Spanish classes to all elementary schools? A coast dual language school is not a magnet school. Adding Spanish to all schools would be costly and hard to staff. Not all families want Spanish. This approach allows us to serve all coast families in a school of choice.

Why can't you start the bilingual program now at Monarch Elementary? Why wait? This is a process we need to go through to make the change. It is not something that can be hurried. In order to do it well, we need to gather input and then spend significant time planning. We feel the process we have laid out best prepares us to be successful.

Equity isn't achieved by adding another magnet! Please find a way to bring Spanish curriculum to all neighborhood schools!!! It would be difficult to do this with staffing and with the curricular demands that exist already on regular classroom teachers.

## **Numbers/Class Size/Other Site Utilization**

Can the coastal schools handle more population?

Our elementary schools are small, which creates issues and sometimes causes combination classes. A new bilingual program would not necessarily increase attendance at a school.

Will Baywood Dual Immersion have low class size and the other coastal schools have bigger class size?

Class size is complicated. We strive for lower class sizes at all of our Title 1 schools, which all coast elementaries are. Individual school sites have the liberty to organize their grade level assignments so to avoid combo classes and that can result in one grade level having slightly larger class size.

Does Baywood have room for more classes?

The number of students at Baywood would not necessarily increase with a change to a dual immersion program. If the numbers were to increase, there are portables available to handle that. We can control the number of students that enter the program.

Why not start this at Sunnyside or Morro Elementary?

It would be very expensive to do this and result in even smaller schools than we currently have on the coast. Both of those sites would require refurbishing and to have additional staff and a school is not in our budget scenario.

Why not use Sunnyside to start the program?

It would be very expensive to do this and result in even smaller schools than we currently have on the coast. That site would require refurbishing and to have additional staff and a school is not in our budget scenario.

This school should be at Sunnyside, not Baywood. You have an underutilized school, also Morro Bay Elementary.

It would be very expensive to do this and result in even smaller schools than we currently have on the coast. That site would require refurbishing and to have additional staff and a school is not in our budget scenario.

Has Sunnyside or Morro Bay Elementary been considered for a campus? Yes to program - location?

It would be very expensive to do this and result in even smaller schools than we currently have on the coast. That site would require refurbishing and to have additional staff and a school is not in our budget scenario.

Will this affect classroom sizes in all the other coastal classes? Which are all out of control large.

The numbers in our district, and especially in our Title 1 schools, are not large. There may be grade levels that are bigger than other grade levels, but that is usually due to avoiding split grade levels in one classroom. We are adding teachers to our schools for next year to continue to keep the class sizes reasonable.

Why are you not using Sunnyside for this program?

It would be very expensive to do this and result in even smaller schools than we currently have on the coast. That site would require refurbishing and to have additional staff and a school is not in our budget scenario.

Are all coastal elementary schools being considered as sites for dual language? Or just Baywood?

We have discussed all schools, but currently the focus is on Baywood as the site.

Drop classroom sizes elementary-wide and open Sunnyside.

Will all the elementary schools also have a lower class size like this new dual language school? Will they have aides since they are Title I like the current Pacheco has? If we want equity, then let's have equity all along the coast.

Our schools generally have low class sizes. There are pockets of higher class size where schools have elected that over a combination class of two grade levels. All Title 1 schools receive extra funding and are free to use it as they see fit, including hiring aides.

Why not an unoccupied site?

It would be very expensive to do this and result in even smaller schools than we currently have on the coast. That site would require refurbishing and to have additional staff and a school is not in our budget scenario.

## **9. PEDAGOGY/90-10**

Just Kindergarten in 2020-21? Why not Kindergarten and First?

In a dual immersion program all students learn Spanish literacy first. What they learn in kindergarten is foundational to further learning. To skip the skills they learn in kinder and jump to first would be extremely difficult for kids.

Will students be learning 50% Spanish and 50% English?

The students learn Spanish literacy first, 90% Spanish and 10% English in Kinder. 80/20 in first, 70/30 in second, and 60/40 in 3rd. 4-6 grades are done 50% English and 50% Spanish. The goal is for all students to finish grade 5 at grade level in English and Spanish.



What if you don't have enough English Learners to have 50%/50%?

This is something we have to explore carefully. There are options, though not always good ones. For example, we might have 1 class as dual language and the other as monolingual English. But this is not desired.

Is 90/10 the only way to do dual immersion?

No, there are several different program models. Pacheco used to have a 50/50 program model in which Spanish speakers learned Spanish literacy and English speakers learned English literacy first. But this segregated the students by language, and therefore by race and that is problematic. The 90/10 model is the most predominant model and has a strong research base of success.

Which aspects of the current curriculum will be dropped in order to transition to a bilingual program?

There is no need to drop any aspect of the curriculum. There are shifts to Spanish literacy first for all, but reading, writing, math, science, social studies, are all taught in a dual immersion program.

Does research support this model for special education students? What about speech therapy?

The research supports this model for special education students. Each child has individual needs, but generally, there is no reason why students with special needs cannot participate in dual immersion education.

How do we determine the level and placement for native speakers at secondary? Ex. they speak Spanish, but need grammar.

There are tests that students take for placement in Spanish at secondary.

Why so focused on language? The future need is math and science.

Math and science and language all go together. They are not mutually exclusive. Brain research shows us the benefits of learning in two languages. That on top of quality math and science instruction will help our students be prepared for the future.

Our kids' fundamentals are not being met. Whole brain is not being addressed or thought about. Why is there no energy towards our kids' foundation, but energy for a magnet school on the coast?

Our schools and district work very hard at the foundation of our students learning. We will continue to do that and this does not change that in any way.

How long does it take for most kids to absorb then understand and communicate?

Each child is different, some communicate rapidly, others take time.

We are a hispanic family. Our kids come to Baywood Elementary. They only spoke Spanish when they began and two months after they started learning to speak English. To us, like a Hispanic family, the program is for native English speakers, not for Latinos because they learn Spanish at home.

Research is very clear that native Spanish speaking children benefit greatly from participation in this program. While students learn to speak and understand Spanish at home, they frequently do not learn to read and write at a high level.

Why a dual immersion and not a STEAM magnet?

STEAM and dual immersion are not incompatible. We can do both in the same school.

How do you gauge learning problems in 2 language learners? And help if there is? All learning problems are complex. Kids cannot be diagnosed easily. They each need what they need to be successful. Learning in 2 languages can be complex, but teachers are amazing at working with students to figure out what they need to be successful.

What are the EL scores when not combined with RFEP?

Data is complex and can be hard to understand. RFEP students are former English Learners. As they gain fluency and are successful in their learning, they are removed from the group known as EL. This necessarily lowers the EL scores that people often criticise. Some researchers combine EL and former EL (RFEP) so that schools and districts can show the success that their students have had.

## **10. OTHER**

What alternative schools are currently pulling kids? Waldorf, outdoor homeschools, etc. What are we offering? Bellevue-Santa Fe? Maybe this would be a need here. Those schools fill a niche that the community needs.

I absolutely believe Los Osos should bring in an immersion school!

We believe it would benefit the community.

Los Osos can benefit from bringing Spanish learning into the K-12 system. Thank you for this opportunity!

Yes!