

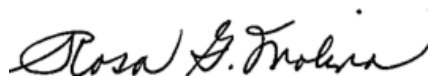
Declaration of Two-Way Dual Language Expert Rosa Molina

Rosa Molina declares and states:

1. I am the Executive Director of ATDLE, the Association of Two-Way & Dual Language Education. The facts set forth in this declaration are true of my own personal knowledge, or appear from the records of the District.
2. I have served as the TUSD Two Way Dual Language (TWDL) expert since 2016.
3. I give my full support for the proposal to create a no-boundary, Two-Way Dual Language magnet program at Roskruge K-8 school, with a special attendance area for Roskruge and Richey neighborhood students enrolling at the entry grades, Kindergarten and 1st grade.
4. The point of entry into TWDL programs for English speakers is strictly at the kindergarten level or the first semester of first grade to allow students 7-9 years to develop high levels of bilingualism and biliteracy.
5. When students are not allowed the time span to become proficient in a second language, many of them struggle to keep up with their peers both linguistically and academically or simply give up. This phenomenon is pronounced at Roskruge because neighborhood students (some of whom are not even interested in dual language) have a right to attend Roskruge in grades 2-5 regardless of their level of Spanish proficiency. These students are known as late enrollees. This modification of the research-based model, enrolling late enrollees, has proven detrimental to the students who entered Roskruge as K-1st graders (for whom the program was designed) and who often have to wait for their peers to catch up and keep up.
6. TWDL teachers working at the intermediate levels, must not only differentiate instruction by content-area (for example, for a student struggling in math), but must also differentiate instruction for language proficiency (for students not proficient in Spanish) often slowing down their instruction for the new students. Late enrollees often lack skills to engage fully in grade-level work in Spanish and are often frustrated and disengaged because they are working in a second language program not designed for them. This affects the classroom climate for all students and causes some English speaking students to call out to visitors that they “do not know Spanish” expressing their frustration to anyone that will listen (I have witnessed this occurring). The data results documenting achievement in both languages for the students in the TWDL Program are often skewed because of the significant variance of linguistic capabilities for the students that in turn, affects the overall achievement data for all students in the TWDL program.

7. As both an ALE and Magnet school, Roskruge must offer a competitive and attractive program. Currently, the open points-of-entry at Roskruge interfere with the school's potential for achieving the type of academic and linguistic results that similar programs in the U.S. are able to achieve. This lack of progress and marketable results interferes with the school's efforts to attract non-Hispanic students whose presence would further integrate the school.

I declare under penalty of perjury that the foregoing is true and correct. Executed this ___26th___ day of August, 2019 at San Jose, California.



Rosa Molina