

EXHIBIT I

MENDOZA PLAINTIFFS' SUGGESTION TO REVISION ROSKRUGE AS A
WORLD LANGUAGE ACADEMY MAGNET SCHOOL

March 14, 2019

As Sylvia Campoy stated at the conclusion of her statement to the Boundary Committee on March 11, 2019, the Mendoza Plaintiffs seek to work with the District to arrive at the optimum solution for a revisioned Roskruge. To that end, we have carefully reviewed and considered the District's various "revisioning" proposals for the school, the USP, the District's strategic plan, the TUSD TWDL Framework, research relating to dual language programs, and consulted with Beatriz Arias.¹ We also are mindful of the needs and desires of those residing in the current Roskruge attendance boundary (inclusive of the Old Pascua Yaqui Neighborhood "annex") and the outcome of the March 11, 2019 Boundary Committee vote.

Based on all of the foregoing, we now write to suggest that the District revision Roskruge as a World Language Academy Magnet School with no change to its current boundaries/attendance area.

The following is purposely quite general (at the 30,000 foot level) both because we believe it is important that we first focus on the concept and because we believe implementation of the concept will benefit from a collaborative approach like that which led to the development of the revised MASSD plan.

We believe that the revisioned Roskruge World Language Academy Magnet School not only will further the purposes of the USP; it also will further Strategic Priority # 3 under Diversity in the District's Strategic Plan: "TUSD will increase and support its foreign language options for **all** students." (Emphasis added.)

We further believe that what we are suggesting is 100% consistent with the District's existing TWDL framework which states in relevant part:

"As students enter middle school, the level of students' proficiencies in the target language [Spanish in this case] delineates the type of program in which they will participate. Two-Way Dual Language students must be allowed to continue their pathway from 5th grade into middle school to fully realize the advantages of their TWDL schooling....**In addition, TUSD middle schools are reorganizing the middle school schedule to offer more than just a TWDL strand. Students without TWDL experience should be given the option of taking high school equivalent Spanish courses for English speakers. Native Speaker courses for Native-speaking students who have oral language capabilities but need literacy development in the Spanish language should also be offered.**" (TUSD TWDL Framework at 26; emphasis added.)

¹ We invite the District to consult with Dr. Arias as well and are available to facilitate this in any way that will assist the District.

The TWDL Framework then includes a chart outlining the three strands. A copy of that chart is being provided with this memo.

Mendoza Plaintiffs believe that a revisioned Roskruge should offer at grades 6-8 the three strands that are contemplated by the District's own TWDL Framework. This will permit greater flexibility at the 5th to 6th grade transition point and enhance the school's ability to further integrate its 6th through 8th grades.

Mendoza Plaintiffs also suggest that the District broaden its approach at the K-5 level to augment the TWDL option with a second strand in which all students study Spanish but are not in "immersion" or dual language classes. This would provide every child in the school with exposure to a world language besides English and further a focus on developing cultural competencies within the magnet theme. Further, it will permit neighborhood children whose families do not chose to have their children participate in a dual language program continue to attend the school. (We learned through the presentations at the Boundary Committee and Roskruge school meetings that many Yaqui families are interested in having their children study Spanish although not necessarily in the dual language format. The suggested option of more than one strand provides this and all communities with the opportunity to select which strand is best for their child. Additionally, it would provide a solution to the challenge of having new students enroll in the school after the first grade. Such children, based on their Spanish language competency, would be placed either in the TWDL strand or the Spanish language study strand(s).

Moreover, we believe that achieving the "gold standard" for the dual language strand would occur much more rapidly than what currently is being proposed since all dual language teachers within a "gold standard" dual language program not only should be certified at their level and/or content area but also hold a bilingual education endorsement. Yet, according to recent Roskruge teacher job announcements we have reviewed, bilingual education endorsement is not now required; rather, it is listed as "preferred." (One such announcement is provided with this memo.) A preference but not a requirement for bilingual education endorsement in the job announcement seems more logically to apply with respect to teachers in the non-dual language strand(s) that we are recommending. (As the entire program is built, it would of course be ideal to have a school filled with bilingual education endorsed professionals. In this regard, we also strongly suggest that the bilingual education endorsement should be a requirement for the school's leadership team as well.)

We believe a World Language Academy Magnet School like what we are suggesting would "brand" Roskruge in a manner that would be very attractive to its neighborhood and to the larger community. The Roskruge World Language Academy Magnet School would involve all students, K-8, in the study of language. By including students at all levels of English and Spanish proficiency, it would be inclusive and also should be able to attract a greater diversity of students.

In that regard, Mendoza Plaintiffs continue to believe that the Roskruge revisioning plan must incorporate far more outreach and greater dissemination of

information about the educational and other benefits of a bilingual education than currently is occurring at the school in order to maximize integration at the school and to better educate both the school community and the larger TUSD community about both the value of bilingual education and the importance of studying languages other than English.