



FREMONT UNIFIED
SCHOOL DISTRICT

Long Term Planning and Considerations for the Immersion Programs

Presented by Christie Rocha
March 11, 2020

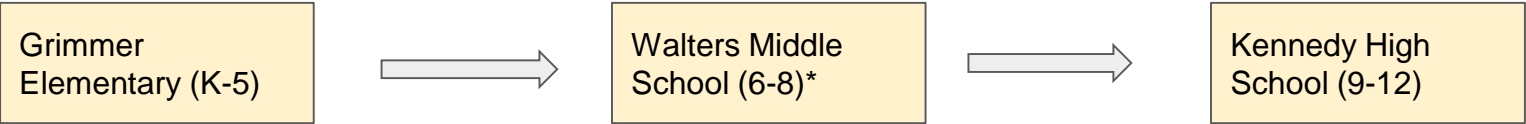


Outreach to Immersion Community

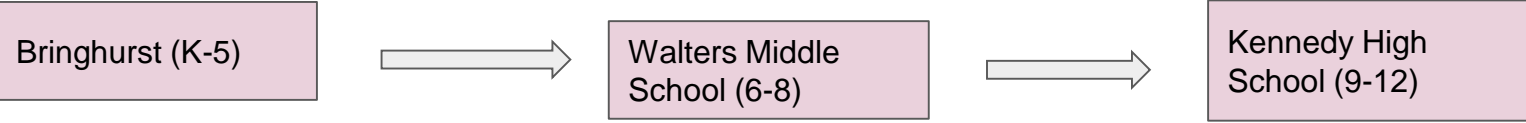
- Held in-person meetings with immersion community to gather input and brainstorm solutions
- Sent survey out to staff
- Met with the Meléndez Task Force three times to continue to outreach to the Spanish Dual Immersion (SDI) community regarding unification
- Provided updates to the Facility Advisory Committee (FAC)

Option 1 (Staff Recommended)

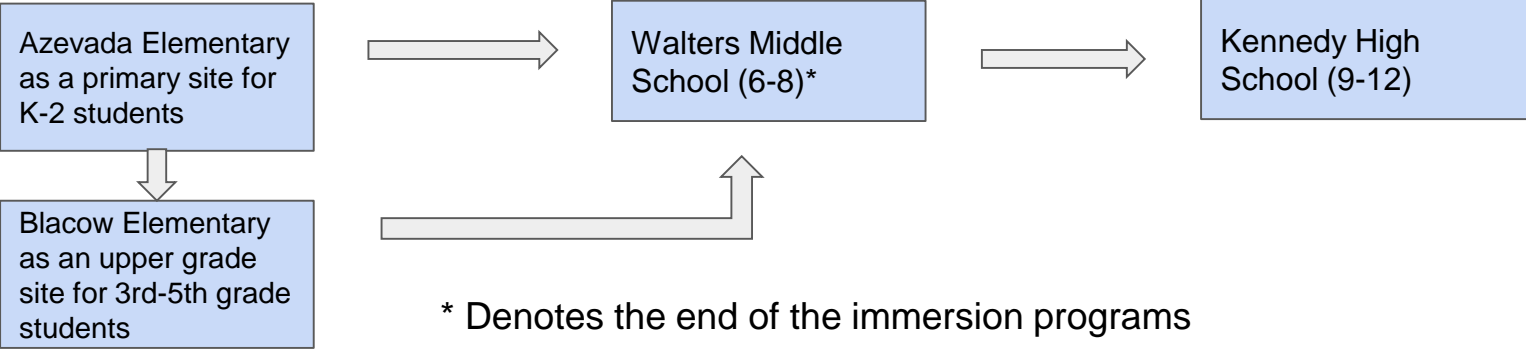
Spanish Dual Immersion Program



Grimmer Non-Immersion Students



Mandarin Immersion Program and Students of Residence



* Denotes the end of the immersion programs



Option 1 Pros and Cons

Pros

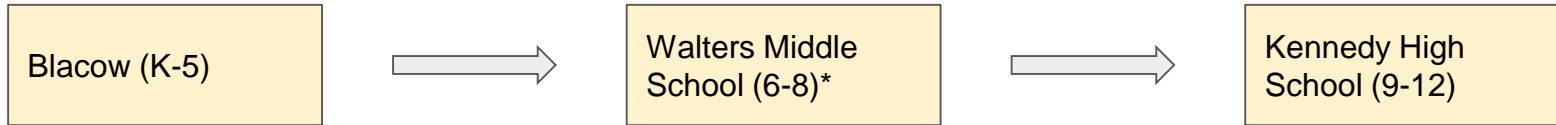
- Unifies SDI Program to one site to meet programmatic needs
- Expands the Mandarin Immersion Program (MIP) program
- Increases World Language opportunities at Kennedy High School
- Close proximity for MIP staff to collaborate and align program
- Increases enrollment at Lila Bringhurst
- Block schedule at Kennedy allows for increased access to a greater number of courses within an academic year
- Central location for middle and high schools

Cons

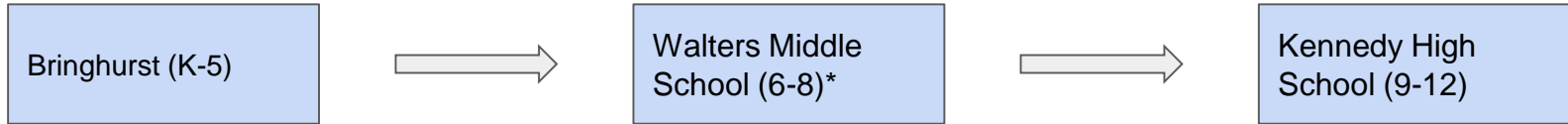
- Impacts future non-immersion Grimmer students by assigning them to Bringhurst (phased in starting with particular grade level spans or all K-5 immediately enrolled)
- Need for two additional classrooms to become available at Walters

Option 2

Spanish Dual Immersion Program & Students of Residence



Mandarin Immersion Program & Students of Residence



* Denotes the end of the immersion programs

Option 2 Pros and Cons

Pros

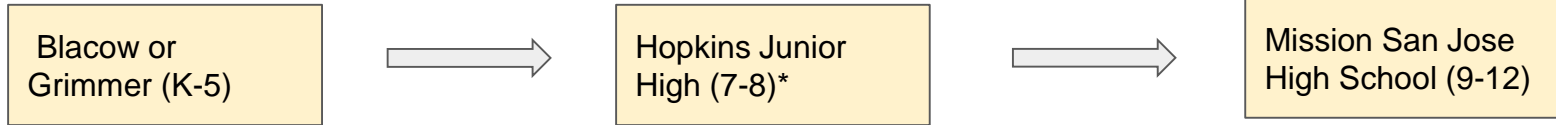
- Allows for the MIP program to expand to one site
- Central location for SDI program
- Block schedule at Kennedy allows for increased access to a greater number of courses within an academic year

Cons

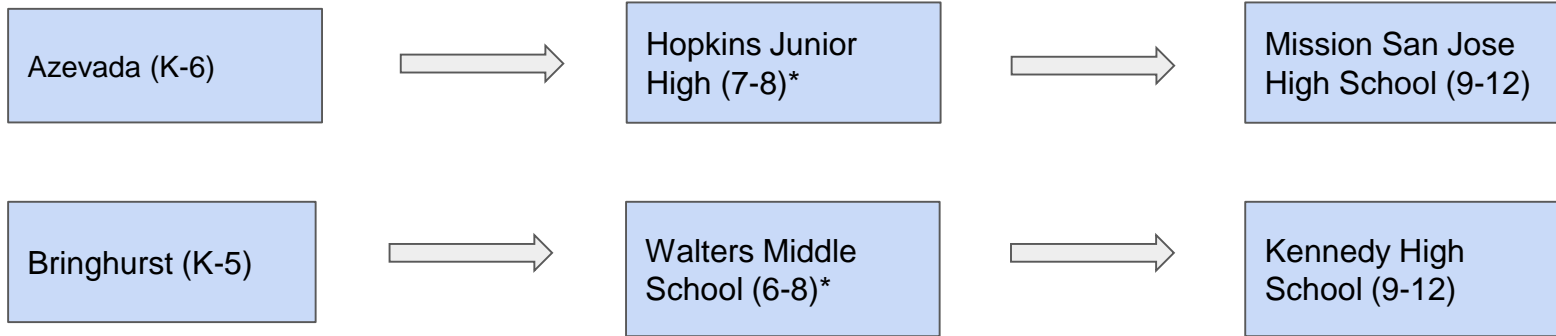
- Rix would need to open to occupy classrooms that are currently being used by Glankler at Blacow
- Additional portables would be needed at Blacow to house the entire SDI and non-immersion students
- SDI would not have their own campus
- Limits growth of the MIP program due to developer agreement of 400 students outside of the Bringhurst attendance area (requires an amendment to the agreement)

Option 3

Spanish Dual Immersion Program & Students of Residence



Mandarin Immersion Program & Students of Residence



*Denotes the end of the immersion programs

Option 3 Pros and Cons

Pros

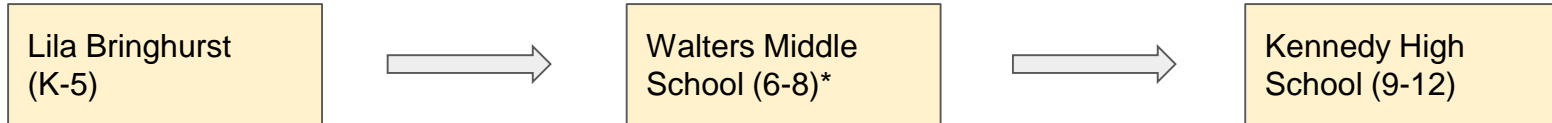
- Allows for the MIP program to expand at two different sites
- Central location for SDI program (Blacow only)

Cons

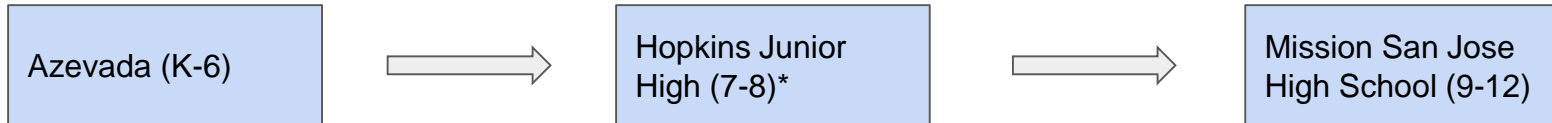
- Rix would need to open in order to vacate the occupied classrooms at Blacow
- Distance between MIP sites would negatively impact collaboration and planning
- MIP strands pose challenges such as alignment, resources and support
- Immersion students would attend different middle and high schools
- Need for multiple bilingual educators to staff both MIP junior high programs
- Need for additional portables for both Blacow and Grimmer to unify SDI program

Option 4

Spanish Dual Immersion Program & Students of Residence



Mandarin Immersion Program & Students of Residence



*Denotes the end of the immersion programs

Option 4 Pros and Cons

Pros

- Allows for the SDI program to unify to one site

Cons

- Need for numerous portables to expand MIP at Azevada
- Immersion students would attend different middle and high schools
- SDI would not have their own campus
- Limits growth of the SDI program due to the developer agreement of 400 students outside of Bringham attendance area (requires an amendment to the agreement)