



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Multilingual Programs & Opportunities

SMMUSD Board of Education Study Session
Educational Services & Site Staff
June 19, 2018



Study Session

The purpose of this session is to explore the following essential questions:

1. Why multilingual programs?
2. What do we know about multilingual programs?
3. How do we implement our Dual Language Immersion and World Language programs?
4. How can we build upon these programs?

Why multilingual programs?

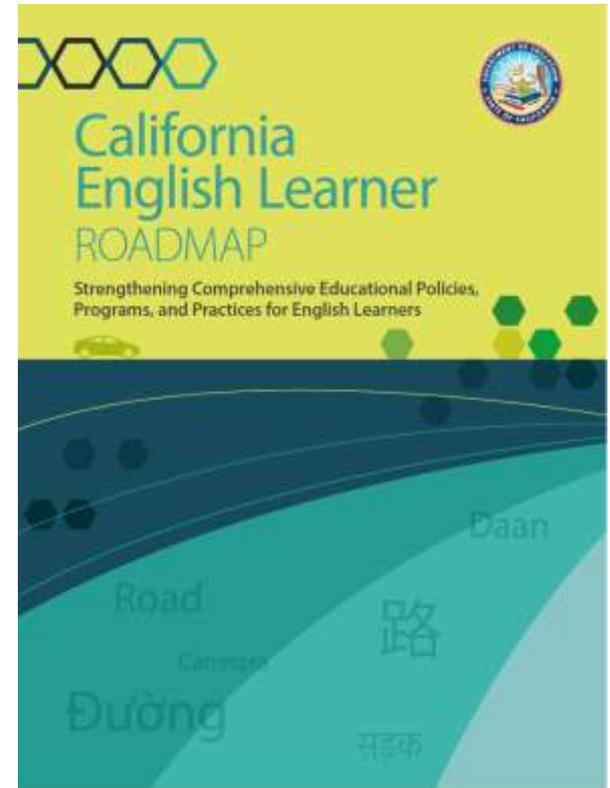
Essential
Question





“Bilingualism provides benefits from the capacity to communicate in more than one language, may enhance cognitive skills, and may improve academic outcomes.”

- *California English learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English learners*, California State Department of Education, 2017, pages 10-11.



Being bilingual brings me closer to my family and helps me talk to the world.

-Sara Paula, 2nd grade student

Being bilingual makes my brain smarter and helps me make friends.

-Marcos, 4th grade student

Quotes
from our
SMMUSD
Students



What do we
know about
Multilingual
Programs?

Essential
Question





Key Characteristics of all Quality Language Learning Models

- Integration of language and culture
- Active engagement and meaningful interaction
- Contrastive analysis to build linguistic and culturally diversity within an affirming climate
- Standards-aligned curriculum and high quality instructional materials
- Valid and appropriate assessment
- Age appropriate instruction differentiated and scaffolded for different levels of language proficiency.



SMMUSD Multilingual Programs

- Dual Language Immersion
- World Language Courses (Secondary)

Let's take a
closer look at our
programs!



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

SMMUSD Dual Language Immersion Pathway



Dual Language Immersion Basics

- Two languages are used for instruction over the life of the program.
- Requires approximately equal numbers of students speaking each language -- students learn together and from each other.
- Enrichment not deficit model – language skills are viewed as a resource.
- Language is best learned in a content-based curriculum rather than as the sole object of classroom instruction.
- Speaking a language for an authentic purpose to native speakers of that language brings higher levels of proficiency.

Three Equally-Important Goals:

1. High levels of proficiency and literacy in both languages;
2. Strong academic achievement in all academic areas;
3. Positive cross-cultural attitudes and behaviors and high levels of self-esteem





The Pre-K through 5th grade part of the Language Academy Uses the 90-10 DLI Model

- Instruction for EVERY STUDENT at Edison is based on this model.
- 90-10 model is most prevalent and long-established in California.
- All students learn to read first in the target language and a large # of instructional minutes are devoted to learning and using the target language .
- Has the strongest results -- students completing a college-bound curriculum and actually developing fluency in target language.

Grade	Spanish	English
Pre-School	90%	10%
Transitional K	90%	10%
Kindergarten	90%	10%
First Grade	90%	10%
Second Grade	80%	20%
Third Grade	70%	30%
Fourth Grade	60%	40%
Fifth Grade	50%	50%



DLI Programs Teach for Transfer

- Many skills in reading transfer from one language to another (e.g. from Spanish to English) and DLI teachers learn to “teach for transfer”
- Skills that do not transfer directly are taught explicitly and systematically in English.



Instructional Techniques

- **Strategic Separation of Languages (no direct translation** --by instructional blocks of time, by subject, by time or by teacher)
- **All lessons have two goals --language development and content knowledge.** All teachers are reading/language arts teachers – braiding language and content together
- **Teachers analyze the language demands and scaffold instruction for second language learners**
- **Students work together in heterogeneous learning teams**





Building Skills in English: An important part of the program for all students

- **Focus in TK – 1ST Grade** – building oral English language skills and academic vocabulary.
- **Focus in 2nd Grade** --Formal reading and writing in English begins
- **Focus in 2nd and 3rd Grades** – Explicit teaching of non- transferable skills (e.g., phonics, spelling, and vocabulary).
- **Focus in 4th and 5th Grades** – Reading and Language Arts in English and some other content is taught through English





CHALLENGES IN A 90:10 PROGRAM

1. Recruitment and Admissions

- **Language Balance in Student Enrollment** – These programs work best when there are approximately equal numbers of speakers of English and speakers of the other language. At least half your spots need to be reserved for English speakers and half for Spanish speakers.
- **Parent Choice** – Immersion is different and requires that parents understand and embrace what they're choosing. That means about 30 hours of "orientations/ observations
- **Continuity of Enrollment** – When you're teaching kids initial literacy in Spanish (Pre-K and TK), parents want some guarantee that they can continue on in an immersion program. Likewise, if they move and the neighborhood school is not immersion, it's challenging for the kids.
- **Admissions Criteria** – No matter how clear we try to make our Board adopted admissions preferences, someone is upset about it when they don't get in.
- **Our SMMUSD Spanish native speaker population is steadily declining.** The ability to take a few kids each year on inter-district permits is important.
- **Staff Time** – It takes a lot of my time, teacher time, and the community liaison's time to recruit, screen and admit students.



Challenges, Continued

2. **Double Assessment Time** – At some grade levels we need to assess in Spanish and English for reading and writing, so our assessment time and budgets can be double. We should probably add a Spanish standardized assessment in grades 3-5 but the time and the money have felt prohibitive.
3. **Double the Print Materials** – Textbooks, library and leveled book collections
4. **Protecting Instructional Time** –Although we braid instruction and teach for transfer, we’re still adding literacy in a second language in the same amount of instructional time as monolingual schools.
5. **Finding highly qualified bilingual personnel** -- Substitutes and bilingual dual immersion trained teachers. Contractors (e.g. PS Arts or other “specials” providers).
6. **Our Needs are Just a Little Different in Some Ways from the Other Schools** – Professional development, assessments, materials, time required, needing to translate everything and run all meetings in two languages, etc.



Dual Language Immersion Strand

6 th Grade	7 th Grade	8 th Grade`
Humanities Block (2 periods) <ul style="list-style-type: none">• Spanish Language Arts <ul style="list-style-type: none">• Social Studies	World History IMM	U.S. History IMM
	Spanish Literature	Spanish 1 SS
English Language Arts	English Language Arts	English Language Arts





SANTA MONICA HIGH SCHOOL

601 Pico Boulevard . Santa Monica CA 90405 . 310-395-3204

Dual Language Immersion Strand

9 th Grade	10 th Grade	11 th Grade`	12 th Grade
Freshman Seminar IMM	World History IMM	U.S. History IMM	U.S. Government IMM
Spanish SS Course**	Spanish SS Course**	Spanish SS Course**	Spanish SS Course**

**Immersion students are required to complete at a minimum Spanish 4SS. All Spanish classes must be SS (Spanish for Spanish Speakers)





DLI Middle and High School Challenges

- Teacher Recruitment: Language Proficiency & Content Expertise
- Expansion of Choices: Particularly in High School
- Instructional Materials: Dearth of materials available in the target language at the secondary level.
- Course Sequence and Coherence from School-wide to a Strand.

How can we build coherence within the Dual Language Immersion Pathway?

Essential Question

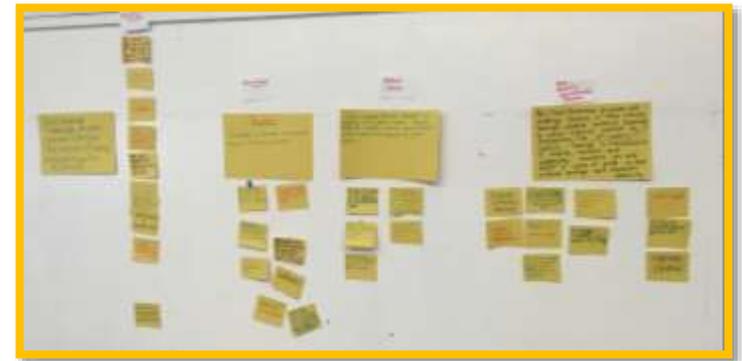
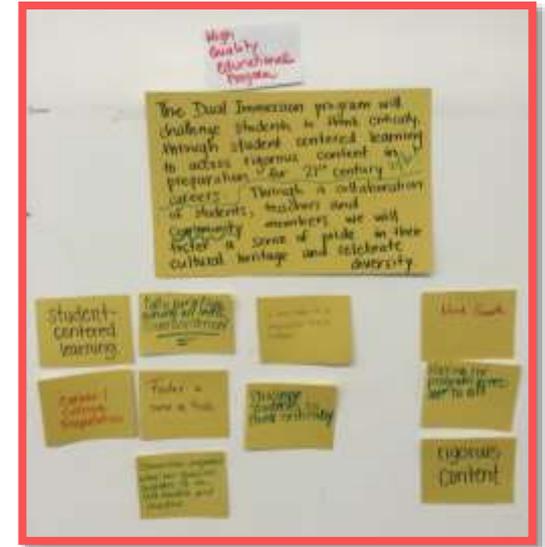


Highlights from Immersion PLC '17-'18

- ❖ 9 teachers representatives from Edison, JAMS, SAMOHI
- ❖ 2 full-day & 1 afternoon professional learning sessions
- ❖ Content focus: Articulation & alignment across programs



Drafting a Shared Mission Statement



SMMUSD Dual-language K-12 Mission Statement

Through collaboration with students, staff, parents and community members, the SMMUSD Dual-Language Immersion Program:

- Celebrates diversity & promotes multiculturalism
- Prepares all students to be bilingual and bi-literate over time
- Fosters global citizenship and readiness for 21st Century careers
- Provides rigorous, student-centered instruction that challenges students to think critically
- Builds a strong, dual-language SMMUSD community in which students and families have the opportunity to form long-lasting friendships

Shared with site administrators and Friends of Immersion (parent group)

Putting our beliefs into action!

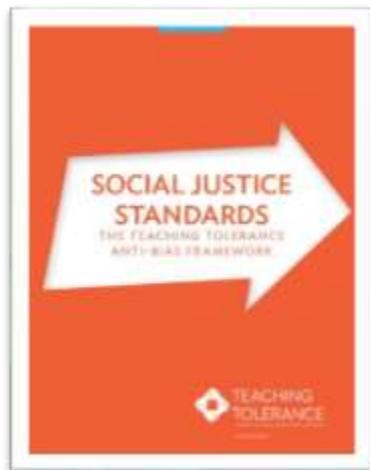
What will our students say and do to demonstrate that they:

- Celebrate diversity & promote multiculturalism
- Are bilingual and bi-literate
- Are global citizens who are ready for 21st Century careers
- Engage in rigorous learning and critical thinking
- Build a strong, dual-language SMMUSD community

Articulation and Alignment: PreK-Grade 12

For example...

- What will students say and do to demonstrate that they celebrate diversity and promote multiculturalism...
 - ...in 5th grade?
 - ...in 8th grade?
 - ...in 12th grade?



Category

**CELEBRATE
DIVERSITY**

**Next steps:
Continue alignment in '18/'19 &
gather input from site staff**



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

SMIMUSD World Language Courses

How can we build on the World Language program we offer at the secondary level?

Essential Question





SMMUSD 8-12 Grade World Language Offerings

JAMS, LMS & Malibu	Samohi	MHS	Olympic
Spanish	Spanish	Spanish	N/A
	French	French	
	Chinese		
	Japanese		
	Latin		



Goal: Exposure, enrichment, language experience

Target Students: Non-native speakers of the target language.

Foreign Language Elementary Experience (FLEX)

Instructional Setting: A designated period of the school day or after-school program (usually a few times a week) providing basic exposure to a language.

Teacher Requirements: Bilingual Authorization/BCLAD/BCC



Goal: Language Study

Target Students: Non-native speakers of the target language.

Foreign Language in Elementary Schools (FLES)

Instructional Setting: A designated period of the school day or after-school program dedicated to language study. Varies greatly in amount of time.

Teacher Requirements: Bilingual Authorization/BCLAD/BCC



Goal: Reclaim a heritage language.

Target Students: For language minority students who are English dominant and are desiring to learn the heritage language in grades K-12.

Heritage Programs

Instructional Setting: Generally a course or after school opportunity. Significant focus on the heritage culture as well as language.

Teacher Requirements: Bilingual Authorization/BCLAD/BCC/World Languages



Additional Considerations

- Focus can be on language and culture only in isolation from the rest of the curriculum
- Availability of qualified staff and/or additional staff
- Access to adequate resources including curriculum development and instructional materials
- Conscious effort needs to be placed on literacy skills because focus tends to be on oral skills



Next Steps:

Form a Study Group to engage in the following:

- **Observe** PreK-12 World Language Programs
- **Identify** opportunities and potential challenges for a World Language PreK-12 program
- **Share** recommendations with our Board of Education (Winter, 2019)



Multilingual Programs to Visit

- Eureka Union District
 - World Languages Enrichment TK-8
- Long Beach USD
 - Heritage Programs grades 6-8
- San Francisco USD
 - K-5 FLES programs

School Visits
SCHOOL VISITS

