



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Multilingual Programs Update

SMMUSD Board of Education Study Session  
Presented by Multilingual Programs Study Group  
June 20, 2019



# June 2018 BOE Study Session: Multilingual Programs & Opportunities

## ■ *Guiding Questions:*

- Why multilingual programs?
- What do we know about multilingual programs?
- How do we implement our Dual Language Immersion and World Language programs?
- How can we build upon these programs?



# June 2018 BOE Study Session: Highlights


- *Emphasized the value* of multilingualism
  - Current research
  - Guiding documents from the CDE
- *Reviewed existing multilingual program options* in SMMUSD
  - Dual Language Immersion
  - World Languages (Secondary)



# June 2018 BOE Study Session: Highlights

- *Identified strengths and challenges* with existing programs
  - Staffing and recruitment
  - Instructional materials
  - Coherence (PreK-12)
  - Expansion of options
- *Reviewed additional options* for multilingual programs put forth by CDE
  - Foreign Language in Elementary School (FLES)
  - Heritage Programs






**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

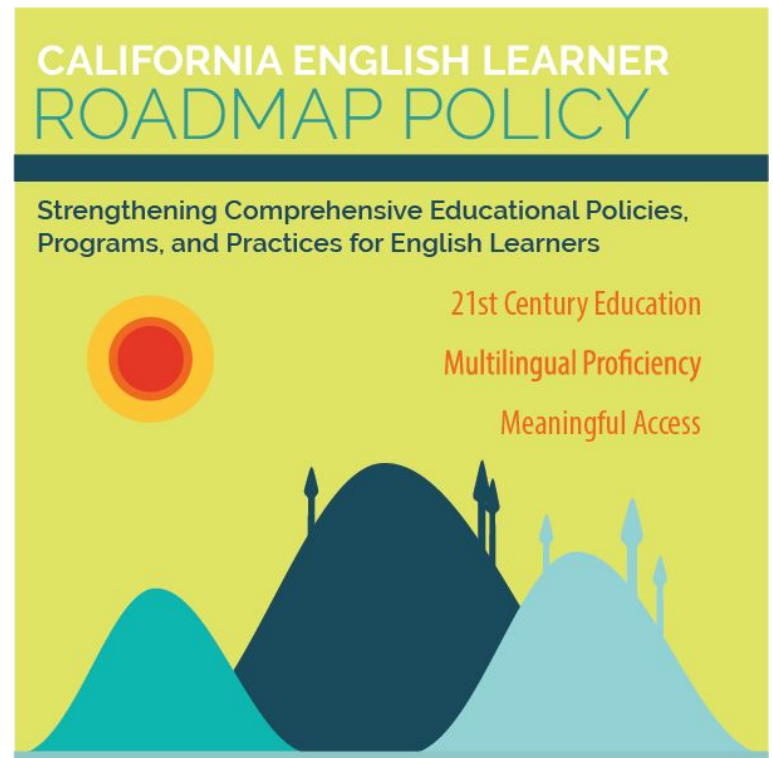
**Target Students:** For language minority students who are English dominant and are desiring to learn the heritage language in grades K-12.

# 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

# CDE Supports Multilingualism





# June 2018 BOE Study Session: Highlights

## ■ *Established next steps:*

- **Form a Study Group** to research program options within SMMUSD
- **Gather information and observe** elementary world language programs (FLES & Heritage)
- **Identify opportunities and potential challenges** for bringing a world language program to elementary
- **Share key learnings** with our Board of Education

# Multilingual Programs Study Group: Process & Timeline

Oct-Dec	Feb-March	April-May	June
Recruit study group team members	Meet with team (2x)  Refine guiding questions  Research options for site visitations	Visit sites with multilingual programs outside of SMMUSD  Meet with team to review data and make recommendations	Present findings and recommendations to BOE



# Goals for Today

- **Provide an orientation** to the information gathered by the Multilingual Study Group
- **Share reflections** from site visits
- **Present key reflections and considerations**



**Part I: Elementary FLES**



**Part II: MS Exploratory Wheel**

# Recruiting Our Study Group Team



- ❖ Recruitment prioritized a fair representation of staff who would be impacted by multilingual programs
- ❖ Elementary teachers, Secondary World Language teachers, Literacy and Language Coach, Literacy and Language Interventionist, Elementary principals, Educational Services staff
- ❖ Request from the team to investigate middle school language options led to the inclusion of our middle school colleague

# Guiding Questions: Research Phase

- What do multilingual learning opportunities look like at the elementary level?
- What are the benefits, challenges and feasibility of developing these opportunities for our SMMUSD students?





# Meeting #1: February 4th



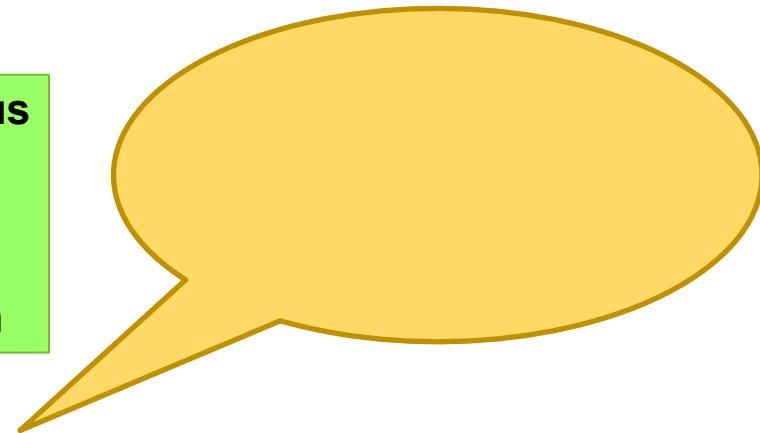
Build shared  
content  
knowledge



**LANGUAGE LEARNING**  
— FOUNDATIONS —



Narrow our focus  
and create  
guiding  
questions for  
data collection





# Initial Outreach: Steps and Process

- Cast a wide net to find districts/sites with FLES model
  - Los Angeles County Office of Education (LACOE)
  - California Department of Education (CDE)
  - California Association of Bilingual Educators (CABE)
  - Bilingual English Learners Directors (BELD) Team
- Identified districts to contact with existing FLES programs (only 6 in California)
- Determined systematic means of data collection (Google form/guiding questions)
- Divide and contact!

# Initial Outreach: Guiding Questions

**What led your site/district to develop multilingual program(s)?**

**What type of program do you offer within your school/district?**

**What do you consider your greatest challenges?**

**Can you describe the successes you've noticed so far?**

**Would you be open to hosting a visit from an SMMUSD team to help us with information gathering?**



# **Initial Outreach: SMMUSD Middle School Site Administrators**

**What would excite you  
about expanding  
language offerings?**

**If we were to expand  
language offerings, how  
would this positively or  
negatively impact the  
master schedule?**

**Is there anything  
else you would like  
our multilingual  
study group or BOE  
to know?**


**What potential  
barriers/challenges should  
we share with our  
multilingual study group or  
BOE?**



# Meeting #2: March 11

- Team members shared data collected from outreach efforts (Google form)
- Team identified patterns and findings from FLES programs
  - Limited options for site visits
  - Programs not sustained over time
  - Successes and challenges mirrored our own
  - Programs launched from community input





# Meeting #2: March 11

- Team shared input from middle school site administrator
  - Understand and value the importance multilingualism
  - Interest in early exposure to language and opportunity to make a more informed selection of language class at secondary
  - Questions regarding: master scheduling, staffing, and elective options

**Team  
recommendation:  
Best options is to  
visit SFUSD**

# Site Visit to San Francisco USD

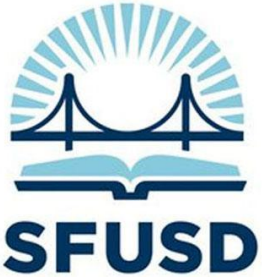




# SFUSD Site Visit Overview

## Rosa Parks Elementary School

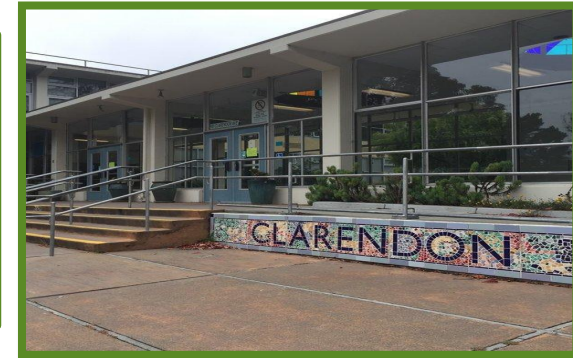
- *Japanese Bilingual Bicultural Program (JBBP)*
- *Located at the entry to Japantown*



Meeting with Central Office staff to discuss the middle school Exploratory Wheel

## Clarendon Alternative Elementary School

- *Japanese Bilingual Bicultural Program (JBBP)*
- *Located in the city of San Francisco*







## Part I: Elementary FLES



# Rosa Parks Elementary School

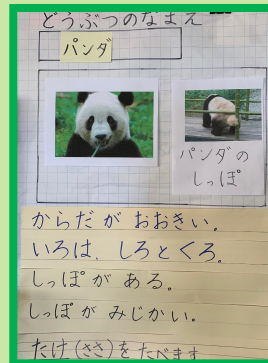
## OVERVIEW:

- Approximately 500 students
- JBBP is a **strand** with 260 students; the other strand is STEM
- Established program (40+ years)



## JBBP STRUCTURE:

- Push-in model
- 45 minutes daily in Gr 1-5; 1 hour in Gr K (as part of a 6-hour day)
- ELD during protected time of the day
- Music instruction is optional and offered one 1 time per week



## PROGRAM GOAL:

- Language through culture; students exit with a strong sense of Japanese culture
- According to staff, students “carry the cultural feeling with them as they move up through the grades”



# Rosa Parks Elementary School

## STAFFING:

- The “Sensei Model”; a team of bilingual para-educators provide direct instruction in Japanese
- 5-hour workday
- Senseis support classrooms as IAs in addition to providing Japanese instruction
- Senseis are often community members



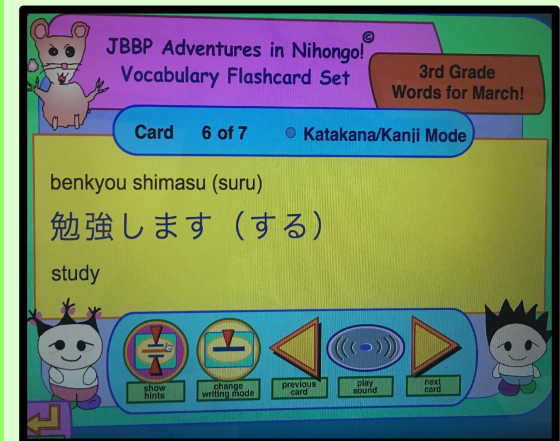
## CURRICULUM:

- Curriculum map focused on festivals and cultural celebrations
- Three-leveled workbooks
- Grant-funded, online, interactive language tool
- Some content integration through



## ASSESSMENT:

- Students assessed twice yearly on computer-based assessments
- Report cards with grade-level identified standards



# Rosa Parks Elementary School

## FUNDING AND SUPPORT:

- District funds 5-hour IA positions
- Parents fundraise to support cultural celebrations and program
- Community offers additional support
- Curriculum developed through a federal grant



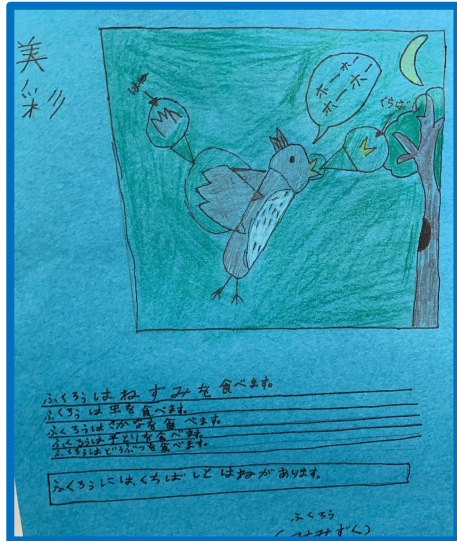
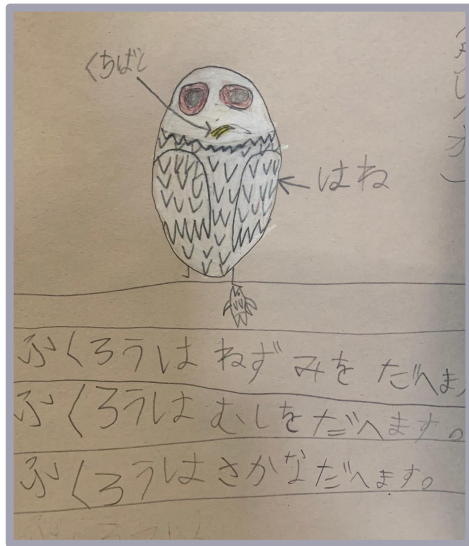
## SENSEI RECOMMENDATIONS FOR LAUNCHING A NEW PROGRAM:

- Form an Advisory Council composed of stakeholders who are committed to the program's long-term success
- Promote professional learning amongst staff
- Plan for sustainability (e.g., recruitment, retiring teachers)
- Allow time for team planning with Sensei's and certificated teachers



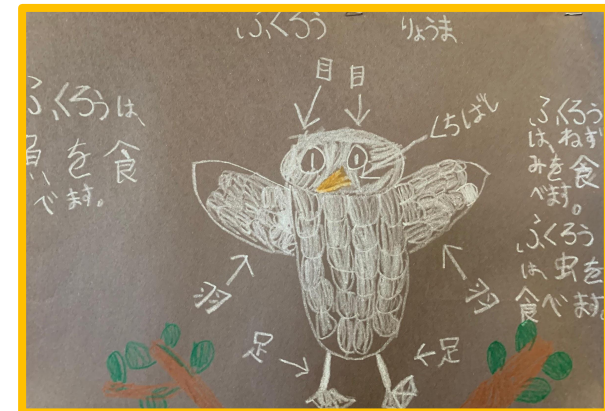
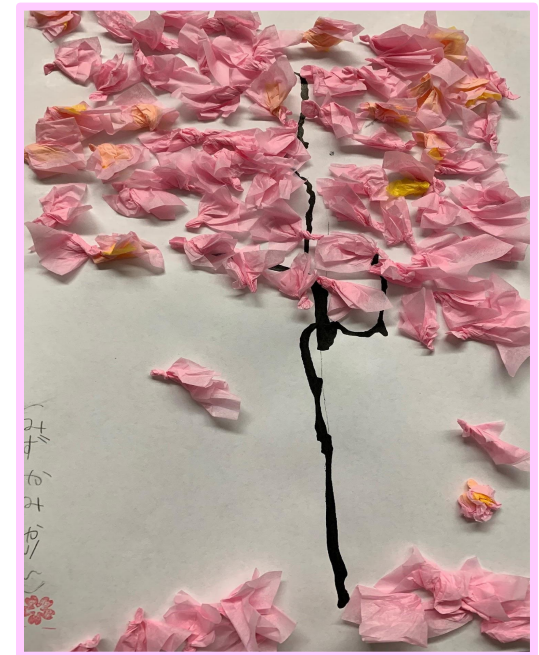


# Rosa Parks Elementary School



## OBSERVATIONS AND REFLECTIONS:

- Cohesive Sensei team with clearly defined mission and goals
- Common instructional materials
- Consistent and regular assessments and data reporting to parents and staff
- Direct instruction provided by para educators
- One example of integrated language instruction
- Evidence of cultural focus (e.g, student work hallway walls, art in classrooms)



# Clarendon Alternative Elementary School

## OVERVIEW:

- Approximately 520 students
- JBBP is a **strand** of the school with 260 students; the other strand was previously Italian program but not currently in place
- Students can enter the program at any point in their educational experience

## JBBP STRUCTURE:

- Integrated language model; weaved in alongside core content throughout the instructional day
- 30-45 minutes of Japanese instruction daily across grade levels



## PROGRAM GOAL:

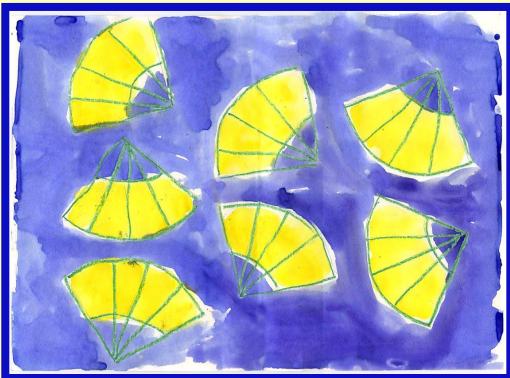
- Communication and oral language development
- Focus on language needed for “everyday life”



# Clarendon Alternative Elementary School

## STAFFING:

- Bilingual, certificated teachers provide direct language and cultural instruction
- Two part-time Curriculum Consultants who support curriculum development and implementation



## CURRICULUM:

- Curriculum developed in collaboration with certificated teachers
- Curriculum Consultant spent a year researching and designing curriculum, vertically aligning standards and grade-specific expectations, and publishing instructional materials/textbook for use



## ASSESSMENT:

- Classroom-based formative assessments





# Clarendon Alternative Elementary School

## **FUNDING AND SUPPORT:**

- Program funded by parents (approximately \$500,000 annually)
- Professional development attended by staff is funded by parent support



## **RECOMMENDATIONS FOR LAUNCHING A NEW PROGRAM:**

- Community and financial support is essential for the success of a program
- Ongoing support by Curriculum Consultant helps ensure consistency, vertical alignment, and support for staff























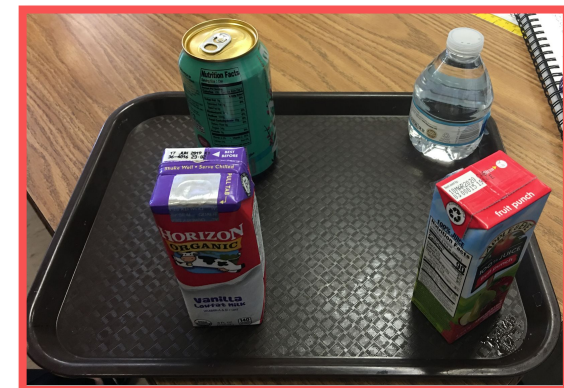


# Clarendon Alternative Elementary School

## OBSERVATIONS AND REFLECTIONS:

- Integration of language and content across all classrooms
- Extensive instructional strategies and grade-specific pedagogy to support language development
- Frequent opportunities for students to speak in partnerships; students speaking in Japanese for 15-20 minute segments across all grade levels
- High levels of engagement and student-centered opportunities for practicing language
- Evidence that students had conversational comprehension in Japanese
- Students conversing in Japanese who were new to the model

Clarendon JBBP Verb List (in Past Tense)				
 Aruki mashita あるきました I walked	 Tabemashita たべました I ate	 Okorimashita おこりました I got mad	 Nomimashita のみました I drank	 Mimashita みました I looked (watched/Saw)
 Oyogimashita およしました I swam	 Hashirimashita はしりました I ran	 Kakimashita かきました I wrote	 Hanashimashita はなしました I talked (spoke)	 Odorimashita おどりました I danced
 Waraimashita わらいました I laughed	 Kaimashita かいました I bought	 Ikimashita いきました I went	 Kirimashita きりました I cut	 Araimashita あらいました I washed
 Yomimashita よみました I read	 Agemashita あげました I gave	 Kaerimashita かえりました I went back	 Wasuremashita わすれました I forgot	 Norimashita のりました I rode (took)





# SMMUSD's Multilingual Study Group: Key Learnings and Reflections

- **Inspirational and aspirational**
  - *Aligned with California 2030*
  - *Supports research on value of multilingualism*
  - *Promotes our SMMUSD Core Values around multilingualism*
- **Anticipated interest from our SMMUSD parent community**
  - *Historic interest from SMMUSD families in supporting multilingual education*
  - *Increased number of applicants each year to Edison; site is not able to absorb all interested families*



# SMMUSD's Multilingual Study Group: Key Learnings and Reflections

- Possibilities exist for integrating language and culture into existing structures
- A singular, narrow focus can yield results for second language learning





# SMMUSD's Multilingual Study Group: Key Learnings and Reflections

- The predominant multilingual models that are in place across the state are two-way or **one-way Dual Language Immersion programs**
  - *Instructional Model* – Same as Edison model , full day and integrated in all content, taught by a bilingual (BCLAD) classroom teacher. Research backed model (Collier and Thomas)
  - *Students* -All come from the same language group. Can include both monolinguals and English speakers with some exposure to Spanish (including students with a heritage language that they do not speak) \*



# One-Way Dual Language Program

## Possible Strength as Model for SMMUSD

- ★ Can use established DL program and support structure
- ★ Could be grown one grade at a time as a strand at another SMMUSD campus
- ★ Within 6 years could provide a DL option for 145-150 students.
- ★ Students could feed into SMMUSD existing middle and high school DL programs
- ★ Indication of unmet demand among SMMUSD English speaking families

## Possible Challenges

- Would require hiring of new Spanish speaking staff with BCLADs – one per year
- Need a school that would be supportive of establishing such a strand
- Choice option and possible displacement of other students if expansion space not available.



# SMMUSD's Multilingual Study Group: Considerations and Questions

## ■ Staffing

- *Certificated staff (BCLADs)*
- *Recruitment and retention of staff*

## ■ Site

- *Requires a site and site administrator willing to embrace this work*
- *Realignment of staff*
- *Challenges of a “strand-based” model and the impact on school culture*

## ■ Funding

- *SFUSD programs were almost entirely funded by parent and community support*



# SMMUSD's Multilingual Study Group: Considerations and Questions

## ■ Time

- *SMMUSD currently has music, art, science, etc. With the inclusion of 45 minutes to an hour of language instruction in the day, what will be left out?*


## ■ Coherence

- *At both sites in SFUSD coherence beyond elementary was a challenge*

## ■ Expanded options

- *We have many options already available to students and families – in what way will expanded options impact our existing choices?*





# SMMUSD's Multilingual Study Group: Considerations and Questions

## ■ Equity

- *If this will only be offered at one site, will this become a school of choice?*
- *How would we determine which language would be selected?*

## ■ Existing Challenges

- *Many of the challenges noted by the SFUSD sites exist currently within our own SMMUSD language models (e.g., staffing, cohesion, time)*

## ■ Split Focus

- *We are currently engaged in the work of strengthening our existing programs; how might the inclusion of a new model split our focus?*
- *What additional support would be required at the district and site level?*



# Questions?





## Part II: MS Exploratory Wheel



# Existing programs in SMMUSD



LINCOLN  
MIDDLE SCHOOL



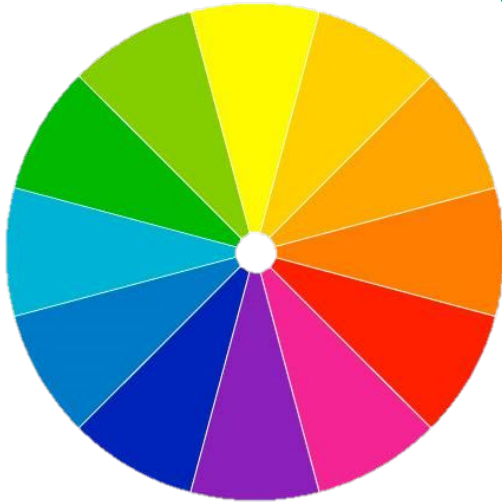
# Middle School Exploratory Wheel



**Equity  
Challenge**



**Team of colleagues  
researched, planned and  
wrote curriculum**



**12-week exploratory wheel for Grade 6:  
Anticipated for 2019-2020**



**Spanish and Mandarin language taught  
through SJ, PBL and vocabulary focus**



# SMMUSD's Multilingual Study Group: Reflections and Considerations

## ■ Staffing

- *Certificated staff (BCLAD)*
- *Challenge of staffing a single class*

## ■ Master Schedule

- *Challenge of fitting the exploratory wheel into the Master Schedule*

## ■ Expanded options

- *We have many options already available to students and families – in what way will expanded options impact our existing choices?*





# Final Reflections

- We appreciated the opportunity to research multilingual program options!
- Our Ad Hoc Multilingual Study Group was short-term and had a narrow focus
- Exploring additional options would require an expansion of support staff to research and plan





# Final Reflections

- Considerations that emerged from our research reflect some existing challenges in our current DLI Pathway (e.g., PreK-12 cohesion, staffing, materials); we want to focus on strengthening and refining our existing PreK-12 model
- A program under consideration should be anchored in research-based practices and established criteria
- As a team, we wholeheartedly support multilingual education and see this work as inspirational and aspirational



# **Our Study Group:**

## **Principals:**

- ★ Lori Orum
- ★ Paula Lytz
- ★ Deanna Sinfield

## **Teachers:**

- ★ Teresita Cruz
- ★ Chamnauch Khem
- ★ Emily Kariya
- ★ LaDawna Hamilton
- ★ David Edwards
- ★ Elizabeth Ipina

## **Ed Services:**

- ★ Amy Teplin
- ★ Irene Gonzalez-Castillo

**Thank  
You**



# Questions?

