

Glendale Unified School District
Board of Education Special Meeting No. 2
August 7, 2013



Dual Immersion Programs

History of the Foreign Language Academies of Glendale (FLAG)

2003/2004:

GUSD approved the first FLAG program and 18 kindergarten students enrolled in the Spanish Dual Immersion Program at Edison Elementary School

2006/2007:

First Armenian Heritage class was opened at Jefferson Elementary

2007/2008:

Korean FLAG program began at Keppel Elementary School

2008/2009:

German FLAG program began at Franklin Elementary School

History of the Foreign Language Academies of Glendale (FLAG) cont...

2009/2010:

RD White Elementary School opened the first Armenian dual immersion program.
Italian FLAG was introduced at Franklin Elementary School.
Spanish FLAG was expanded to Franklin Elementary School.

2010/2011:

Jefferson began transitioning the Armenian Heritage program to a dual immersion program.
Japanese FLAG was introduced at Verdugo Woodlands Elementary School.
Korean FLAG was expanded to Monte Vista Elementary School.
Spanish FLAG students matriculated to Toll Middle School.

2011/2012:

Spanish FLAG was expanded to Muir Elementary School.

History of the Foreign Language Academies of Glendale (FLAG) cont...

2012/2013:

French FLAG was introduced at Franklin Elementary School.

Spanish FLAG students matriculated to Hoover High School.

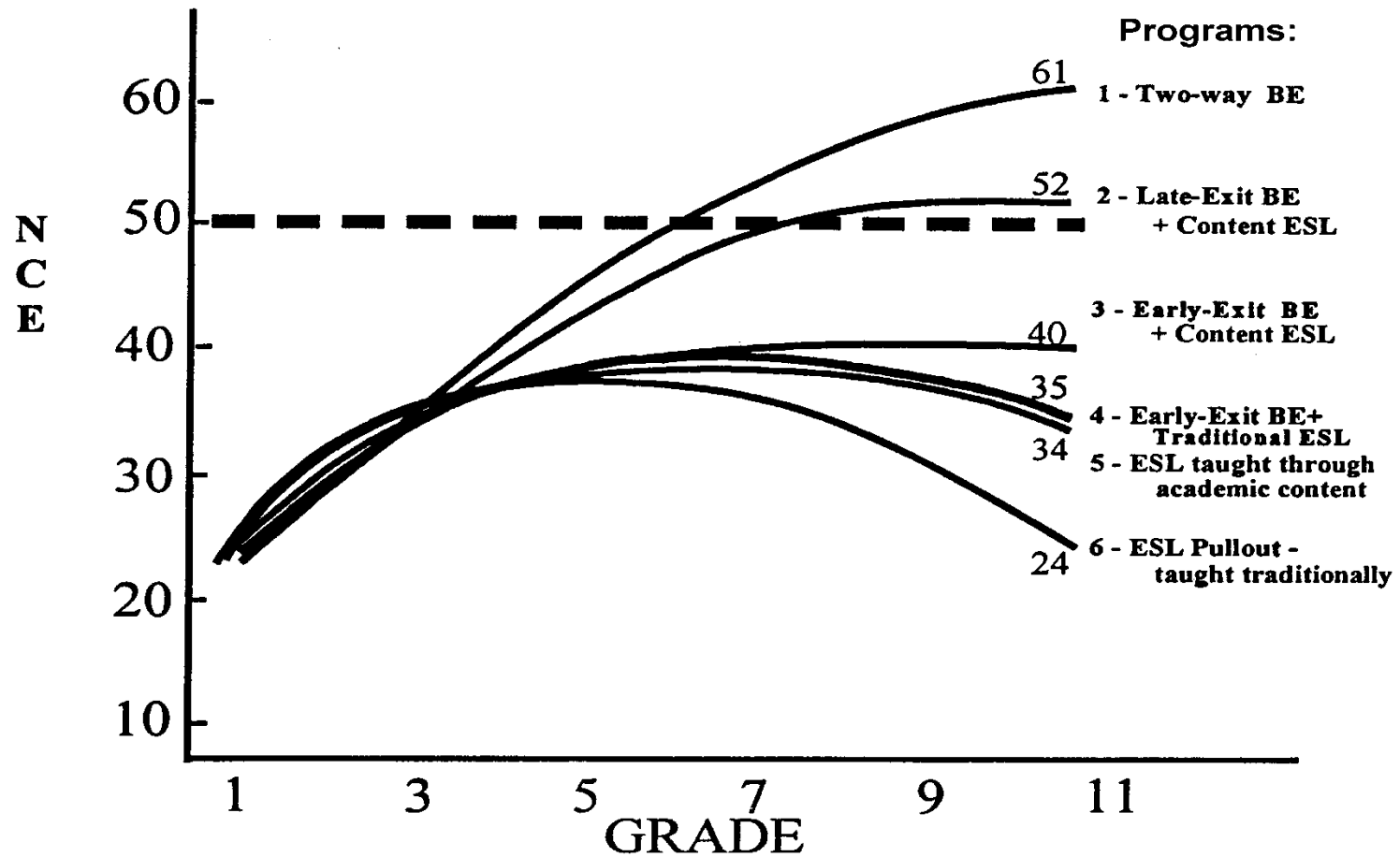
2013/2014:

Korean FLAG 6th grade students will matriculate to Toll Middle School.

Reasons for Dual Immersion in GUSD

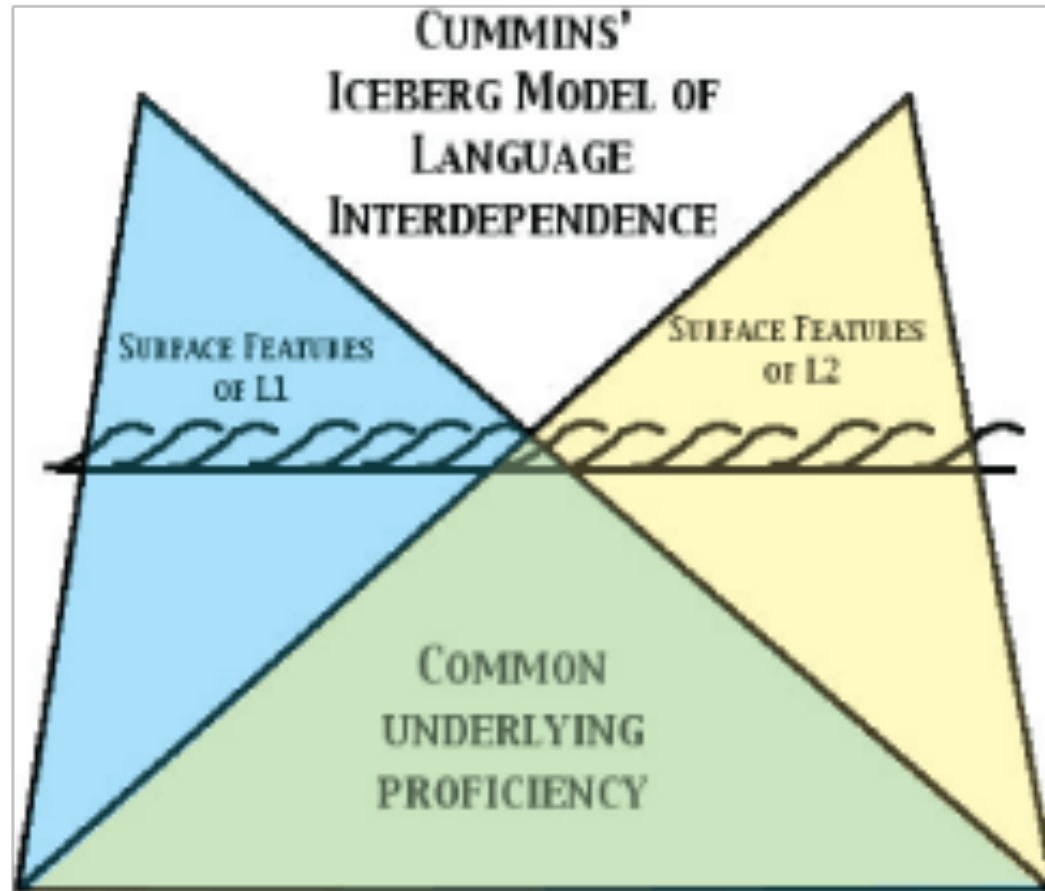
- Academic benefits to students
- As a response to declining enrollment

Academic Benefits of Dual Immersion for English Learners



Collier and Thomas, 1997

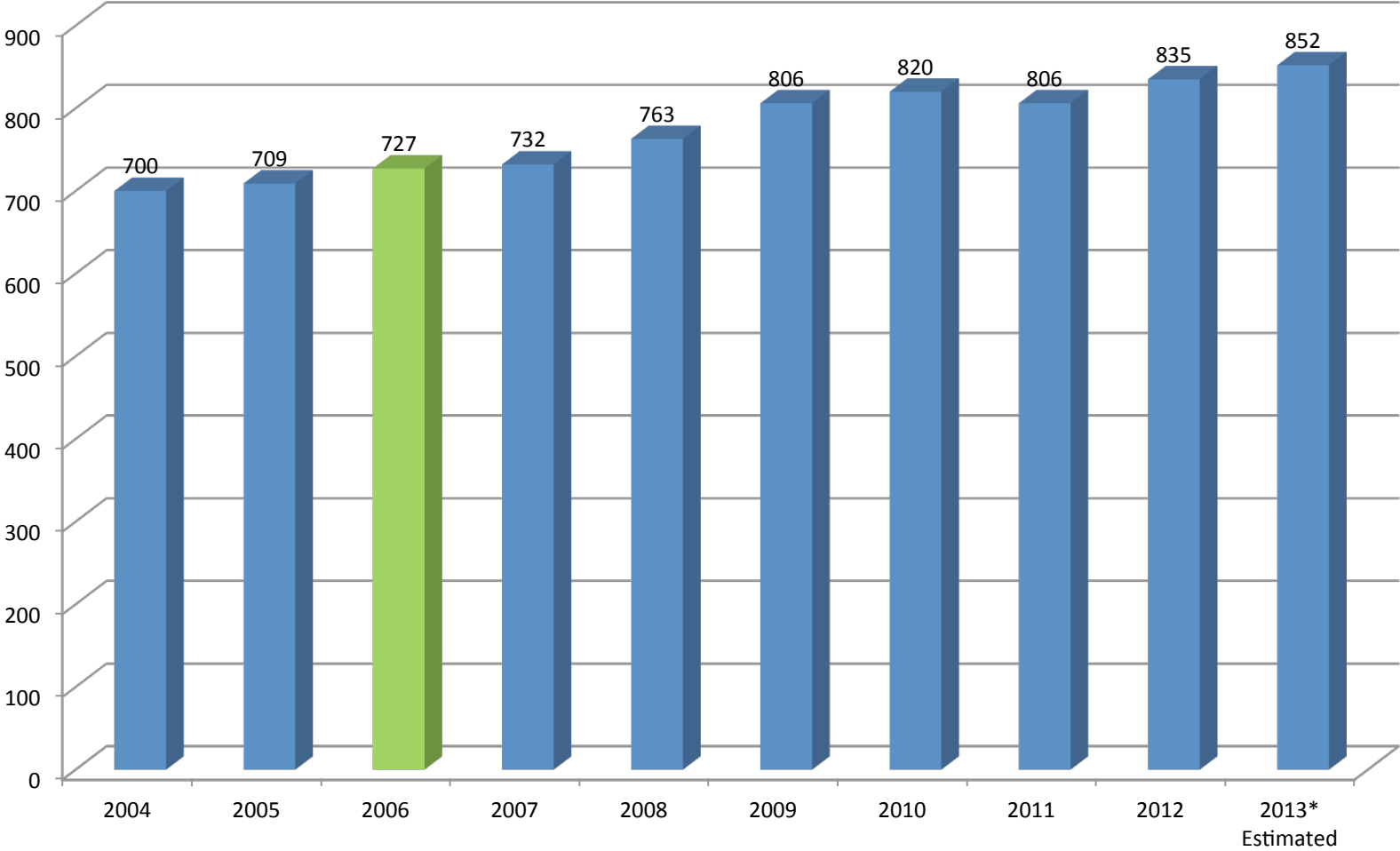
Academic Benefits of Dual Immersion for All Students



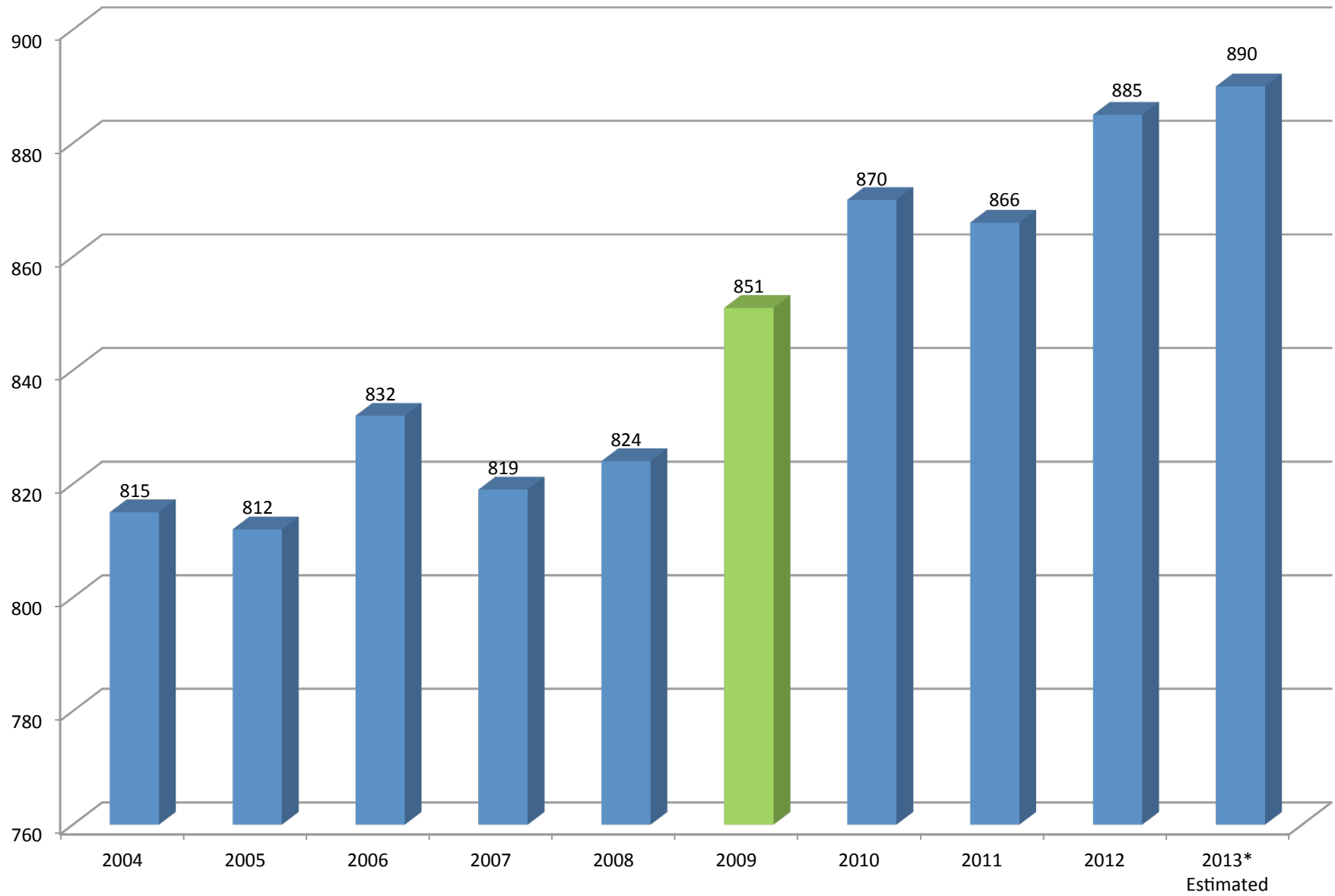
James Cummins, 1991

Academic Growth of Dual Elementary Schools

Edison – Academic Performance Index (API)

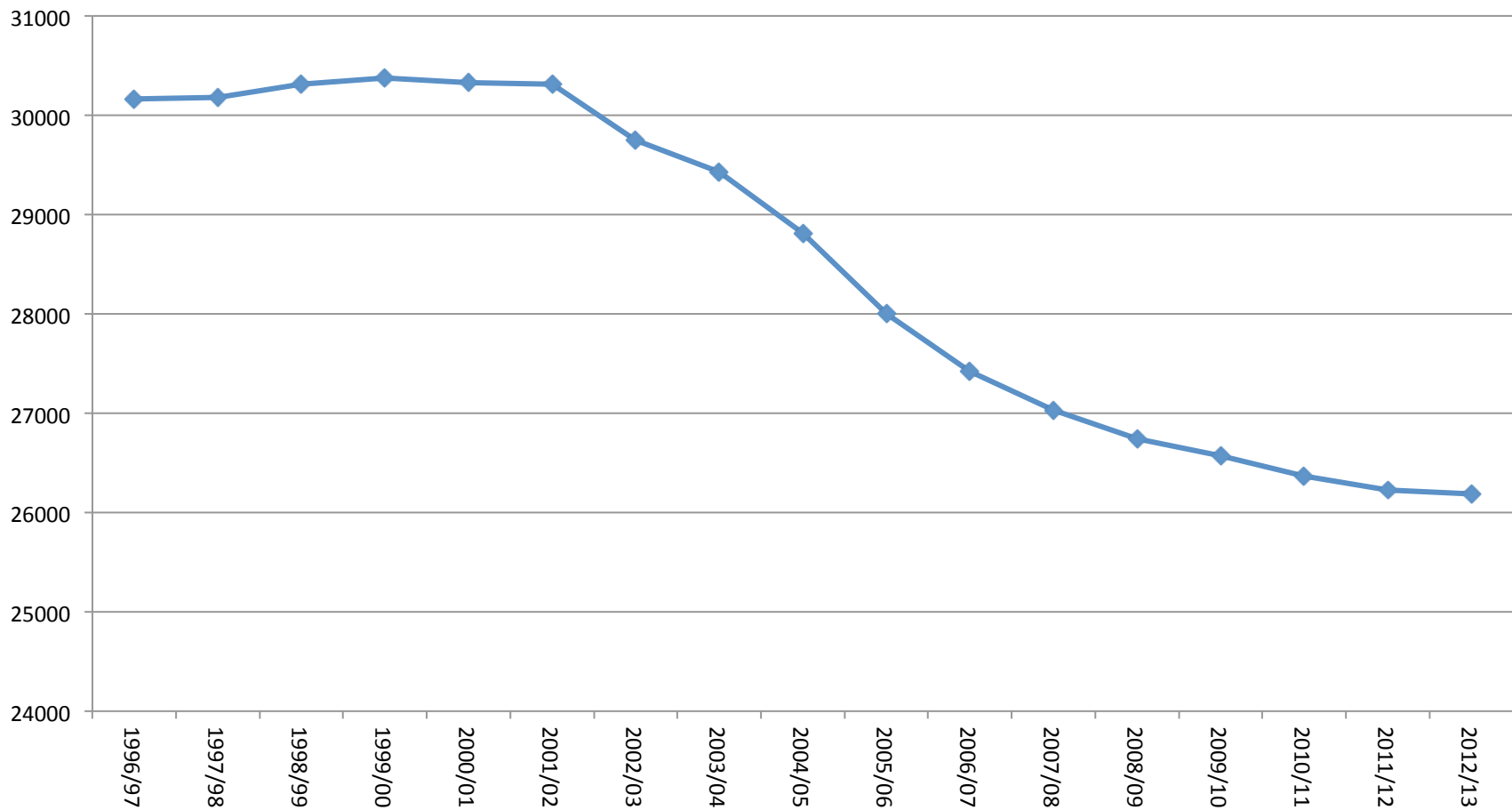


Keppel – Academic Performance Index (API)

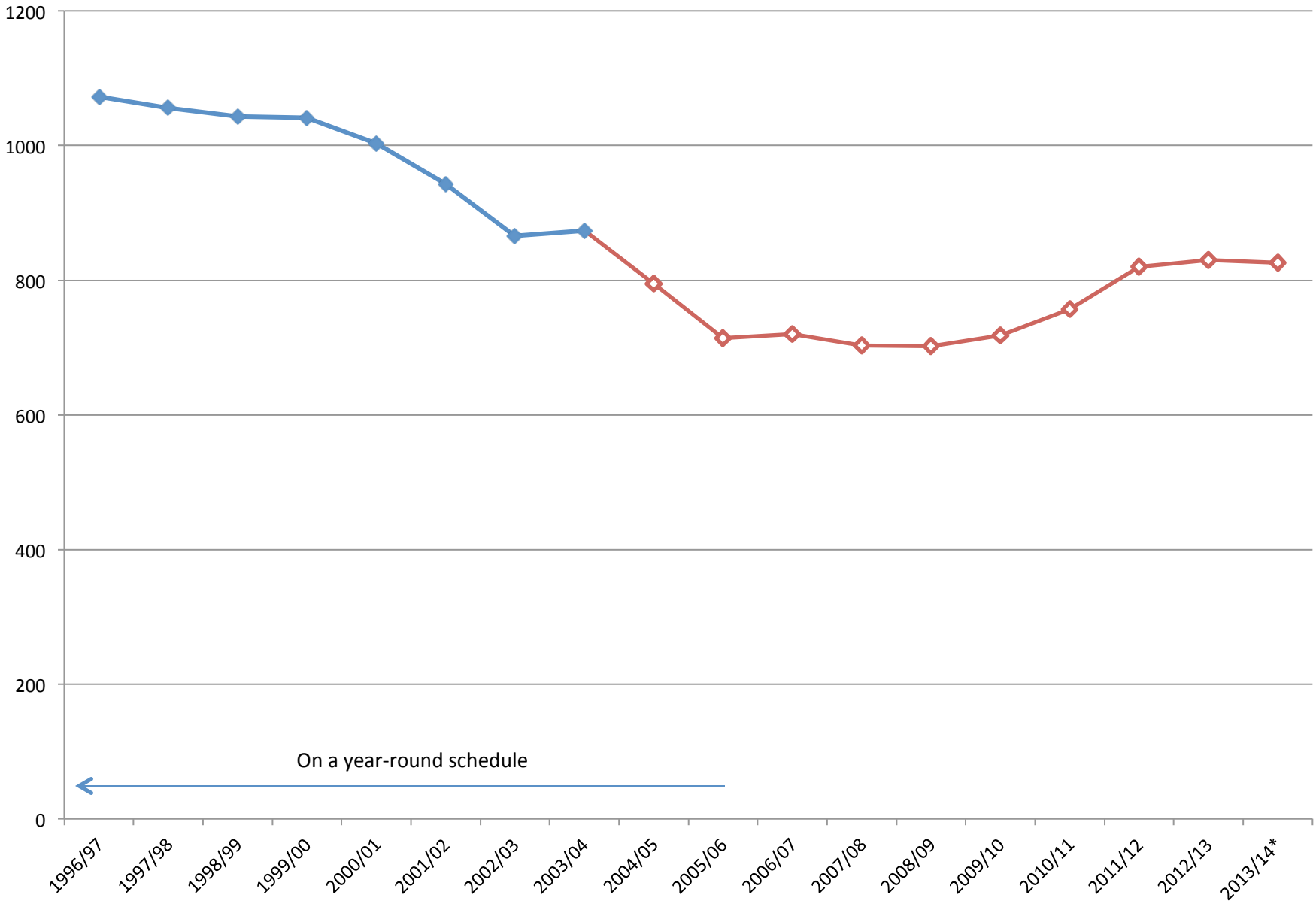


Declining Enrollment

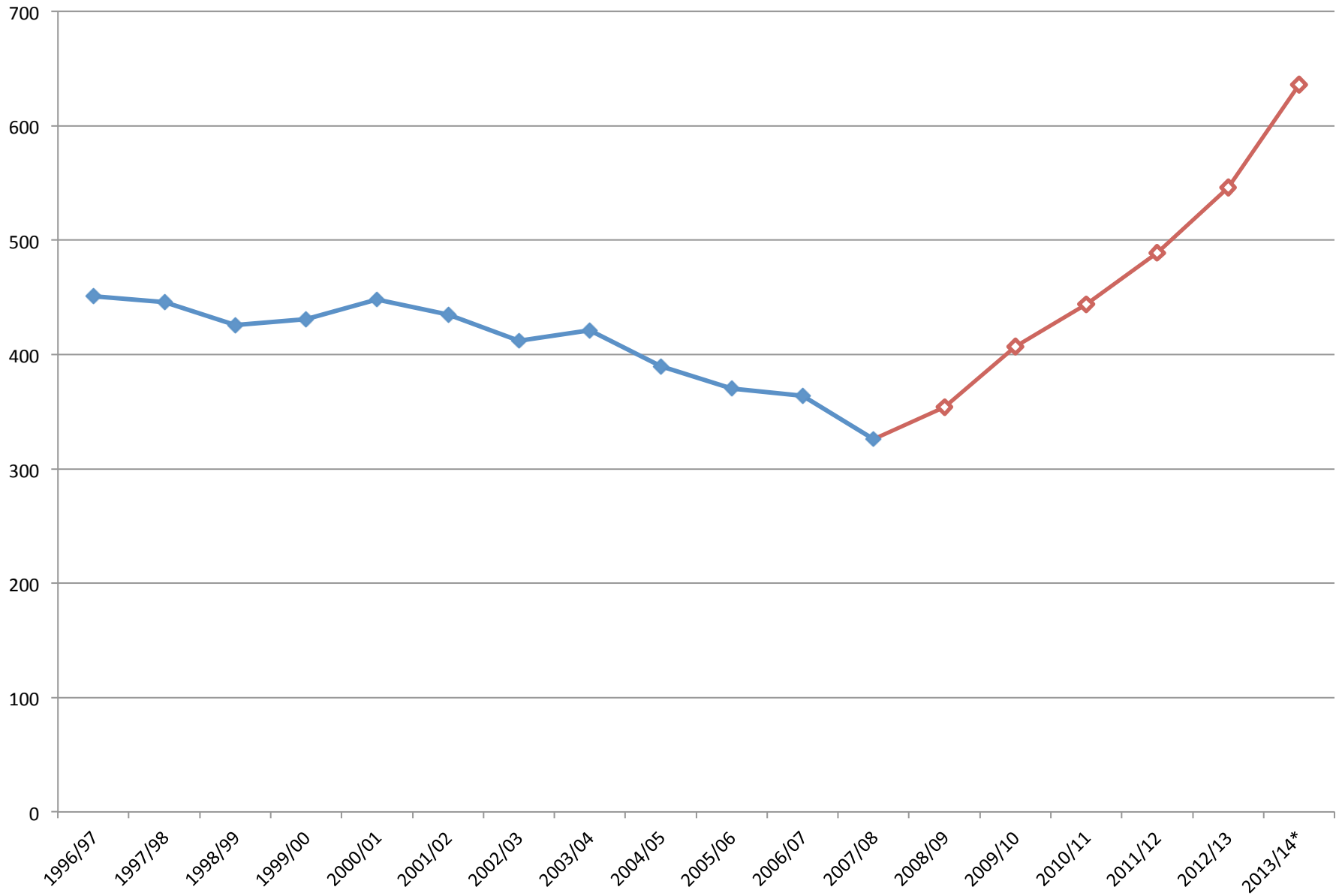
**Glendale Unified School District
Total Student Enrollment, 1996/97 to 2012/13**



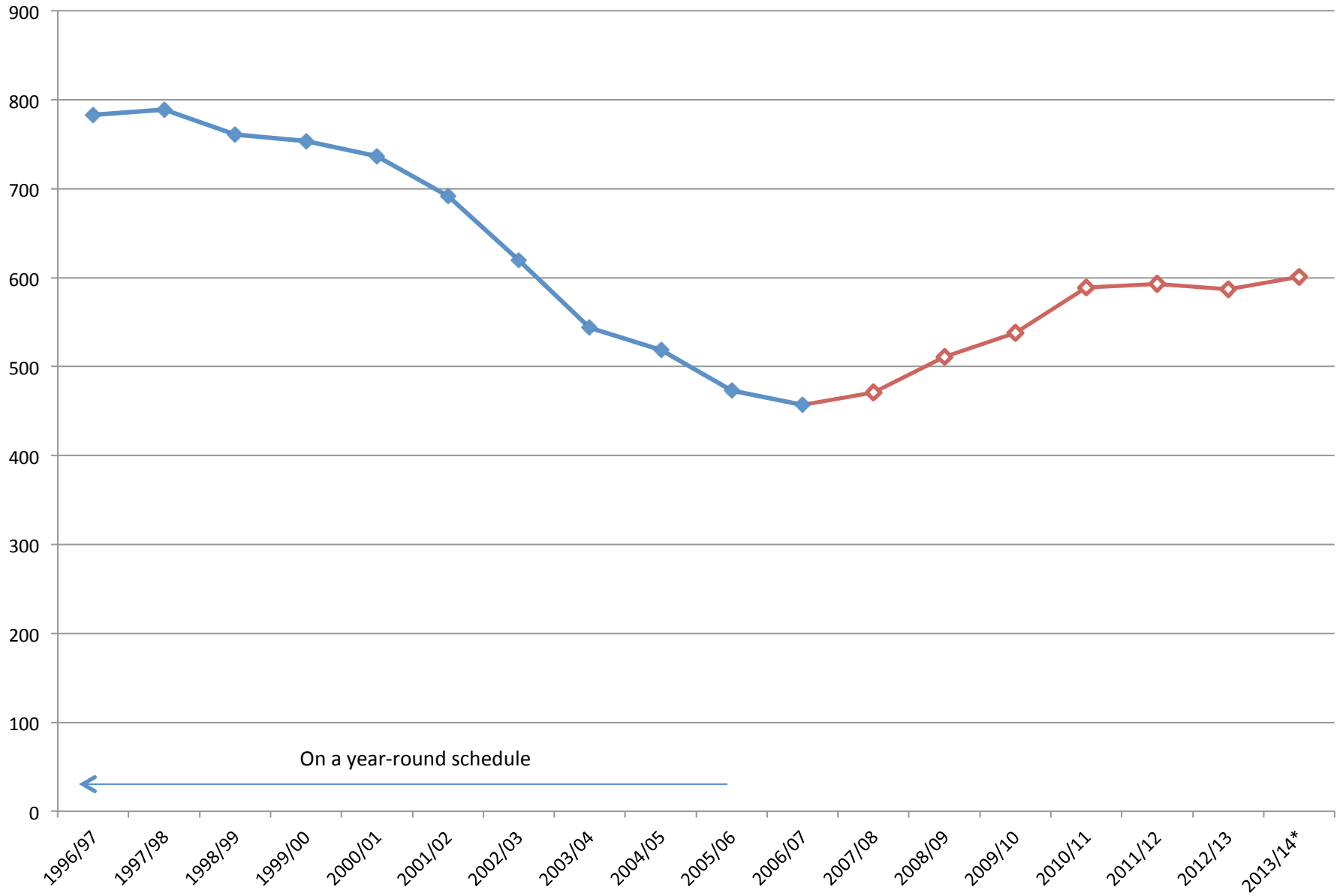
Edison Elementary School



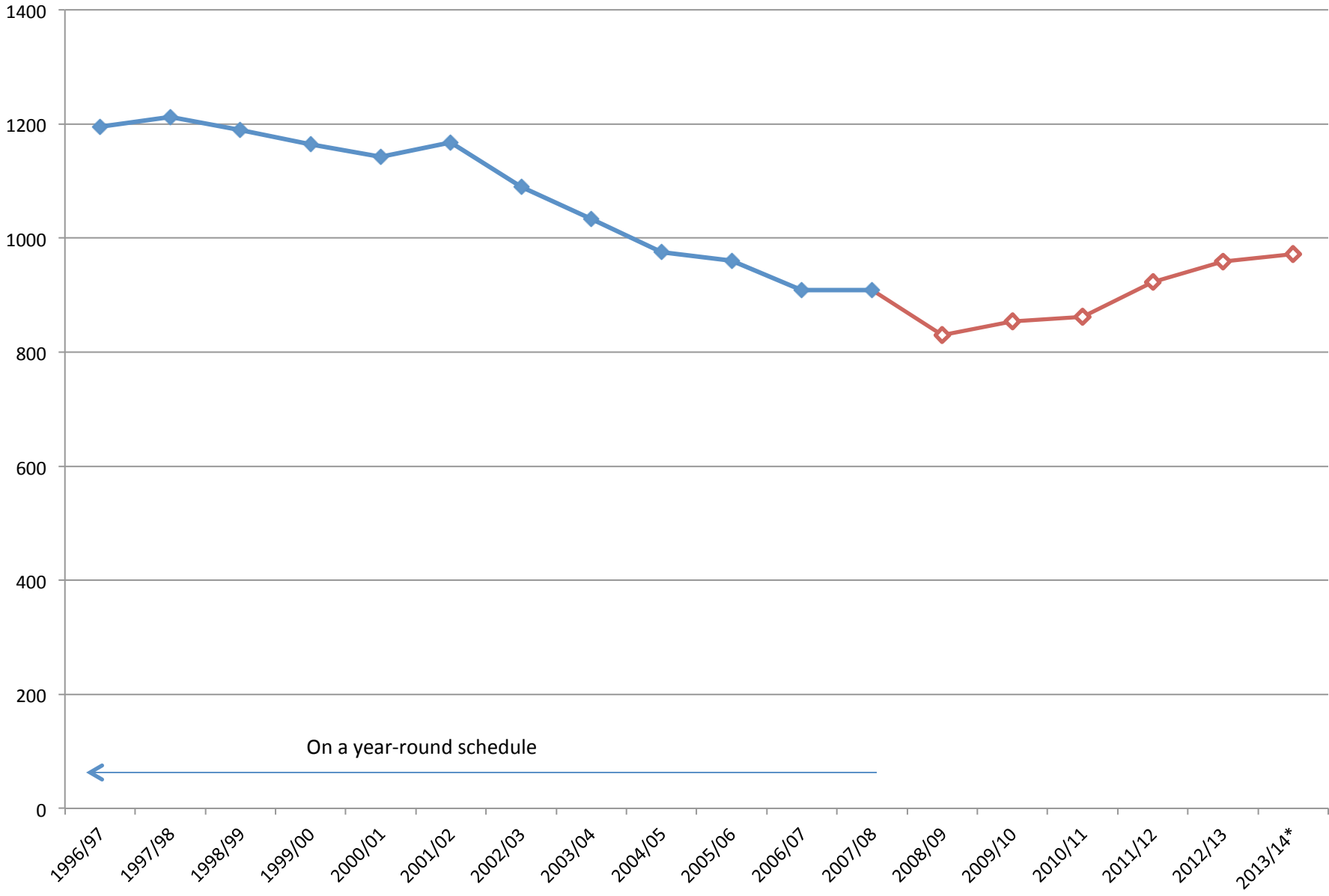
Franklin Elementary School



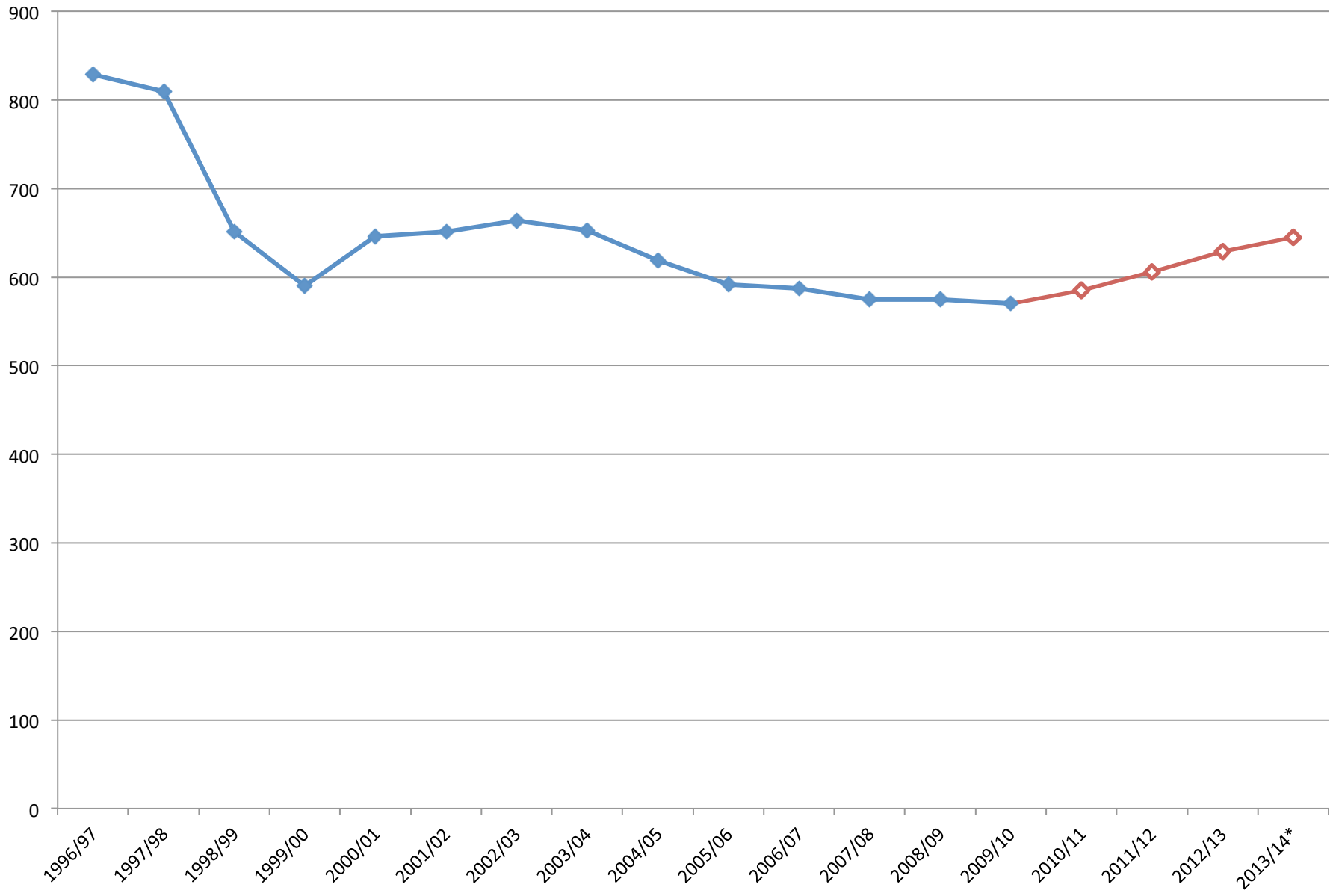
Jefferson Elementary School



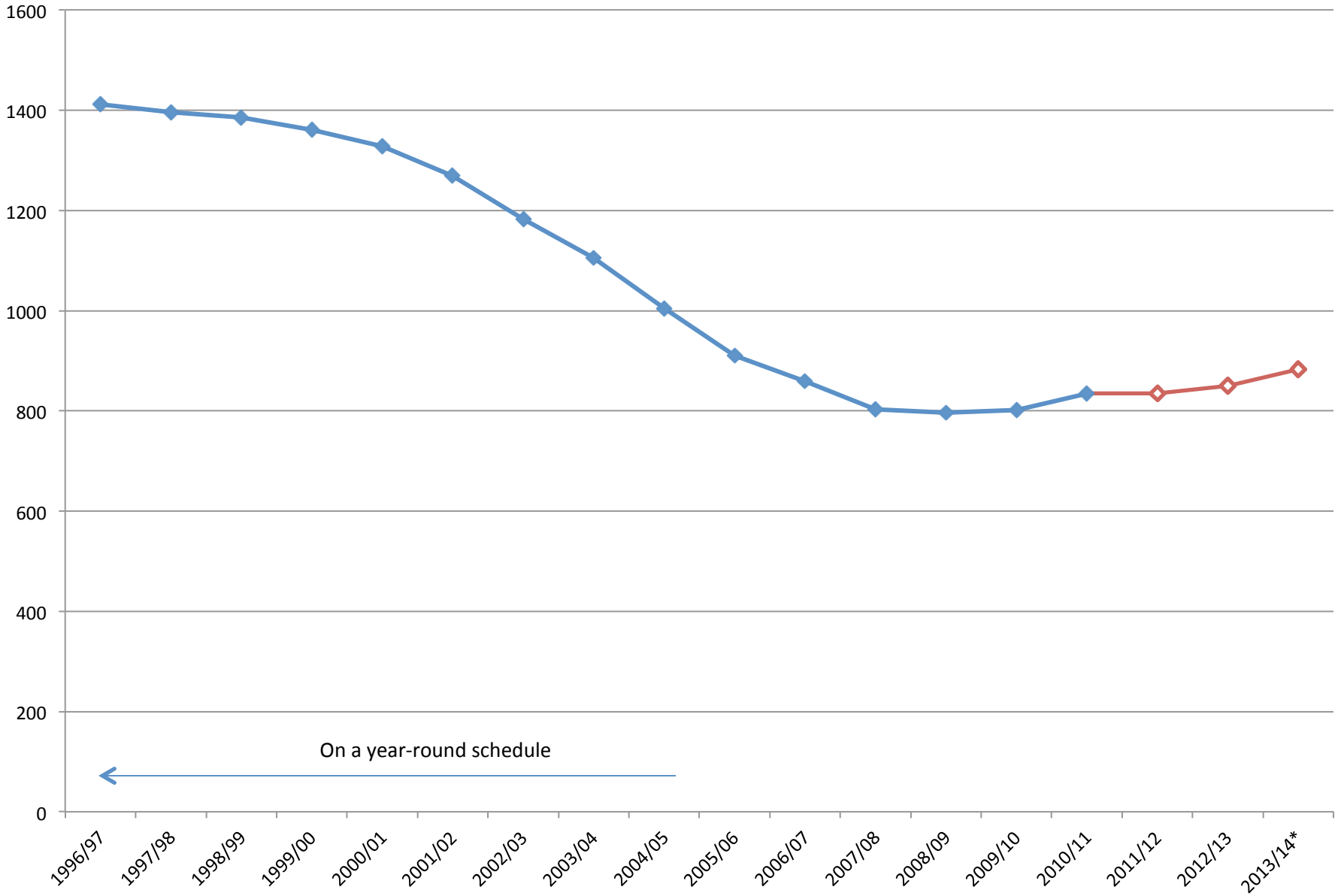
Keppel Elementary School



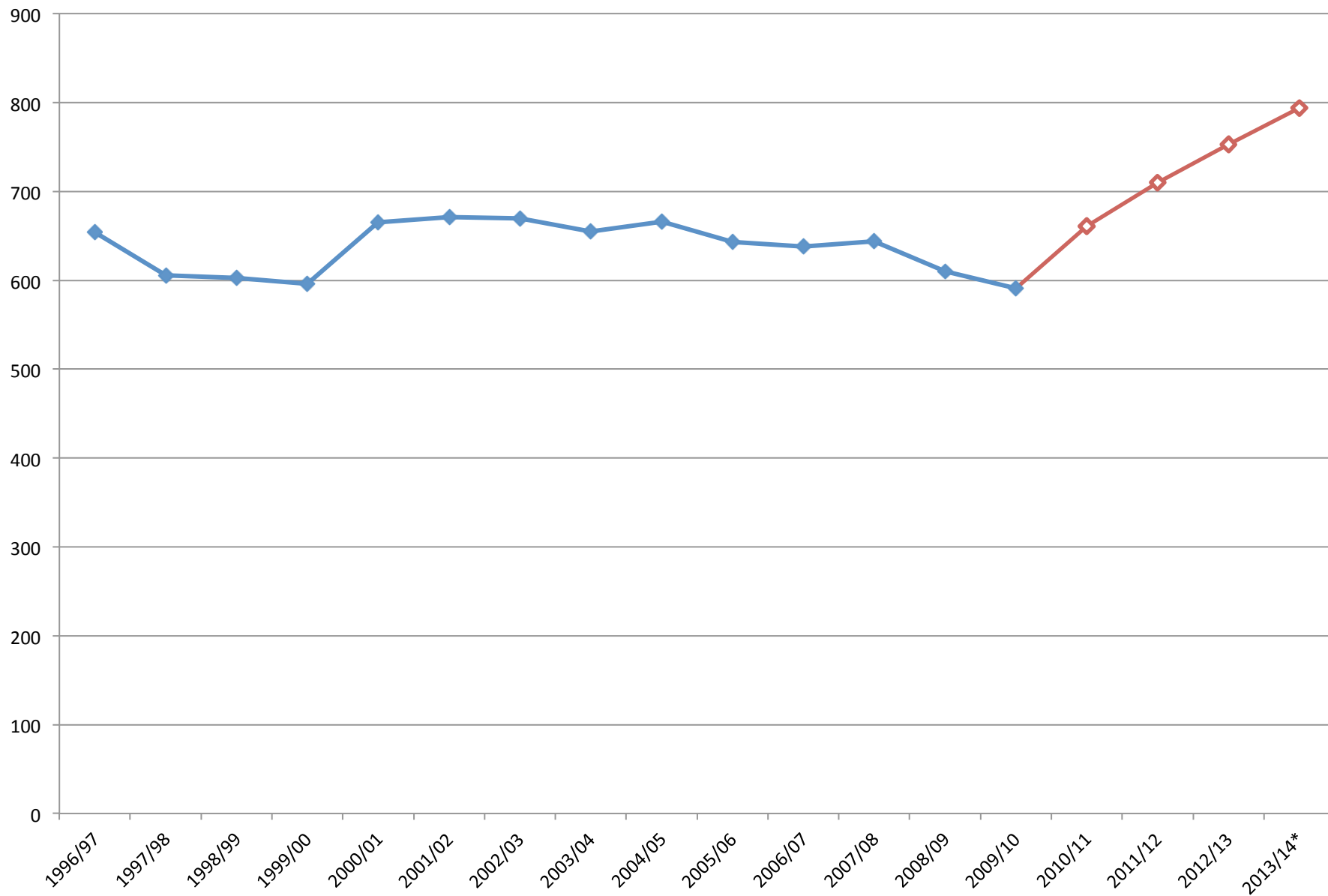
Monte Vista Elementary School



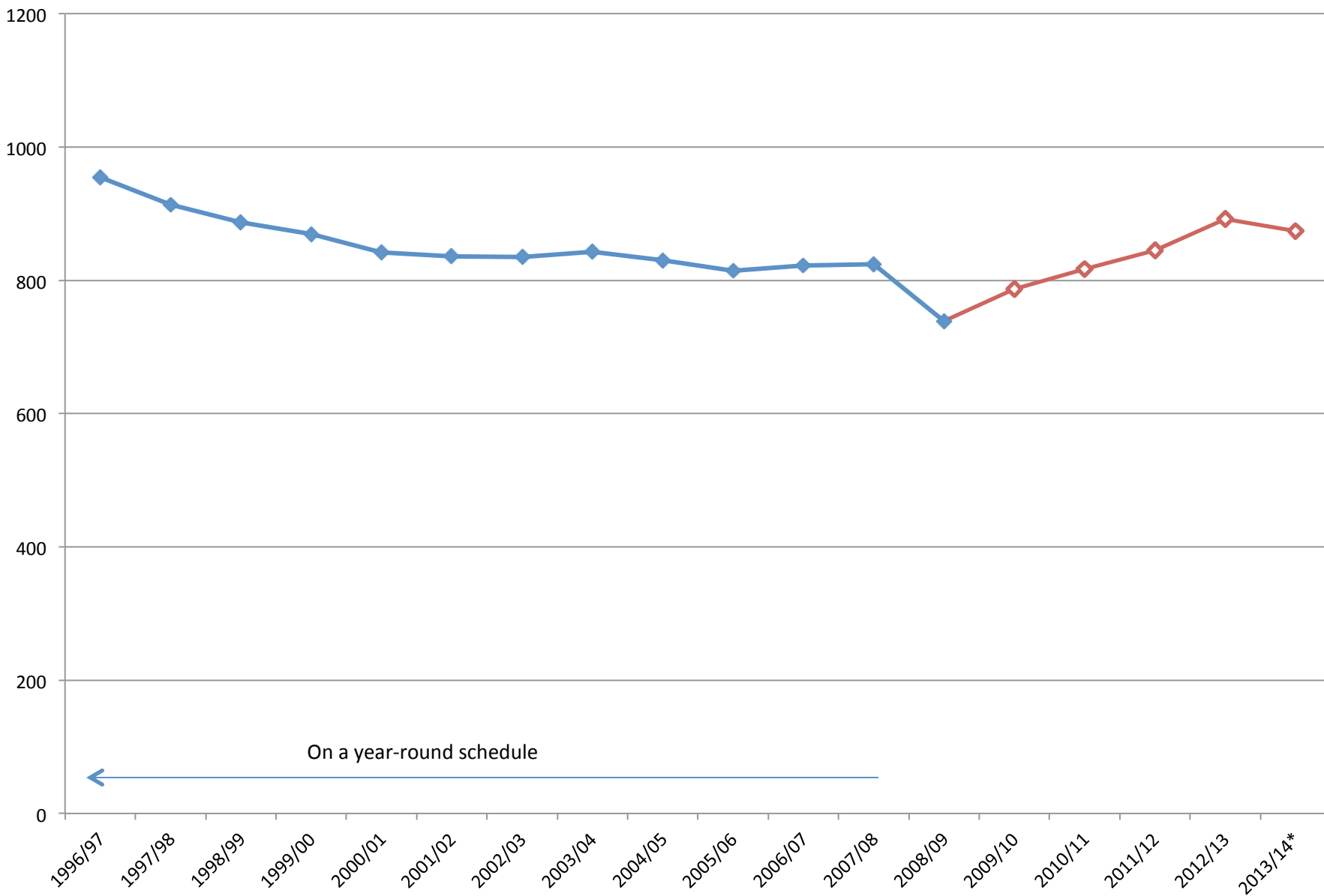
Muir Elementary School



Verdugo Woodlands Elementary School



R. D. White Elementary



Number of Inter-district Permits

2012/2013

	Armenian		French	German	Italian	Japanese	Korean		Spanish			Totals
	Jefferson	RD White	Franklin	Franklin	Franklin	Verdugo Woodlands	Keppel	Monte Vista	Edison	Franklin	Muir	
Total # of Inter-district Permits	10	11	7	61	47	66	40	5	80	89	33	449
Total # of Dual Elementary Students	307	165	24	99	92	153	238	159	353	240	89	1,919
% of Dual Population on Inter-district Permits	3.26%	6.67%	29.17%	61.62%	51.09%	43.14%	16.81%	3.14%	22.66%	37.08%	37.08%	23%

Superintendent's Advisory Committee for Dual Immersion Programs

- Met during the 2012/13 school year
- Parent representatives from each school and each program were invited to participate
- FLAG Parent Survey distributed to all dual parents and the parents of incoming Kindergartners (871 responses)
- Advisory Committee members used the parent survey results and their knowledge regarding the dual immersion program to write recommendations for each program

K-12 Dual Immersion Master Plan

Goal #1

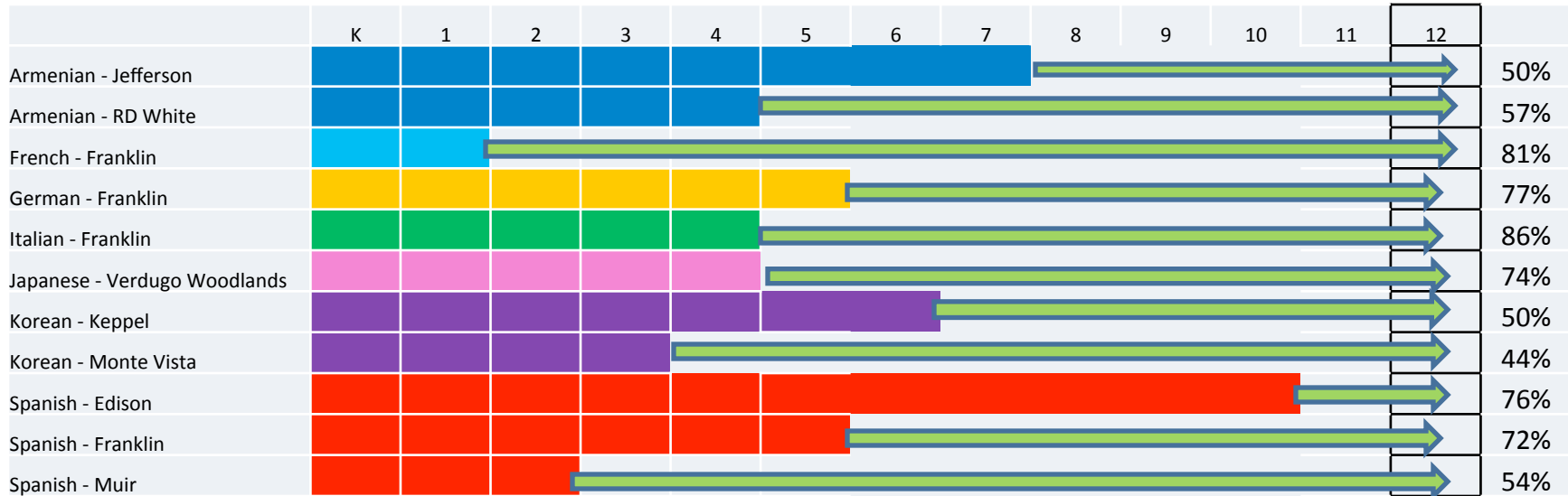
To identify the matriculation patterns for all FLAG programs and determine if each program will be K-6, K-8, or K-12

Current Dual Enrollment by Grade Distribution

	K	1	2	3	4	5	6	7	8	9	10	11	12
Armenian - Jefferson	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Toll					
Armenian - RD White	Blue	Blue	Blue	Blue	Blue								
French - Franklin	Cyan	Cyan											
German - Franklin	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow							
Italian - Franklin	Green	Green	Green	Green	Green								
Japanese - Verdugo Woodlands	Pink	Pink	Pink	Pink	Pink								
Korean - Keppel	Purple	Purple	Purple	Purple	Purple	Purple	Toll						
Korean - Monte Vista	Purple	Purple	Purple	Purple									
Spanish - Edison	Red	Red	Red	Red	Red	Red	Red	Toll	Toll	Hoover	Hoover		
Spanish - Franklin	Red	Red	Red	Red	Red	Red							
Spanish - Muir	Red	Red	Red										

Boxes outlined in black indicate years when students matriculate into middle school and high school and decisions need to be made regarding which secondary schools will house each program.

What Parents Are Asking For:



For the most part parents are asking for the programs to extend K-12.

NOTE: There is a notable trend of declining enrollment as students matriculate into middle and high school. For example, of the 21 Keppel FLAG students matriculating into 6th grade, only 47% are continuing with the dual language program.

Matriculation Patterns Parents Are Asking For:

Program	Middle School with Highest Percentage as 1 st Choice	%
Armenian - Jefferson	Toll	64%
Armenian – RD White	Wilson	70%
French – Franklin	Tie: Rosemont, Toll, Wilson	29% each
German – Franklin	Toll	44%
Italian – Franklin	Tie: Rosemont, Toll	40%/37%
Japanese – Verdugo Woodlands	Tie: Rosemont, Wilson	47%/43%
Korean – Keppel	Toll	57%
Korean – Monte Vista	Rosemont	99%
Spanish – Edison	Toll	46%
Spanish – Franklin	Toll	57%
Spanish - Muir	Roosevelt	76%

Considerations for Creating K-12 Programs

- Credential requirements change as the programs move into middle and high school.
- Teachers at a K-5 or K-6 elementary school must have a California multiple subject teaching credential.
- 6th grade teachers at a middle school can have a multiple subject teaching credential ONLY if they teach the same group of students for English Language Arts/Social Studies or Mathematics/Science. The class roster must be identical for both subjects.
- Teachers at a 6-8, 7-8, or 9-12 who do not teach in a self-contained classroom must have a single-subject teaching credential in each subject they teach.
- The language arts class in the target FLAG language is considered to be an elective in middle and high school.

What's Important to Parents

It is important to parents that the FLAG teachers are native or native-like speakers with academic proficiency in the target language.

The % of parents who believe that the quality of the teacher has a strong or severe impact on their decision to keep their child in the FLAG program are:

- Armenian – Jefferson = 83%
- Armenian – RD White = 73%
- French – Franklin = 96%
- German – Franklin = 88%
- Italian – Franklin = 100%
- Japanese – Verdugo Woodlands = 87%
- Korean – Keppel = 86%
- Korean – Monte Vista = 92%
- Spanish – Edison = 88%
- Spanish – Franklin = 87%
- Spanish – Muir = 82%

Searching for the Teaching Equivalent of Unicorns...



K-12 Dual Immersion Master Plan

Goal #2

To identify where elementary FLAG programs will be housed and what is needed to enrich the elementary

Considerations for Elementary Placement – Edison (Spanish)

- Currently matriculating to Toll and Hoover
- Toll dual students take an elective (Spanish language arts) and 7th or 8th grade history taught in Spanish
- Toll teachers are from Spain and have two more years available on their visas
- Hoover dual students take Spanish for Native Speakers 5/6 in Gr. 9, AP Spanish in Gr. 10, and AP Spanish Literature in Gr. 11
- Parents want a 7-period option for students to take an extra elective (83%)
- Parents want 2 or more classes taught in Spanish (79%)
- Parents want homework support in Spanish (67%)

Franklin

(French)

- Need to decide where students will matriculate to middle and high school
- Parents want a 7-period option for students to take an extra elective (89%)
- Parents want 2 or more classes taught in French (95%)
- Parents want homework support in French (59%)
- 51% want their child to study a 3rd language with Spanish being the most popular

Franklin

(German)

- Need to decide where students will matriculate to middle and high school
- Parents want a 7-period option for students to take an extra elective (84%)
- Parents want 2 or more classes taught in German(91%)
- Parents want homework support in German(45%)
- 51% of parents want their child to study a 3rd language with Spanish being the most popular
- Desire to improve quality of instruction in German, English, and STEM (science, technology, engineering, and mathematics)

Franklin (Italian)

- Need to decide where students will matriculate to middle and high school
- Parents want a 7-period option for students to take an extra elective (88%)
- Parents want 2 or more classes taught in Italian (94%)
- Parents want homework support in Italian (54%)
- 64% of parents want their child to learn a 3rd language with Spanish and French being the most popular
- Split grade level classes are a concern
- Desire to improve quality of instruction in STEM (science, technology, engineering, and mathematics)

Franklin

(Spanish)

- Need to decide where students will matriculate to middle and high school
- Parents want a 7-period option for students to take an extra elective (83%)
- Parents want 2 or more classes taught in Spanish (91%)
- Parents want homework support in Spanish (59%)

Jefferson (Armenian)

- Armenian Heritage Program: currently matriculates to Toll Middle School with plans to move into Hoover
- Armenian Dual Immersion Program: need to decide where students will matriculate to middle and high school
- Parents want a 7-period option for students to take an extra elective (65%)
- Parents want 2 or more classes taught in Armenian (83%)
- 45% of parents want their child to study a 3rd language with Spanish being the most popular

R.D. White

(Armenian)

- Need to decide where students will matriculate to middle and high school
- Parents want a 7-period option for students to take an extra elective (76%)
- Parents want 2 or more classes taught in Armenian (83%)
- 67% of parents want their child to study a 3rd language with Spanish being the most popular

Keppel

(Korean)

- Need to decide if students will continue to matriculate to Toll Middle School for Gr. 7-8 and determine where they will matriculate to for high school
- Parents want a 7-period option for students to take an extra elective (73%)
- Parents want 2 or more classes taught in Korean(68%)
- Parents want homework support in Korean(56%)

Muir

(Spanish)

- Need to decide where students will matriculate to middle and high school
- Parents want a 7-period option for students to take an extra elective (86%)
- Parents want 2 or more classes taught in Spanish (83%)
- Parents want homework support in Spanish (59%)

Monte Vista

(Korean)

- Currently Monte Vista does not have the classroom space necessary to house the Korean program, K-6
- Need to decide where the K-6 Korean program will be housed and then decide where the students will matriculate to for middle and high school
- Parents want a 7-period option for students to take an extra elective (83%)
- Parents want 2 or more classes taught in Korean(68%)
- Parents want homework support in Korean(73%)

Options for the Korean FLAG Program

1. Keep Korean program at Monte Vista by decreasing to one Kindergarten class
2. Keep Korean program at Monte Vista by adding classrooms to the school site
3. Move the Korean program, Gr. 4-6 to another school
4. Move the Korean program, K-6 to another school
5. Move the Korean program to middle school Gr. 6-8
6. Move all 6th graders to middle school

Verdugo Woodlands

(Japanese)

- Currently Verdugo Woodlands does not have the classroom space necessary to house the Korean program, K-6
- Need to decide where the K-6 Japanese program will be housed and then decide where the students will matriculate to for middle and high school
- Parents want a 7-period option for students to take an extra elective (89%)
- Parents want 2 or more classes taught in Japanese (83%)
- Parents want homework support in Japanese (51%)

Options for the Japanese FLAG Program

1. Keep Japanese program at Verdugo Woodlands by decreasing to one Kindergarten class
2. Keep Japanese program at Verdugo Woodlands by adding classrooms to the school site
3. Move the Japanese program, Gr. 4-6
4. Move the Japanese program, K-6
5. Move the Japanese program to middle school Gr. 6-8
6. Move all 6th graders to middle school

Other FLAG Considerations...

- Need for professional development for Dual teachers
 - Transition to Common Core State Standards
 - Academic language acquisition strategies (GLAD)
- Need for funds to purchase CCSS aligned materials
- Need to formally board adopt Dual curriculum and materials
- Need for supplemental funding for FLAG enrichment and leadership to ensure robust recruitments and consistency across school sites
- Need to develop capstone projects for Gr. 6, Gr. 8, and Gr. 12

Next Steps

- Discussion Item:
 - August 13th
 - September 3rd
- Action Item:
 - September 17th and October 1st if needed