

LAUSD PARENT PERMIT MEETING

Franklin Immersion Program

Advice from the Permit Office

re: applying for the permit

- Applications available April 1st. Online only. Computers available at the Permit Office and libraries.
- First application WILL get denied if not senior status or Glendale employee. Do not give up.
- If you are a Glendale employee, use that reason! Supporting documents.
- First appeal will be with LAUSD. Second appeal going to LACOE.
- Resolution by School Board member Zimmer, to modify current policy heard on 4/6. Applies to HS students only (at this time) and for “special consideration” (upon appeal) for students in special programs. Parent meeting on 4/1. Zimmer’s Venice office.
- Letter sent by County Supervisor Yaroslovsky asking LA School Board to modify current policy to allow students already enrolled to stay until the end of the program (ES, MS, or HS). May be addressed on 4/6.

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- You should supply supporting documents otherwise App will not be complete and will not be processed.
- Get confirmation number when you apply, write it on the supporting documents also student's name and date of birth. Documents can be mailed or faxed. 1-888-299-1943.
- Response in 5 days.
- File the appeal. Will be decided on its merits (supporting documents!)
- Put info about home school in supporting documentation only if it's in PI. Do not lead with that in your application.
- 500 characters on the app. Make it good!
- Check the box for Other.

Key Points

Italian/German

- Your personal reasons for wanting a bilingual, bi-literate and *multi-cultural* education as only the Franklin program offers multiple languages.
- Italian/German not offered by LAUSD.
- Continuation of immersion program to middle and high school.
- Proof that your home school is PI, if applicable. There is some concern about this issue.

Spanish

- Your personal reasons for wanting a bilingual, bi-literate and *multi-cultural* education as only the Franklin program offers multiple languages.
- Spanish 90/10 model not offered (or not convenient for your family) by LAUSD.
- Benefits of the 90/10 over the 50/50 model. (Hand out)
- Continuation of immersion program to middle and high school.
- Proof that your home school is PI, if applicable. There is some concern about this issue.

Appeals – After LAUSD



- 30 days to appeal to LACOE.
- Print a copy of your application. You will need it on appeal.
- Make sure you keep a copy of the denial.
- Up to 10 pages of supporting documents.

Sample Letter

My child _____ is enrolled in (has been accepted to) the Spanish Immersion program at Benjamin Franklin Elementary, part of the Glendale Unified School District's Foreign Language Academies of Glendale (FLAG). Benjamin Franklin is a Title I school of 350 children that offers *three* Immersion Programs on its campus: one in Spanish, one in Italian, and one in German. This alone gives my child the opportunity to become part of a true multilingual and multicultural school, where all children learn different languages and experience multiple cultures. Schools offering *multiple* immersion programs are completely nonexistent in LAUSD, therefore only Franklin can provide this truly unique educational experience for my child.

In addition, Franklin's Immersion Programs are all 90:10 models, in which 90% of all instruction in both Kindergarten and 1st grade is provided in the target language (Spanish, Italian, or German). Instruction in the target language starts decreasing in second grade (80% in Spanish/German/Italian vs. 20% English), and it is only in 5th grade that both English and the target language are taught 50% of the time. This program is, therefore, extremely different from the 50:50 model implemented by the Spanish Immersion programs offered by LAUSD. In these programs all instruction is delivered 50% in English and 50% in Spanish from kindergarten.

Sample Letter con't.

Although the goals of 90:10 and 50:50 models are similar (bilingualism and bi-literacy for all children and grade-appropriate academic achievement), extensive research has shown that 90:10 models are *more successful* than 50:50 models in teaching the target language and in bringing forth academic success. Lindholm-Leary (2001), who examined wide-range and well documented data from 18 schools, found that Spanish proficiency was higher in 90:10 than 50:50 dual language schools. In addition, research has found that children in 90:10 models gain a second language without cost to their performance in the curriculum (Johnstone, 2002). This is not necessarily true for children in 50:50 programs, who have been documented to lag behind comparable mainstream children when learning math and science in a language that they not master yet (Johnson and Swain, 1994). This may be because their second language skills are insufficiently developed to be able to think mathematically and scientifically in that language (Baker, 2006). Early total or quasi-total immersion, on the other hand, would allow children to develop high levels of second language proficiency before later grades, when more demanding and abstract curriculum is covered.

Notice that, although Franklin immersion programs were recently developed, the US Department of Education has already awarded Franklin and other GUSD schools offering immersion programs a variety of Foreign Language Assistance Program (FLAP) grants.

Sample Letter con't.

These will support the development and expansion of each immersion program to middle and high school. In other words, my child will be able to receive a dual language education from kindergarten to 12th grade.

In sum, it is clear that my child is part of a specialized program not offered by LAUSD. First, it is a 90:10 Spanish immersion program where most of the instruction in the early years is delivered in Spanish. Second, dual language instruction has been guaranteed until 12th grade. Third, the program is implemented at a school that offers on its campus three different immersion programs, providing my child with the opportunity to not only learn two languages but experience the benefits of true multiculturalism. Thank you for your consideration.

References

Baker, C (2006). *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.

Johnson, R. K. & Swain, M. (1994). From core to content: Bridging the L2 proficiency gap in late immersion. *Language and Education*, 8, 211-229.

Johnstone, R. (2002). *Immersion in a second or additional language at school: A review of the international research*. Stirling: Scottish Centre for Information on Language Teaching.

Lindholm-Leary, K. *Dual language education*. Clevedon: Multilingual Matters