

WORLD LANGUAGES PROGRAM SURVEY ANALYSIS

Prepared for Palo Alto Unified School District

July 2015



In the following report, Hanover Research analyzes the results from World Languages Stakeholder Surveys. Specifically, this report presents stakeholders' perceptions regarding the quality of the district's World Languages Program and the possibility of expanding world language offerings at the elementary level.



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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In the following report, Hanover Research analyzes the results from the World Languages Stakeholder Surveys. In partnership with Palo Alto Unified School District (PAUSD), the survey was designed and administered to high school students, parents of K-12 students, as well as teachers and administrators at all levels. This report presents stakeholders' perceptions regarding the quality of the district's World Languages Program and examines the possibility of expanding world language offerings at the elementary level.

Figure ES.1 presents the number of respondents for each stakeholder group.

Figure ES.1: Summary of Respondent Groups

RESPONDENT GROUP	NUMBER OF RESPONDENTS
Students	2657
Parents	2780
High School Teachers and Administrators	166
Elementary and Middle School Teacher and Administrators	371

Participants in each of the four groups received a separate, customized survey questionnaire. While many of the questions appeared on all four versions of the survey, each questionnaire was tailored to fit the experiences and interests relevant to each group.

This report contains five sections. The first four sections present results by respondent group (students, parents, high school teachers and administrators, and elementary and middle school teachers and administrators). The fifth section, an Appendix, contains a theme analysis of open-ended responses.

SUMMARY OF KEY FINDINGS

IMMERSION PROGRAMS

- **Overall, respondents who are affiliated with the language immersion program are very satisfied with the program.** For example, at least 92 percent of student respondents are happy they participated in the program. A vast majority of parent respondents are equally satisfied with their child's participation.
- **Parents feel that their children's proficiency level in Spanish and Mandarin has improved after participating in the immersion program.** Specifically, parents whose children attended Spanish immersion programs report greater improvements in their children's oral and writing fluency relative to parents whose children attended the Mandarin immersion program.
- **PAUSD may consider improving the quality of teachers and revising certain teaching techniques for its immersion programs.** Based on open-ended responses,

many students who attended the immersion program feel that teachers lacked knowledge in grammar rules for the foreign language, which caused challenges for students in high school language classes. Some parents feel that the fluency of some teachers in the immersion program could be improved.

TRADITIONAL LANGUAGE COURSES

- **High school students and teachers generally feel that the traditional language courses provide opportunities to use foreign language(s) in classroom settings.** However, many teacher respondents agree that students try to speak English too often in class.

OVERALL PERCEPTIONS OF THE WORLD LANGUAGE PROGRAM

- **Students and parents at PAUSD recognize the importance of acquiring a foreign language.** An overwhelming majority of students indicate that they have taken foreign language courses in high school. Similarly, 85 percent of students and 95 percent of parents feel that it is important for students to learn a foreign language. Finally, most foreign language teachers indicate that their students care about learning foreign languages.
- **Most high school students and teachers are not familiar with language immersion programs at PAUSD.** Furthermore, a significant number of parents indicate that they are not at all familiar with any world language programs at their child's school.
- **Relative to other respondents, students are less likely to agree with the importance of learning foreign languages in elementary schools.** At least 66 percent of teacher and parent respondents agree that it is important for students to begin learning foreign languages in elementary school while only 54 percent of student respondents agree.
- Although not significantly, **respondents of all groups believe that language immersion programs are superior to traditional language programs.** Only a small percentage of respondents believe that immersion programs take time away from other more important subjects.

FUTURE OF THE WORLD LANGUAGE PROGRAM

- **Parents and teachers are most likely to support additional non-immersion foreign language instruction in elementary schools whereas high school students prefer the district offering immersion programs in other languages.** Of the parents and teachers who support the non-immersion classes, the most appealing language classes are Spanish, Mandarin Chinese, and French. Similarly, students are most interested in immersion programs in French.
- **Many parents and teachers also suggested that PAUSD expand the immersion program to other elementary schools by offering additional Spanish immersion**

programs. Very few respondents want PAUSD to eliminate the existing immersion programs.

- **Respondents have mixed opinions regarding whether to require elementary students to study foreign languages.** High school students and elementary teachers generally prefer not to set requirements for foreign language instruction whereas parents prefer that students are required to study a foreign language. Among respondents who support the foreign language requirement for elementary school students, most recommend starting the foreign language education during kindergarten or Grade 1.

DEMOGRAPHIC INFORMATION

- **Overall, survey respondents are well represented across grade and school levels.** The student and parent respondent pools skew heavily toward white and Asian ethnicities. Additionally, a majority of respondents report speaking English at home.

SECTION I: STUDENTS

This section presents student respondents' opinions toward the current and future world language programs at PAUSD, as well as respondents' demographic information.

SUMMARY OF FINDINGS

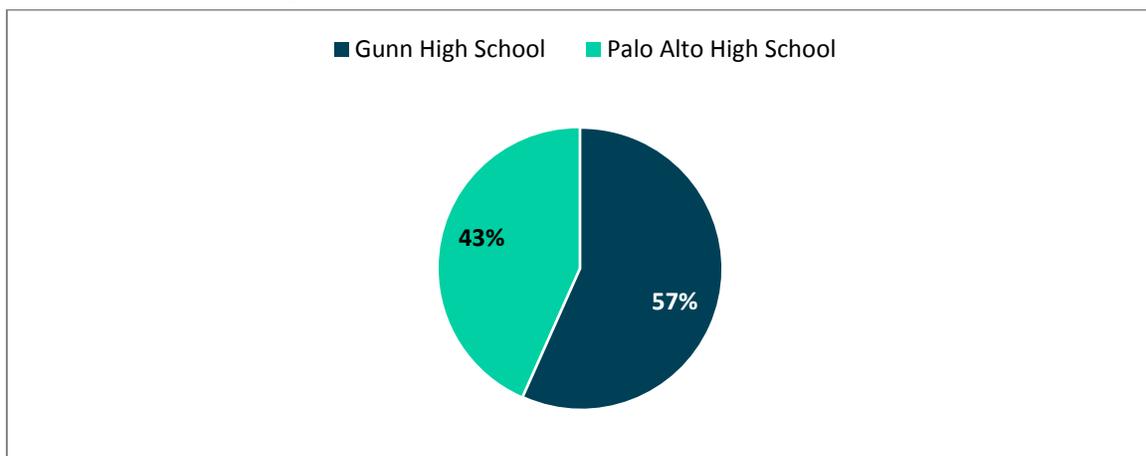
- **High school students from each grade level are evenly represented in the respondent pool.** Forty-three percent of respondents identified themselves as students from Palo Alto High School whereas 57 percent identified themselves as students from Gunn High School. Additionally, most of respondents indicate that they graduated from one of the middle schools (Figure 1.1, Figure 1.2, and Figure 1.3)
- **The most popular foreign language that respondents studied at PAUSD is Spanish (54 percent), followed by French (20 percent), and Mandarin Chinese (12 percent) (Figure 1.4).**
- **Overall, less than one-quarter of student respondents report being fluent or native in the language they study.** Of all language studies offered at PAUSD, students report relatively high oral and written proficiency in Mandarin Chinese, Spanish and French (Figure 1.5 and Figure 1.6).
- **Approximately two-thirds of respondents who study Mandarin Chinese indicate that they speak it every day or almost every day.** While many students indicate that they study Spanish and French, only 47 percent of respondents report speaking Spanish and only 40 percent report speaking French almost every day (Figure 1.7).
- **Half of respondents who attended Escondido indicate that they studied in the Spanish immersion program.** Further, 91 percent of respondents report having completed at least five years in the immersion program. Of respondents who attended Jordan Middle School, only 9 percent indicate that they studied in the Spanish immersion program (Figure 1.14, Figure 1.15, and Figure 1.16).
- **Students who studied in the immersion program are generally satisfied with their program.** Ninety-two percent of respondents indicate that they are glad that they participated in an immersion program. Eighty-nine percent state that they would recommend the program to friends and family. Based on open-ended responses, many students are satisfied with the level of fluency they achieved through the program and the methods used in the program to teach foreign languages
- **An overwhelming majority of respondents (97 percent) indicate that they have taken foreign language courses in high school.** The most common languages studied in high school are Mandarin Chinese, Spanish, and French. Most students who take American Sign Language and German courses in high school started at level 1 whereas most students who study other languages have some prior experience studying the language (Figure 1.19 and Figure 1.20).

- **Students generally recognize the importance of learning a foreign language.** However, nearly half of respondents indicate that they often speak English during foreign language classes when they are not supposed to (Figure 1.21).
- **Students believe that language immersion programs are slightly superior to traditional language classes.** Thirty-four percent of respondents either “agree” or “strongly agree” that the language immersion programs are superior to traditional language classes whereas 51 percent of respondents “neither agree nor disagree” with this comparison (Figure 1.23).
- Regarding the future development of the world language program, **students prefer additional immersion programs in other languages over non-immersion language classes in elementary school (Figure 1.24).**
 - Nearly 60 percent of student respondents believe that PAUSD should offer immersion programs other than Spanish and Mandarin. French is the most requested language for additional immersion program expansion (Figure 1.29).
 - Forty-five percent of students believe that elementary schools should offer non-immersion foreign language instruction. However, 57 percent think that elementary school students should not be required to take these classes. The most requested language courses at the elementary level are Spanish (81 percent), French (71 percent), and Mandarin (68 percent)(Figure 1.24, Figure 1.26, and Figure 1.27).
- **A majority of respondents (91 percent) report speaking English at home.** Most respondents identified themselves as Asian (37 percent) and White (36 percent) (Figure 1.30 and Figure 1.31).

RESULTS

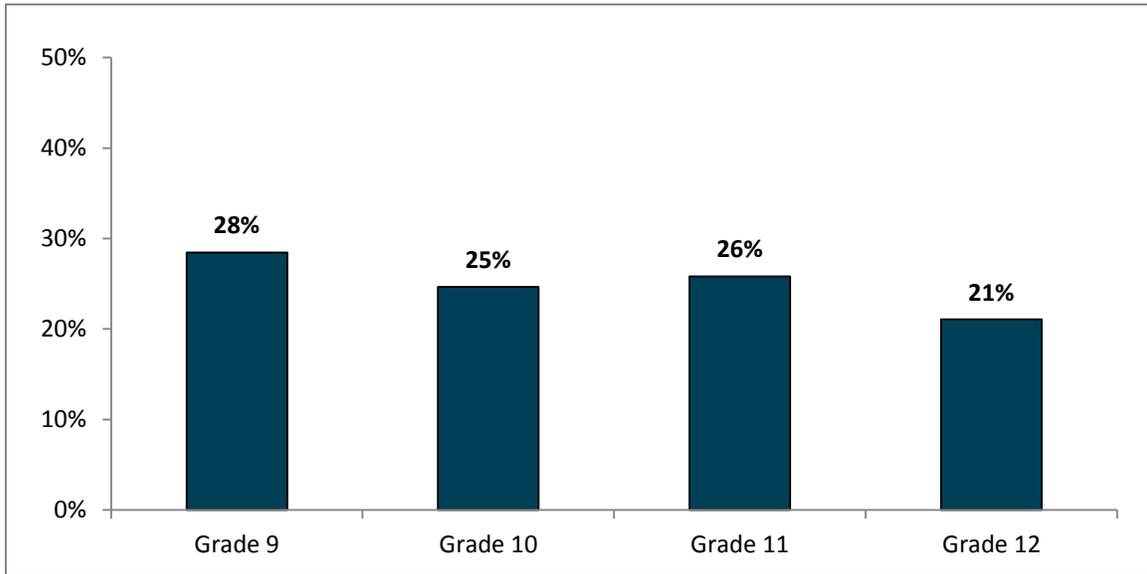
PARTICIPANT INFORMATION

Figure 1.1: Which school do you currently attend?



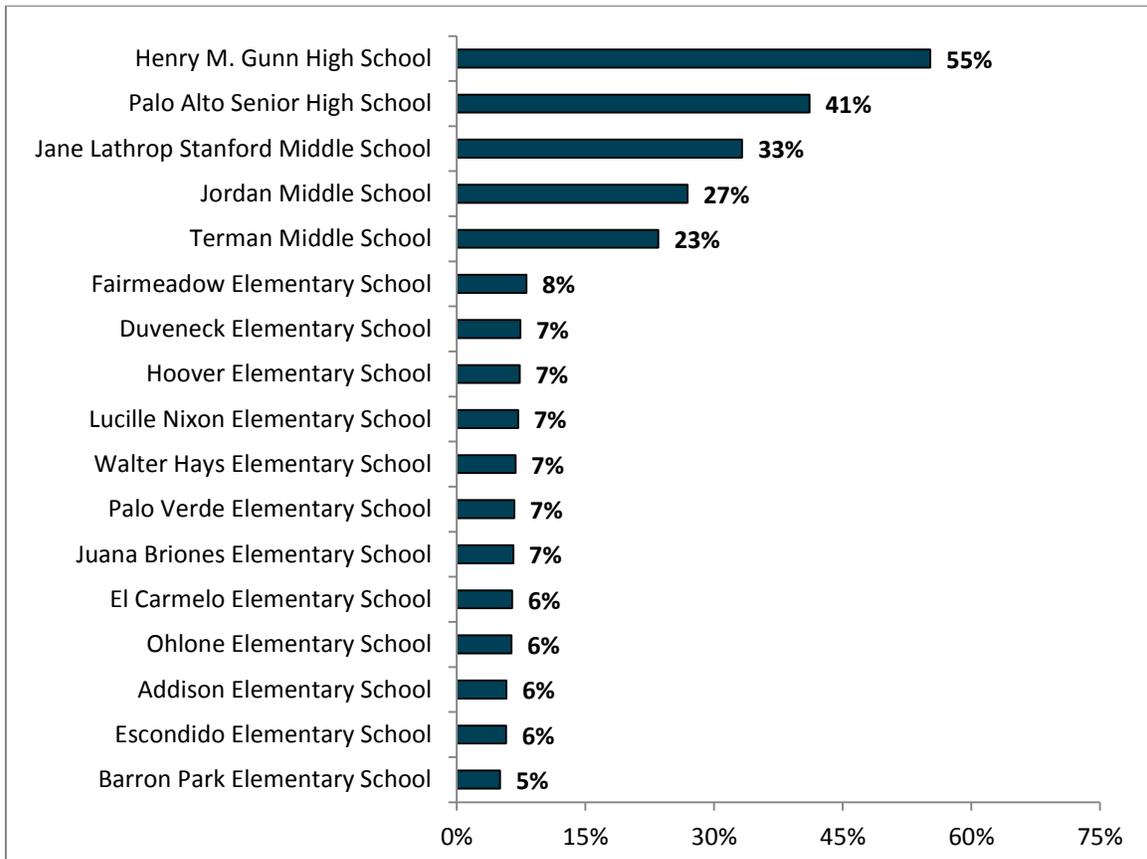
*n=2657

Figure 1.2: What is your current grade?



*n=2657

Figure 1.3: Which schools have you attended?

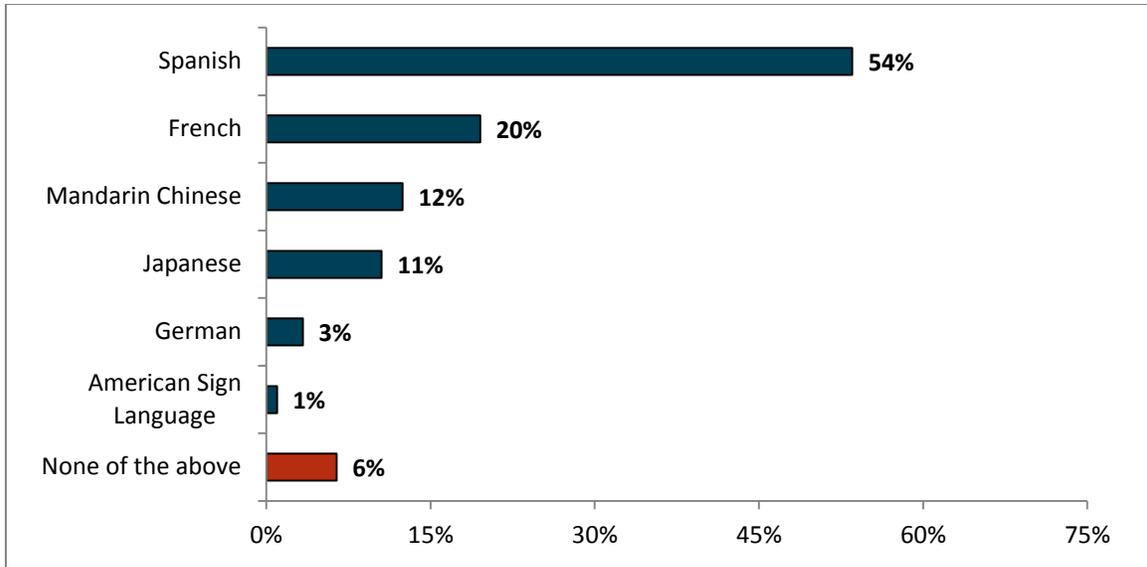


*n=2657

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

LANGUAGE STUDY

Figure 1.4: Which foreign languages are you studying or have you studied in the Palo Alto Unified School District schools?



*n=2657

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

Figure 1.5: How would you rate your current level of speaking/listening fluency in the following language(s)?

(1 indicates little or no proficiency; 5 indicates native or fluent speaker)

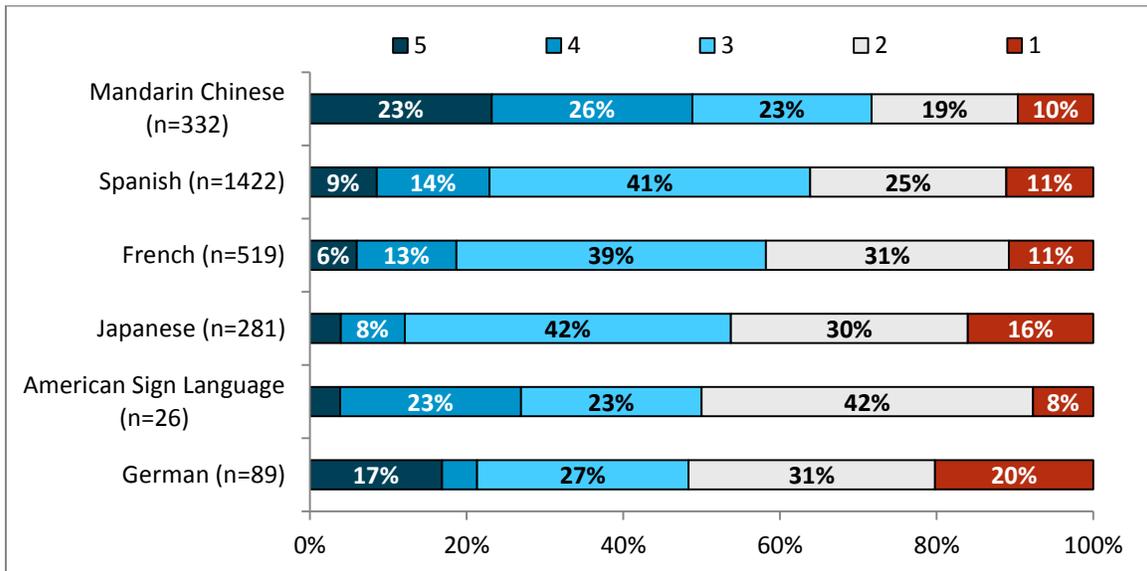


Figure 1.6: How would you rate your current level of reading/writing fluency in the following language(s)?

(1 indicates little or no proficiency; 5 indicates native or fluent speaker)

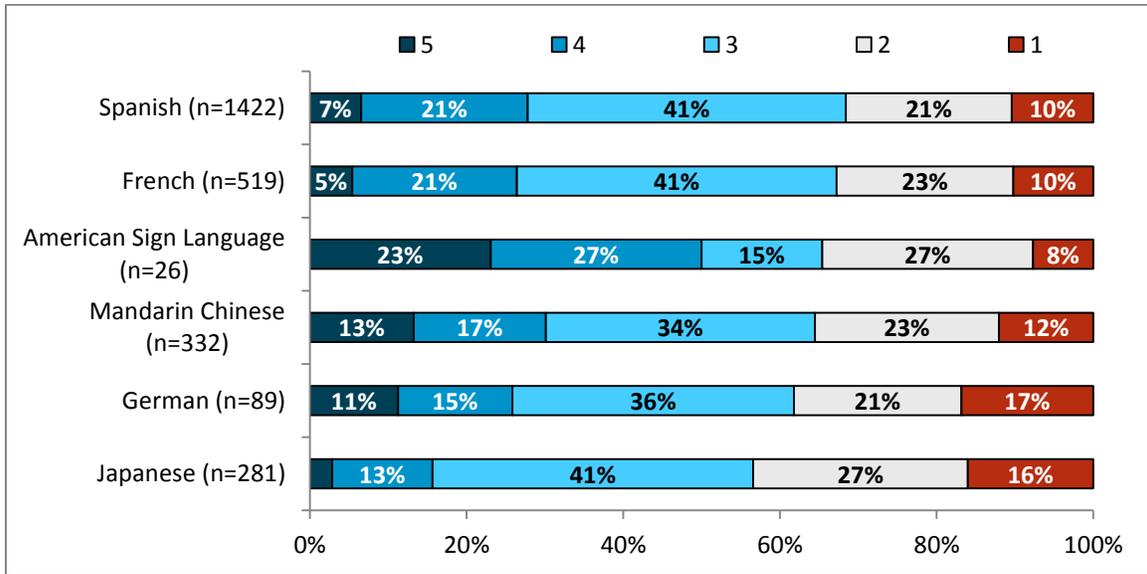
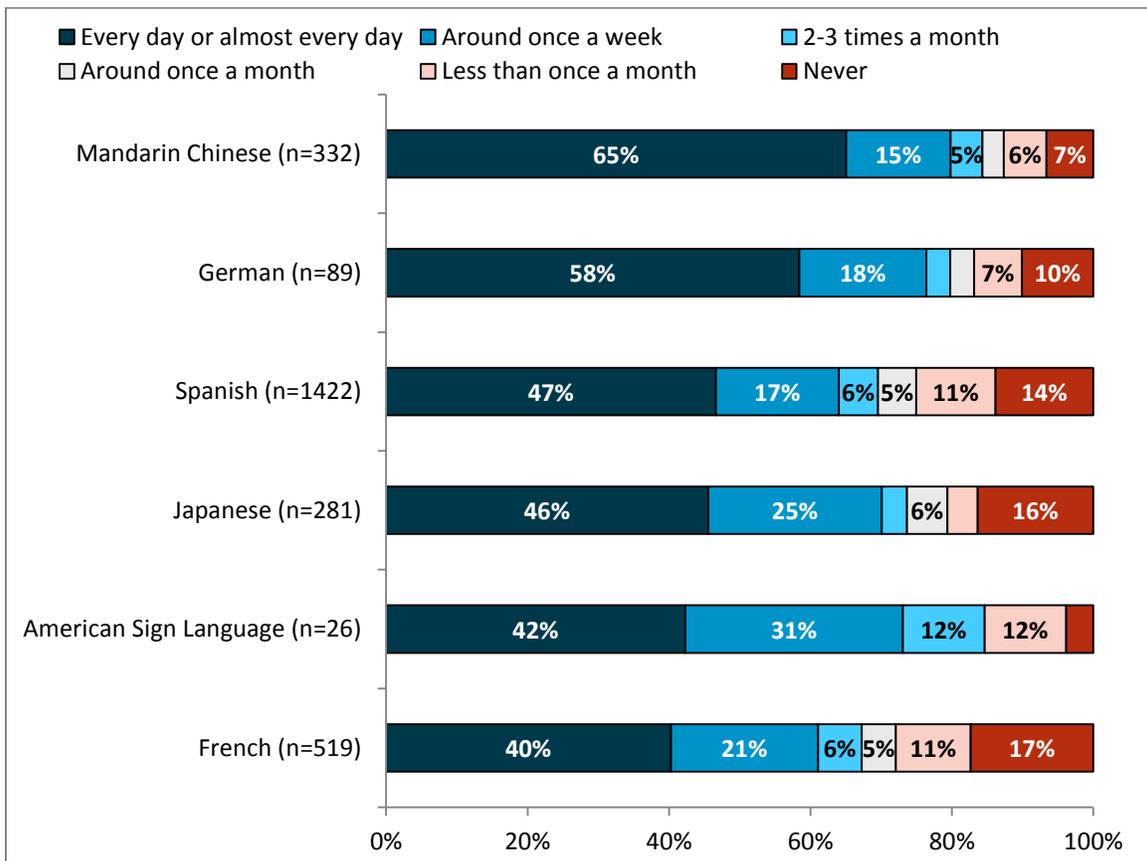


Figure 1.7: How often do you speak the following language(s)?



In which Palo Alto school(s) are you studying or have you studied the following language(s)?¹

Figure 1.8: French

SCHOOL	NUMBER OF RESPONDENTS	% RESPONDENTS
Henry M. Gunn High School	282	54%
Palo Alto Senior High School	200	39%
Jane Lathrop Stanford Middle School	136	26%
Jordan Middle School	108	21%
Terman Middle School	100	19%

Figure 1.9: German

SCHOOL	NUMBER OF RESPONDENTS	% RESPONDENTS
Henry M. Gunn High School	84	94%
Palo Alto Senior High School	2	2%
Hoover Elementary School	1	1%
Jane Lathrop Stanford Middle School	1	1%
Terman Middle School	1	1%

Figure 1.10: Japanese

SCHOOL	NUMBER OF RESPONDENTS	% RESPONDENTS
Henry M. Gunn High School	140	50%
Palo Alto Senior High School	111	40%
Jane Lathrop Stanford Middle School	67	24%
Jordan Middle School	65	23%
Ohlone Elementary School	7	3%

Figure 1.11: Mandarin Chinese

SCHOOL	NUMBER OF RESPONDENTS	% RESPONDENTS
Henry M. Gunn High School	196	60%
Palo Alto Senior High School	119	36%
Jane Lathrop Stanford Middle School	11	3%
Terman Middle School	9	3%
Jordan Middle School	8	2%

Figure 1.12: Spanish

SCHOOL	NUMBER OF RESPONDENTS	% RESPONDENTS
Henry M. Gunn High School	693	49%
Palo Alto Senior High School	603	42%
Jordan Middle School	309	22%
Jane Lathrop Stanford Middle School	255	18%
Terman Middle School	248	17%

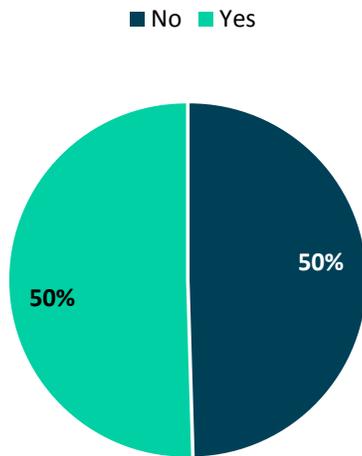
Figure 1.13: American Sign Language

SCHOOL	NUMBER OF RESPONDENTS	% RESPONDENTS
Palo Alto Senior High School	21	81%
Henry M. Gunn High School	4	15%
Jordan Middle School	2	8%
Ohlone Elementary School	1	4%
Addison Elementary School	1	4%

¹ Tables only display the top five schools with the most respondents. Totals sum to greater than 100 percent, as respondents could select multiple choices.

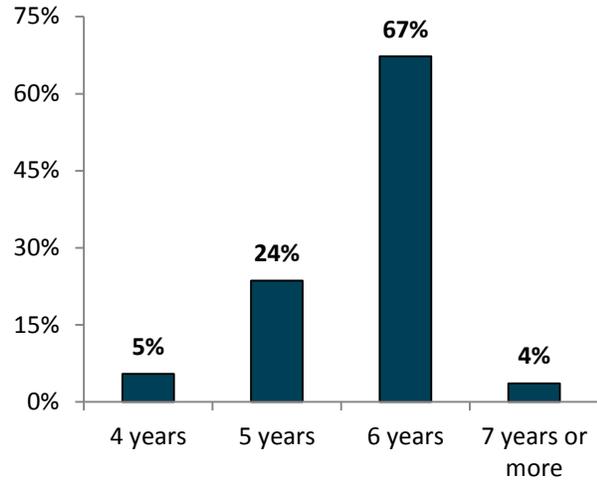
IMMERSION PROGRAMS

Figure 1.14: Did you study Spanish in the Escondido immersion program?



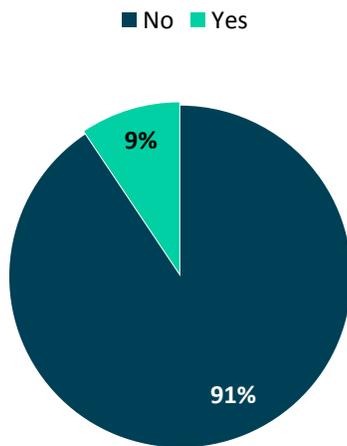
*n=109

Figure 1.15: How many years did you complete in the Escondido immersion program?



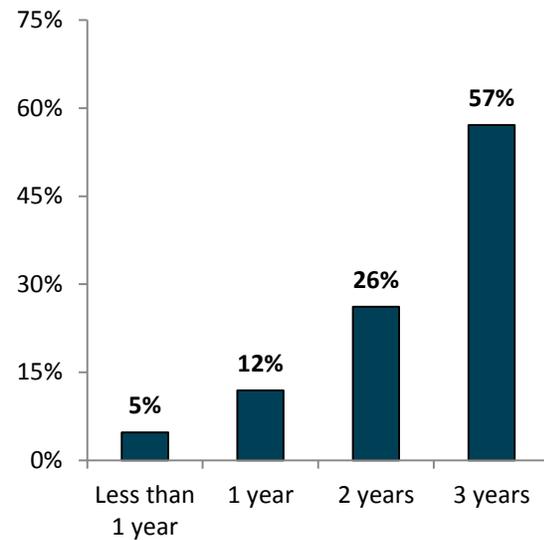
*n=55

Figure 1.16: Did you study Spanish in the Jordan Middle School immersion program?



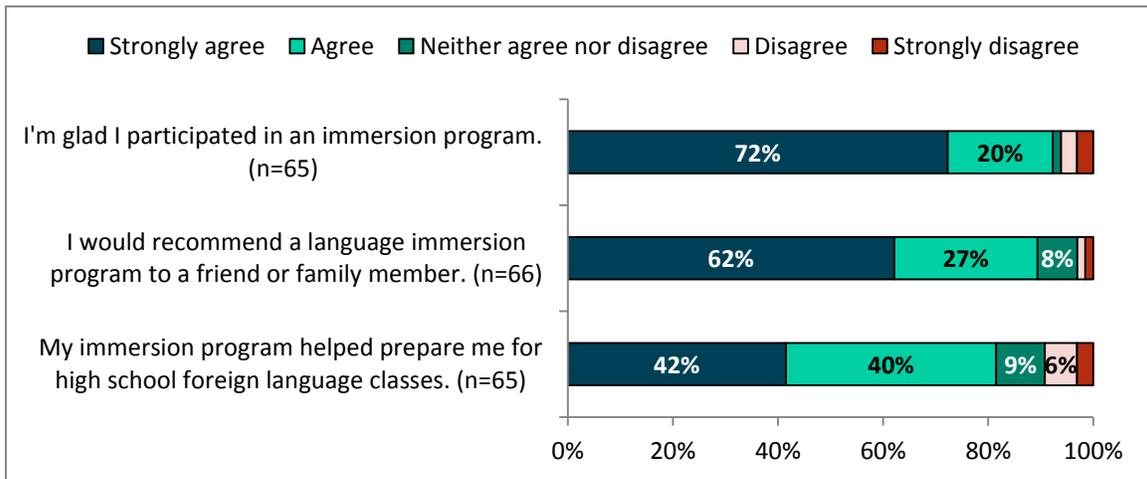
*n=447

Figure 1.17: How many years did you complete in the Jordan immersion program?



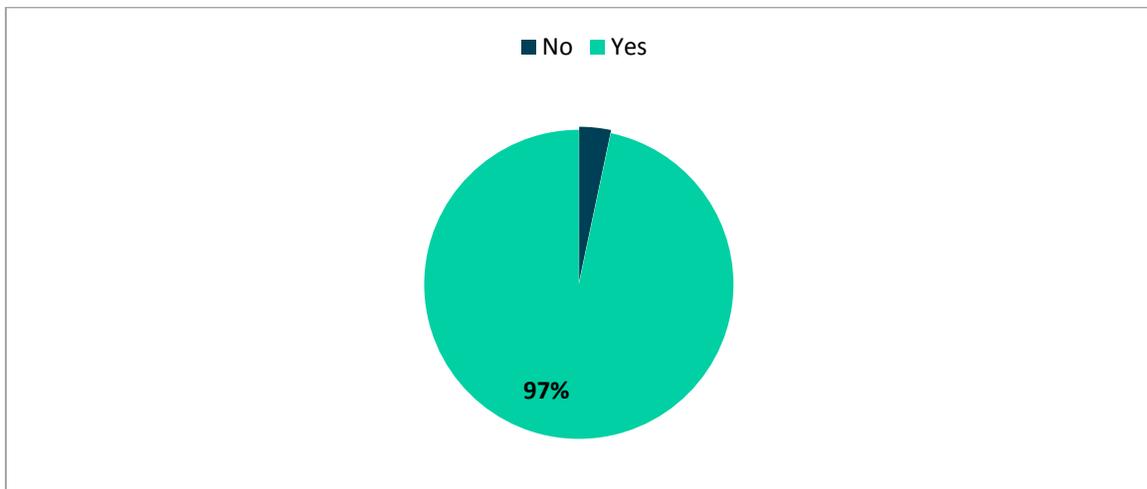
*n=42

Figure 1.18: Please indicate how much you agree with the following statements



FOREIGN LANGUAGE COURSES

Figure 1.19: Have you taken any foreign language courses in high school?



*n=2476

Figure 1.20: Which level of foreign language(s) courses you have taken during high school?

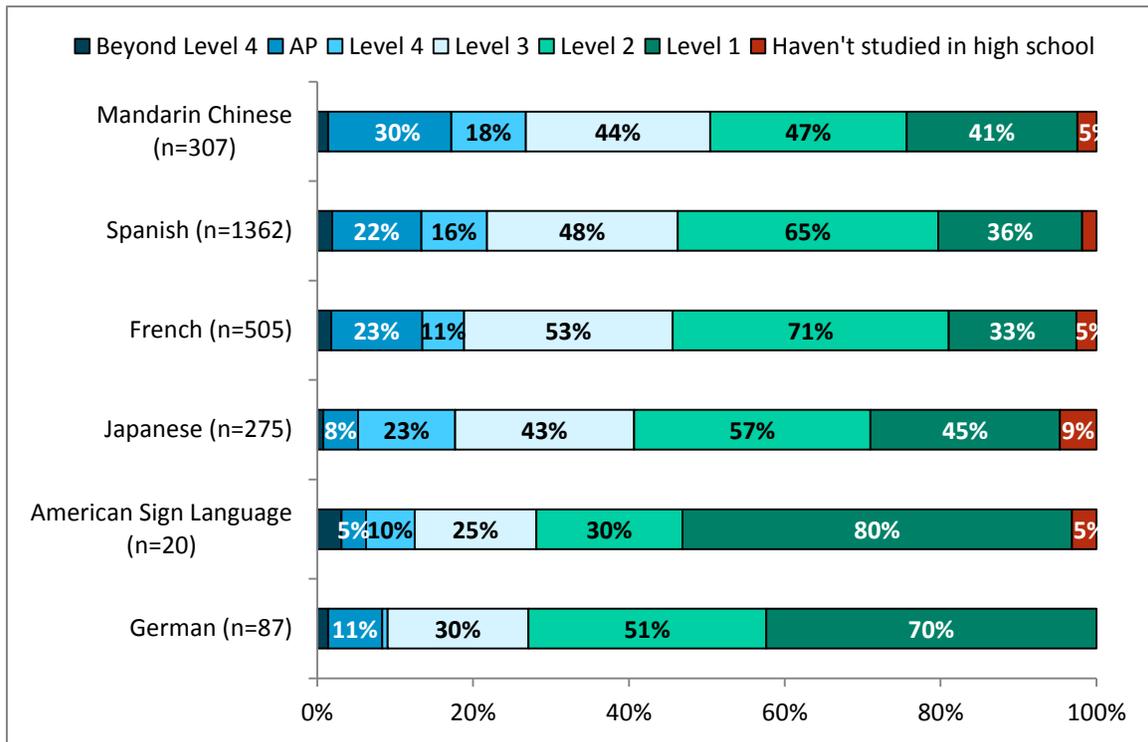
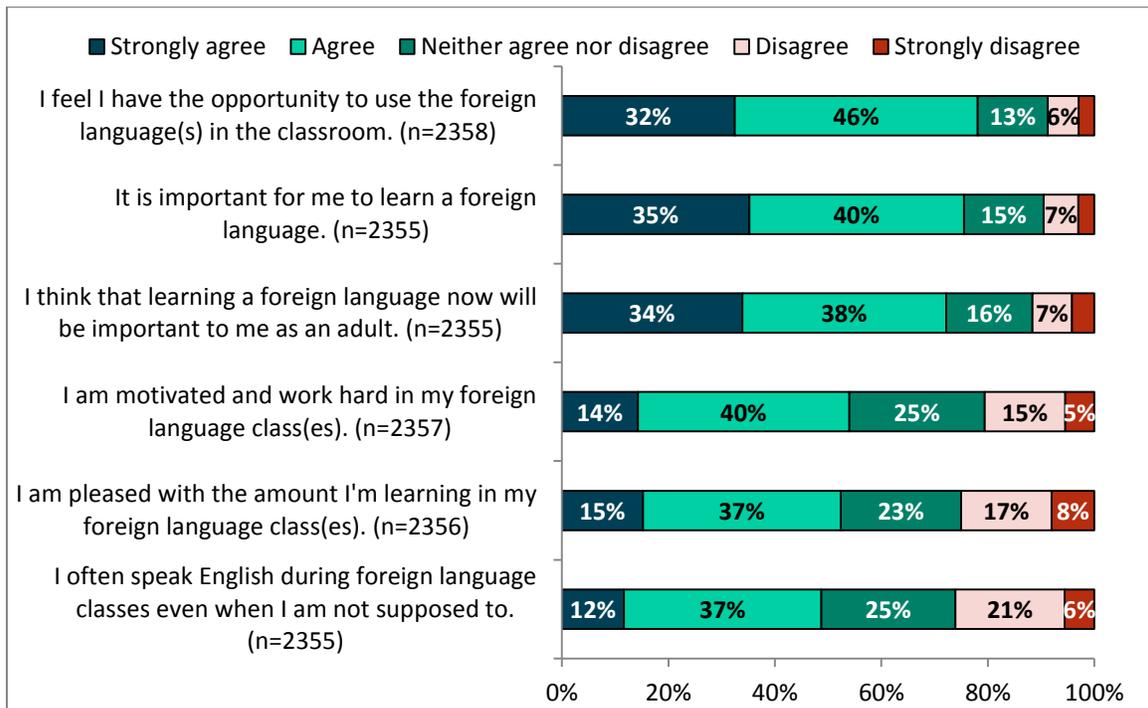
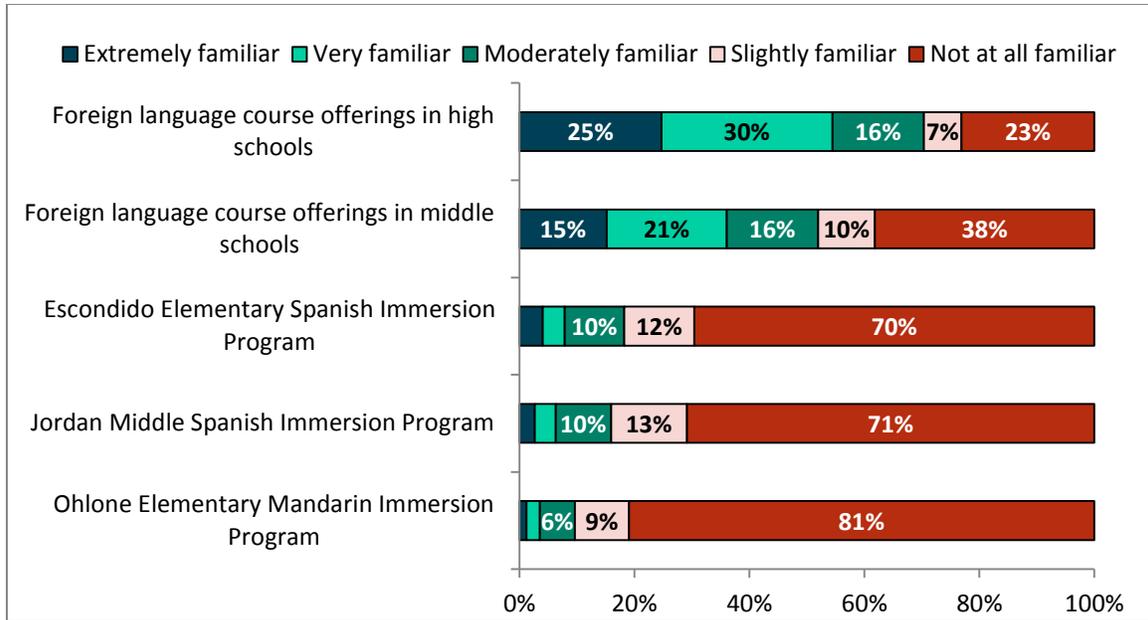


Figure 1.21: Please indicate how much you agree with the following statements about your high school foreign language class(es)



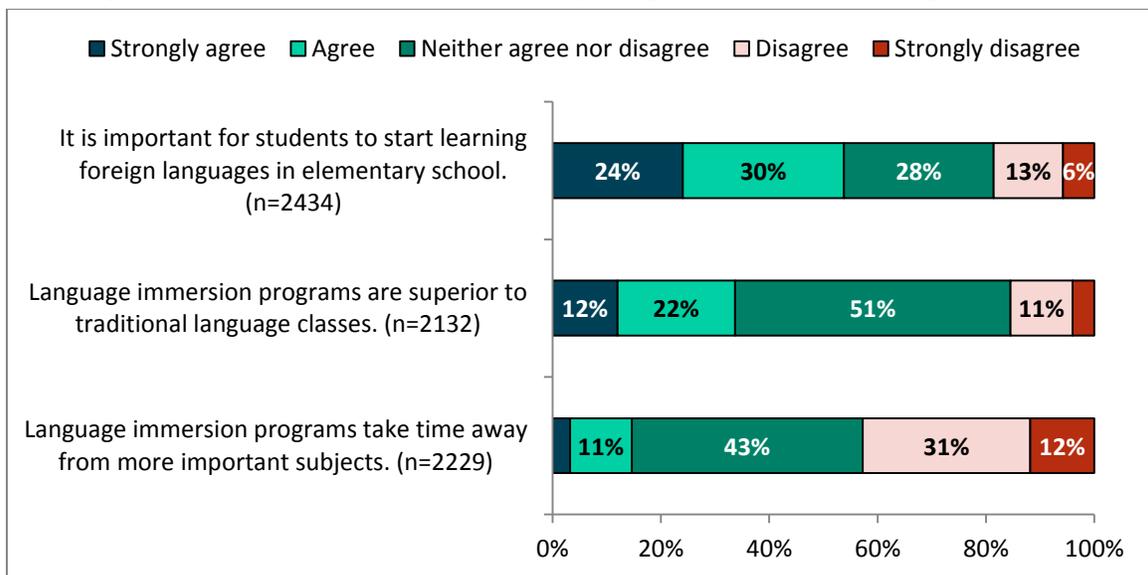
OVERALL PERCEPTIONS OF THE WORLD LANGUAGE PROGRAM

Figure 1.22: How familiar are you with the immersion programs and foreign language courses currently offered at PAUSD?



*n=2566

Figure 1.23: Please indicate how much you agree with the following statement



FUTURE OF THE WORLD LANGUAGE PROGRAM

OPINIONS

Figure 1.24: Please indicate how much you agree with the following statements

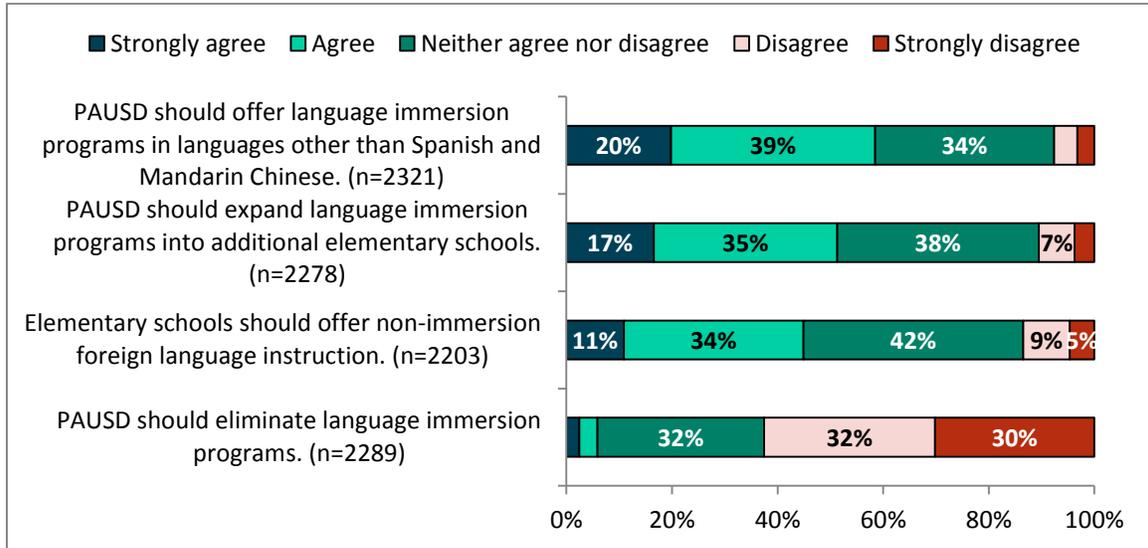
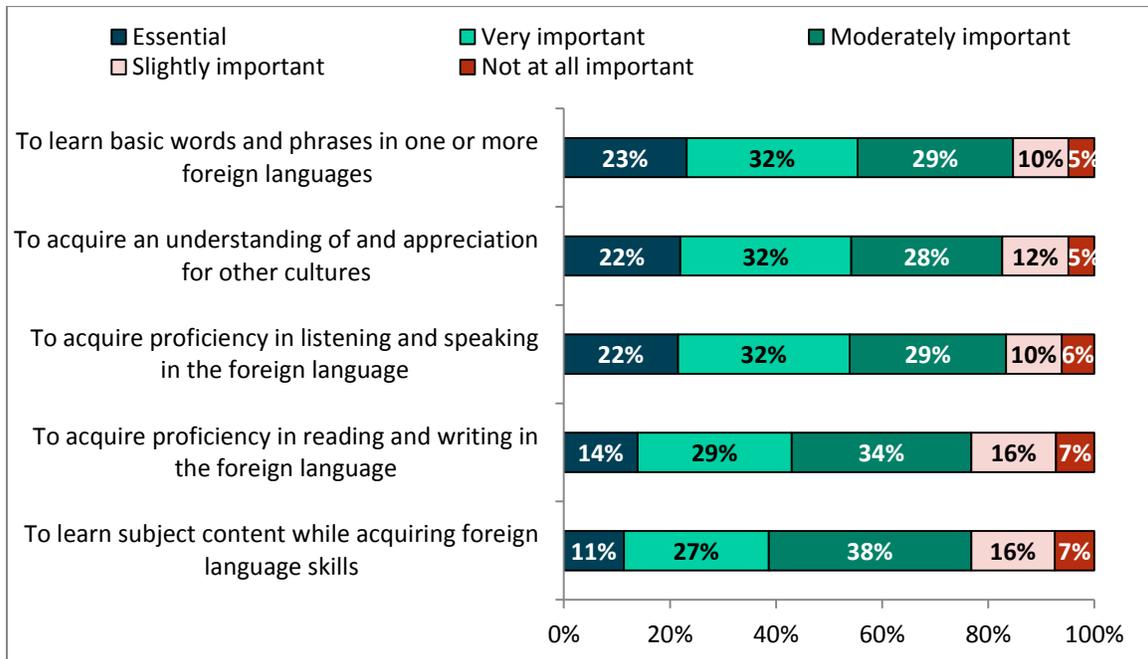


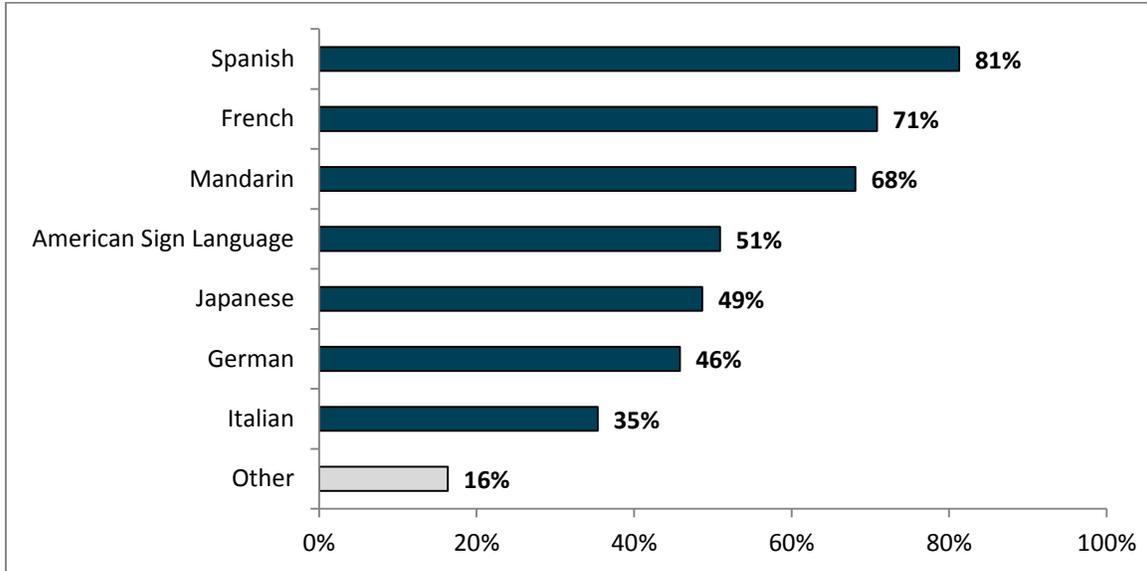
Figure 1.25: Please rate how important you think the following goals are with respect to foreign language opportunities offered at the elementary level



*n=2516

COURSE OFFERINGS

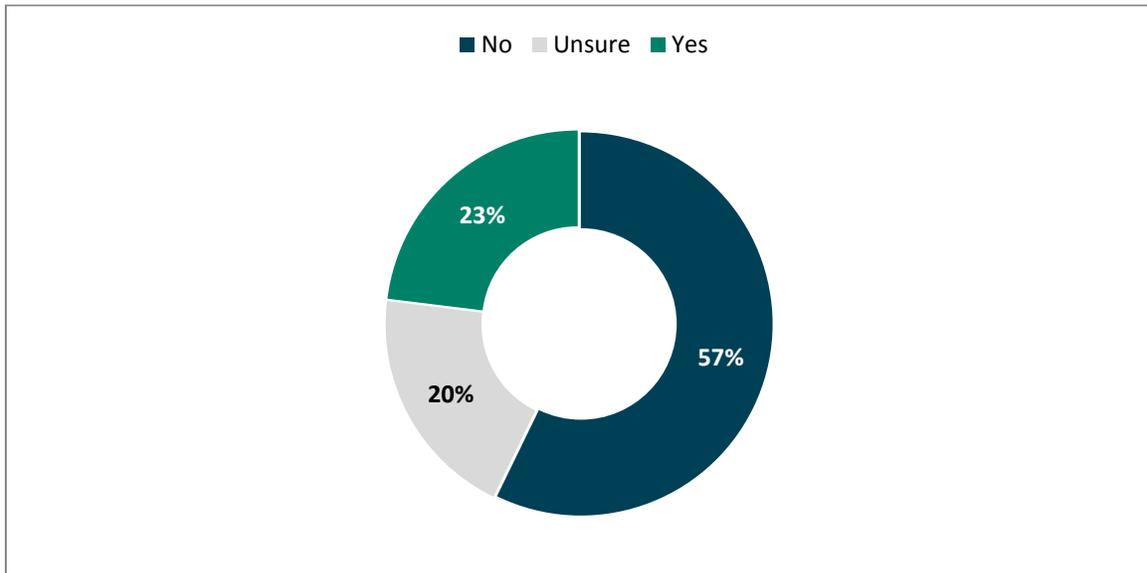
Figure 1.26: Which languages would you like to see offered at the elementary level in foreign language courses? (Non-immersion)



*n=978

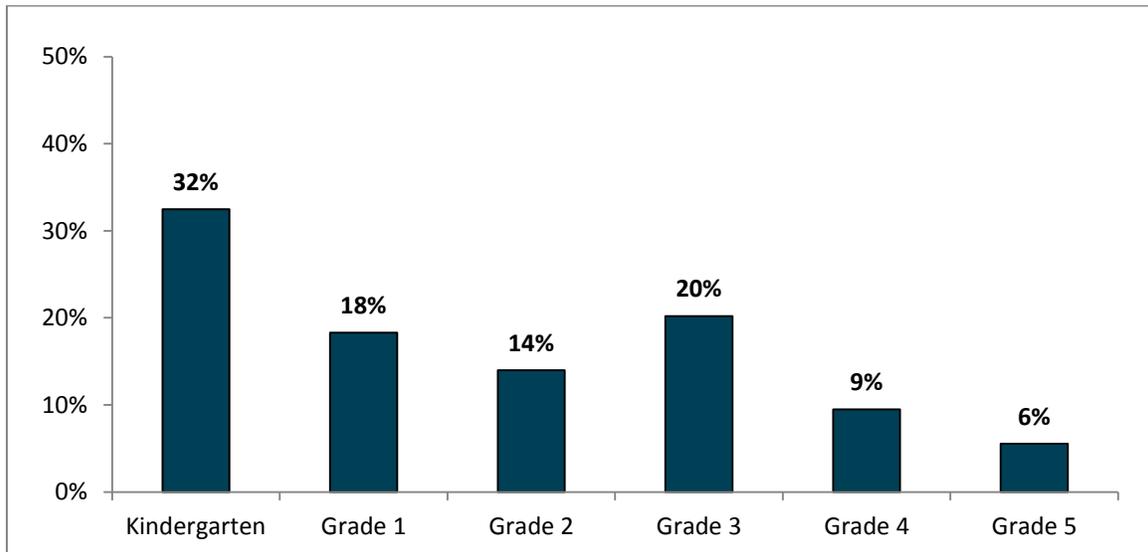
Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

Figure 1.27: Do you think that elementary school students should be required to take a foreign language?



*n=2512

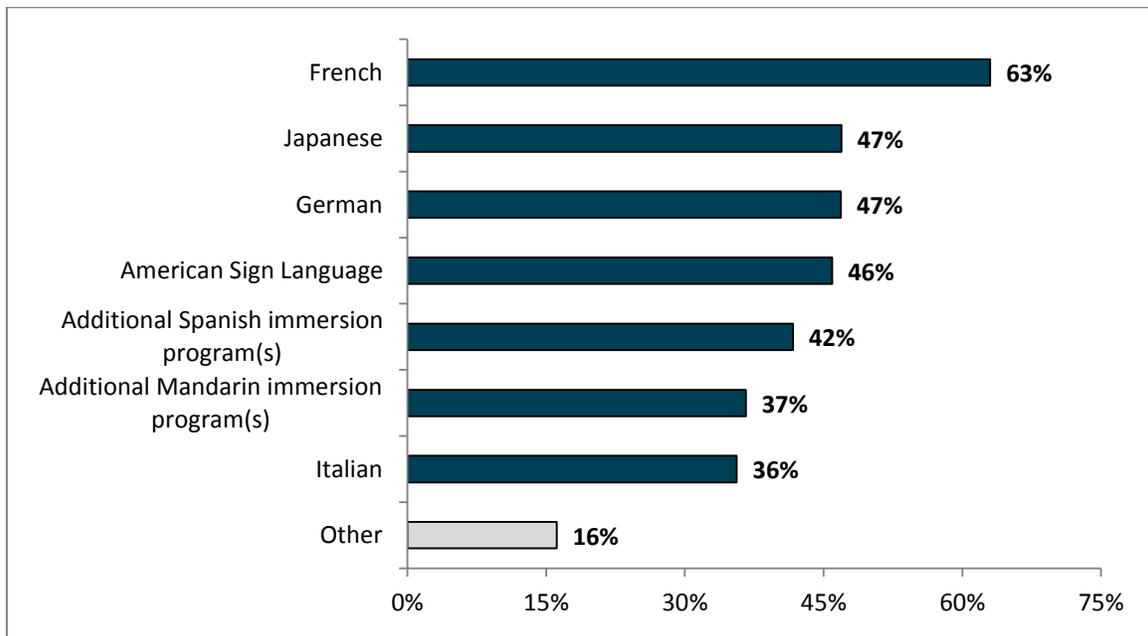
Figure 1.28: In which grade should the foreign language requirement begin for elementary school students?



*n=579

IMMERSION PROGRAMS

Figure 1.29: If the district were to expand language immersion programs, which of the following would you like to see?

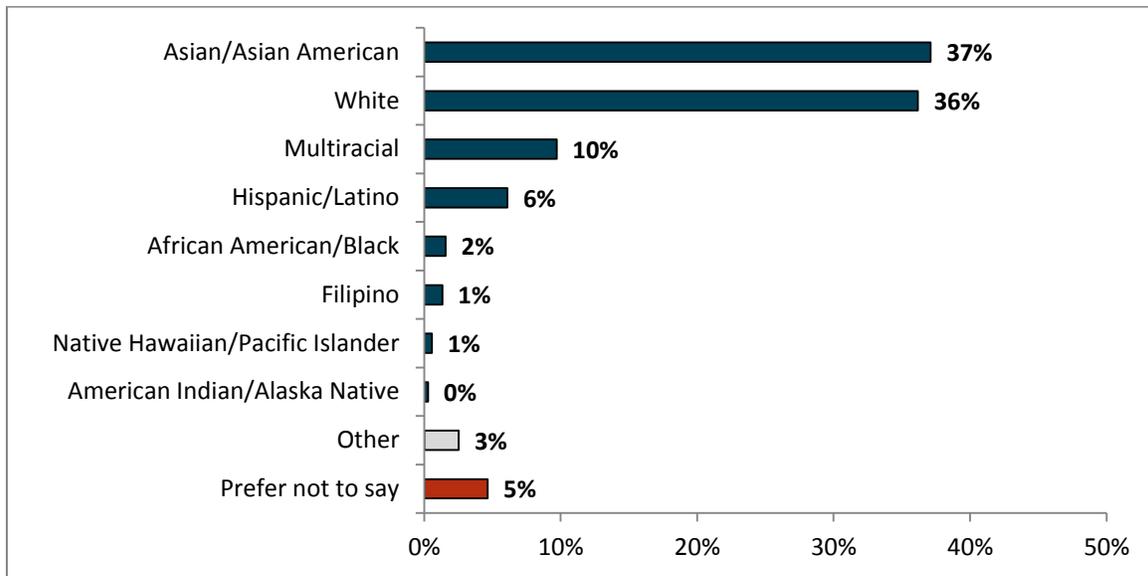


*n=1609

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

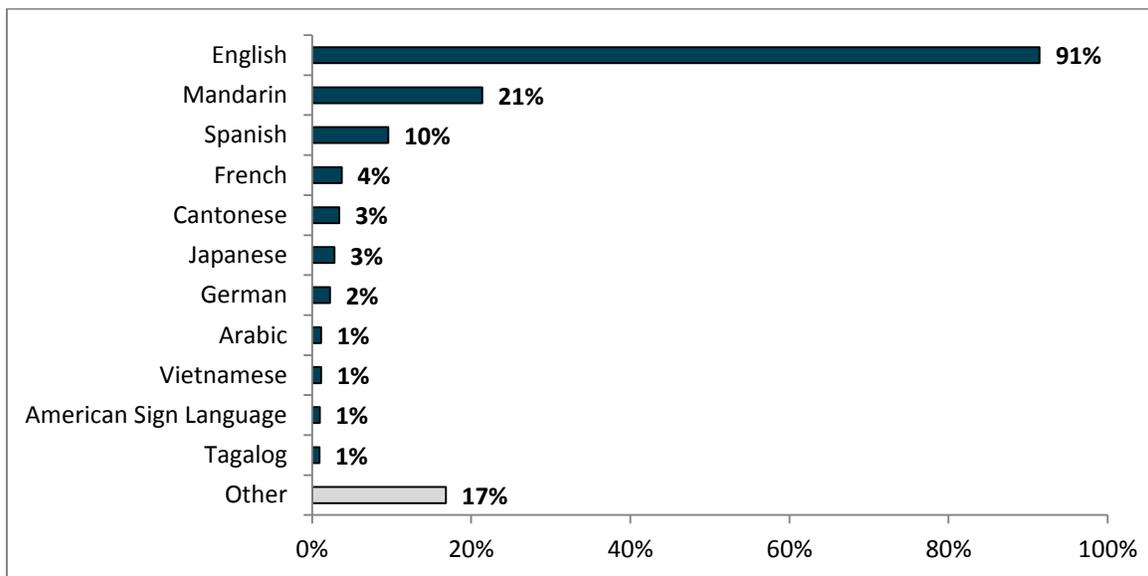
DEMOGRAPHICS

Figure 1.30: Respondents, by Ethnicity



*n=2493

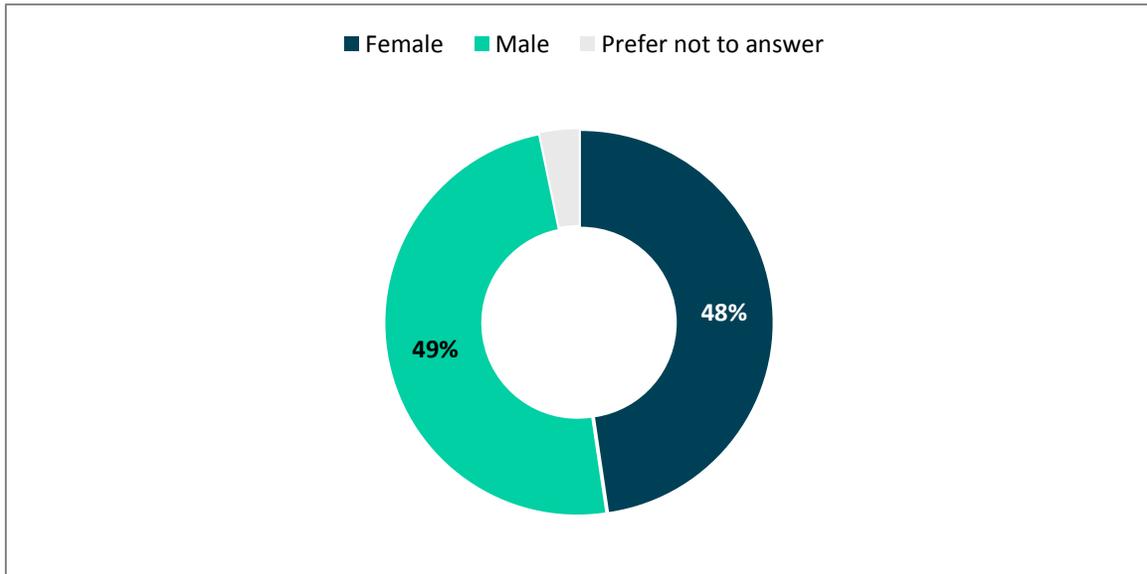
Figure 1.31: Respondents, by Language(s) Speak at Home



*n=2493

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

Figure 1.32: Respondents, by Gender



*n=2493

SECTION II: PARENTS

This section analyzes parents' feedback on existing world language programs and their opinions on the future development of the world language program at PAUSD.

SUMMARY OF FINDINGS

- **Respondents have more children currently enrolled in elementary schools than middle schools and high schools.** Thirty-two percent of respondents indicate that their children attended one of the elementary schools with language immersion programs. Nearly half of parents whose children attended Escondido indicate that their children studied Spanish in the immersion program whereas only 10 percent of parents whose children attended Jordan Middle School indicate the same (Figure 2.1, Figure 2.3, Figure 2.4, and Figure 2.6).
- **Overall, parents feel that their children's proficiency level in Spanish and Mandarin has improved after participating in the immersion program.** At least 65 percent of respondents indicate that their child had little or no reading and writing fluency prior when starting the program. This percentage is reduced to less than 5 percent after students have participated in the immersion program (Figure 2.10 and Figure 2.11).
 - Parents whose children attended Spanish immersion programs report improvements that are more significant in oral and writing fluency relative to parents whose children attended the Mandarin immersion program.
- **Parents whose children participated in immersion programs generally have very positive feedback regarding the program.** Ninety-three percent of parent respondents are glad that their child has participated in an immersion program and 88 percent state that they would recommend the program to a friend or family member (Figure 2.12).
- **A majority of parents feel that it is important for students to start learning foreign languages in elementary school.** However, many respondents are not at all familiar with the immersion programs and traditional language classes at PAUSD (Figure 2.14 and Figure 2.13).
- **At least half of parent respondents believe that language immersion programs are superior to traditional language classes whereas 13 percent feel that the programs are not superior.** Fifty-six percent disagree that language immersion programs take time away from more important subjects and 71 percent agree that language immersion programs should not be eliminated (Figure 2.14 and Figure 2.15).
- **However, parents are more likely to support the idea of non-immersion foreign language classes instead of expanding immersion programs to more schools.** Seventy-one percent of parent respondents "agree" or "strongly agree" that elementary schools should offer non-immersion foreign language instruction while

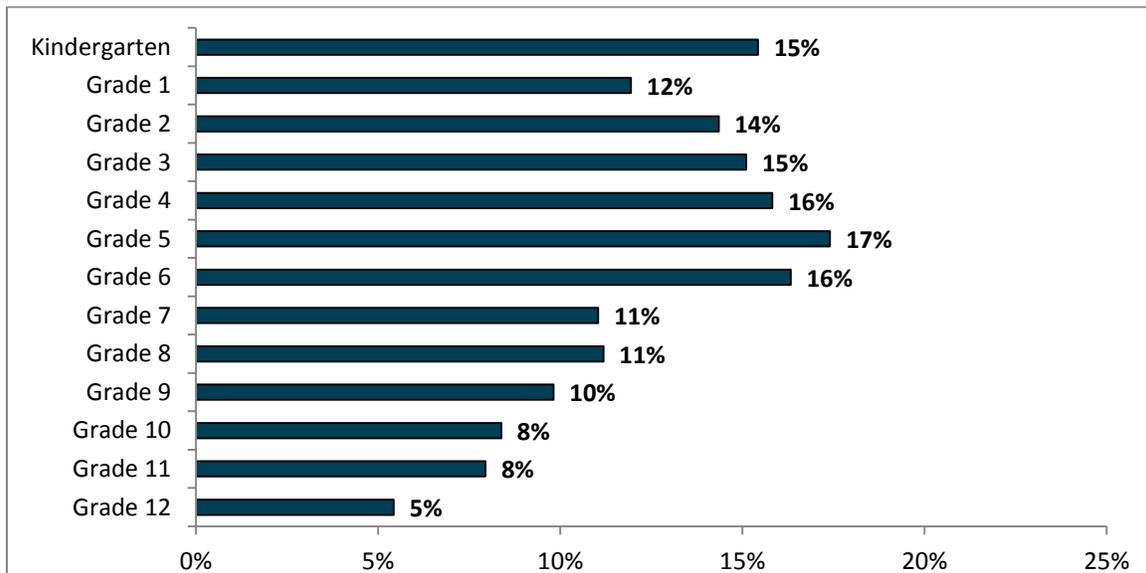
53 percent agree or strongly agree that PAUSD should expand language immersion programs into other elementary schools (Figure 2.15).

- **According to parent respondents, the most commonly requested non-immersion foreign language courses are Spanish and Mandarin.** Half of respondents agree that elementary students should be required to take a foreign language. Further, 70 percent agree that elementary students should be required to begin foreign language classes during kindergarten or Grade 1 (Figure 2.17, Figure 2.18, and Figure 2.19).
 - Among parents who feel that the district should expand language immersion programs, the most popular programs are additional Spanish and Mandarin immersion programs (Figure 2.20).
- **A majority of parent respondents are white (44 percent) or Asian (37 percent) and female.** Eighty-three percent indicate that they speak English at home (Figure 2.21 and Figure 2.22).

RESULTS

PARTICIPANT INFORMATION

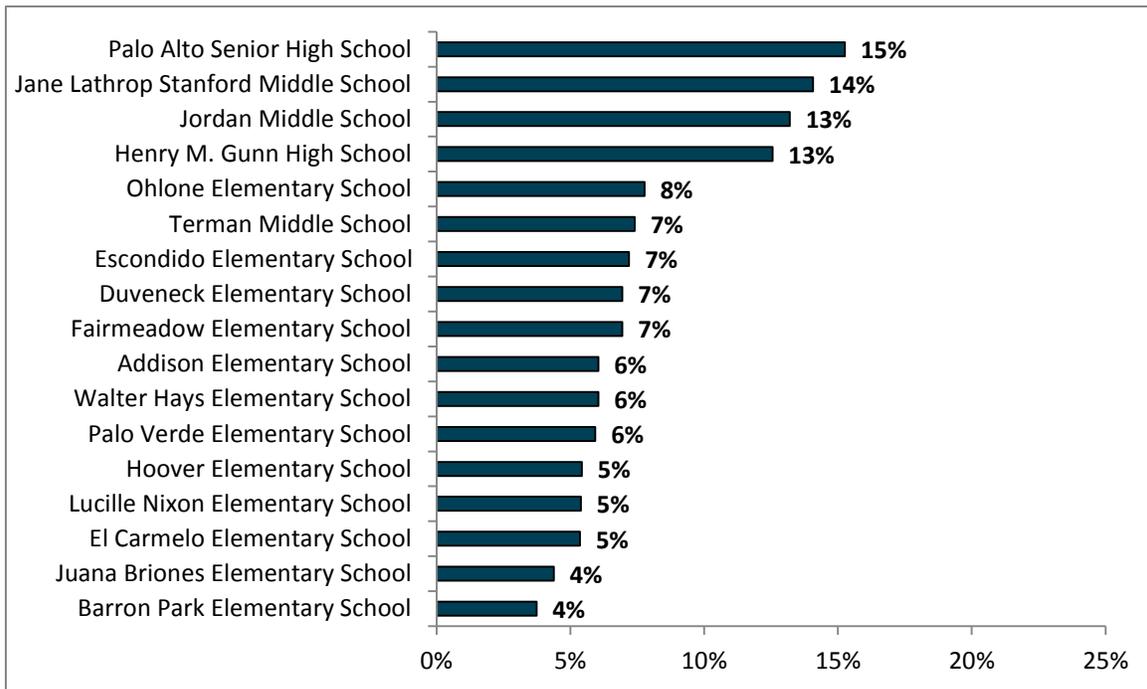
Figure 2.1: In which grade is your child currently enrolled in a PAUSD school?



*n=2780

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

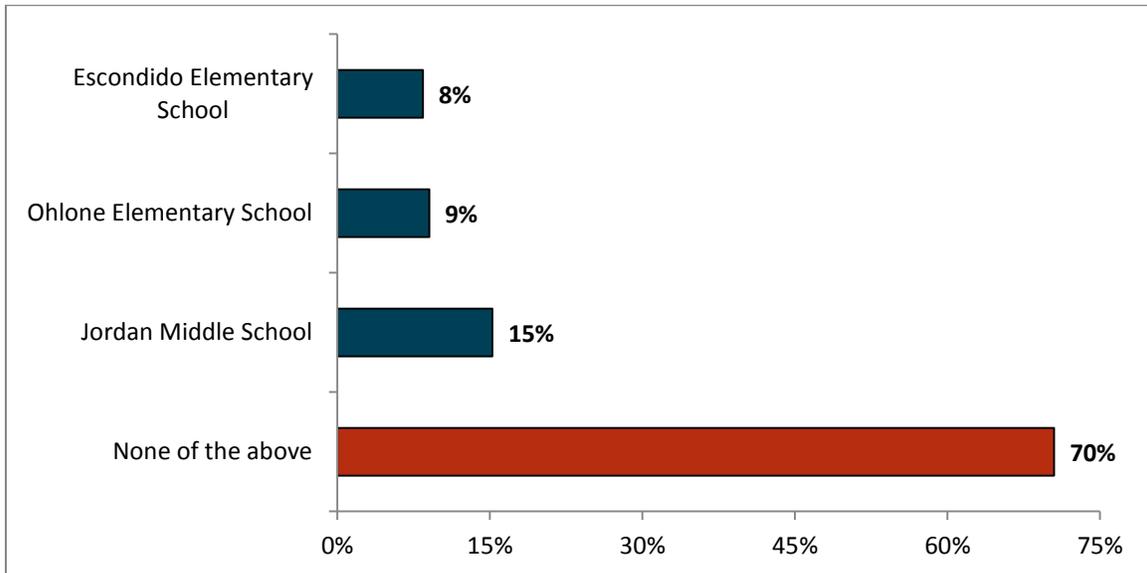
Figure 2.2: Where is your child currently enrolled?



*n=2779

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

Figure 2.3: Have any of your children ever attended the following schools in the past?

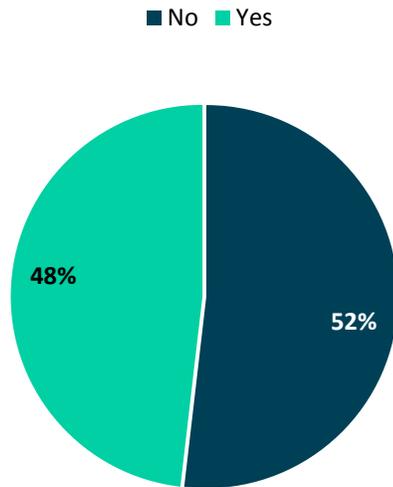


*n=2780

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

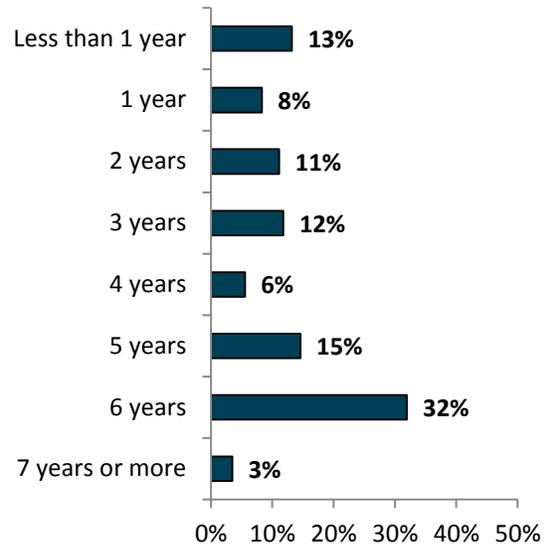
IMMERSION PROGRAMS

Figure 2.4: Have any of your children studied Spanish in the Escondido immersion program?



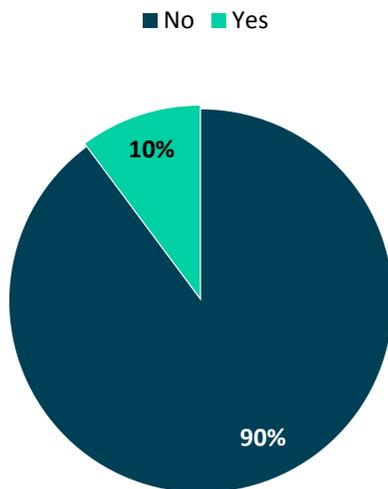
*n=299

Figure 2.5: How many years did your child complete in the Escondido immersion program?



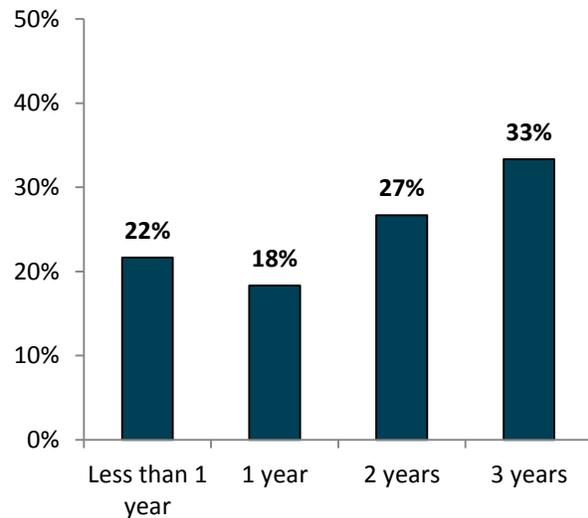
*n=144

Figure 2.6: Have any of your children studied Spanish in the Jordan Middle School immersion program?



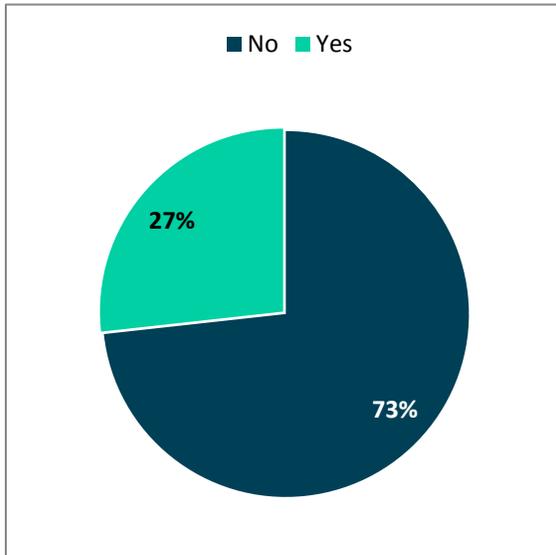
*n=589

Figure 2.7: How many years did your child complete in the Jordan immersion program?



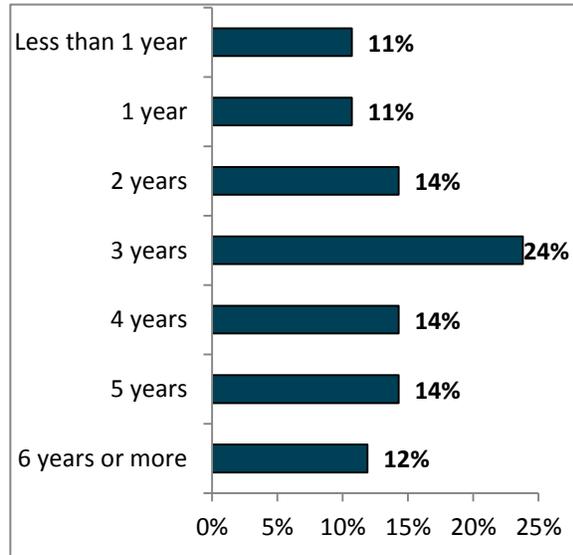
*n=60

Figure 2.8: Have any of your children studied Mandarin in the Ohlone Elementary School immersion program?



*n=314

Figure 2.9: How many years did your child complete in the Ohlone immersion program?



*n=84

Figure 2.10: On a scale of 1 to 5, how would you rate your child's level of proficiency in Spanish?

(1 indicates little or no proficiency; 5 indicates native or fluent speaker)

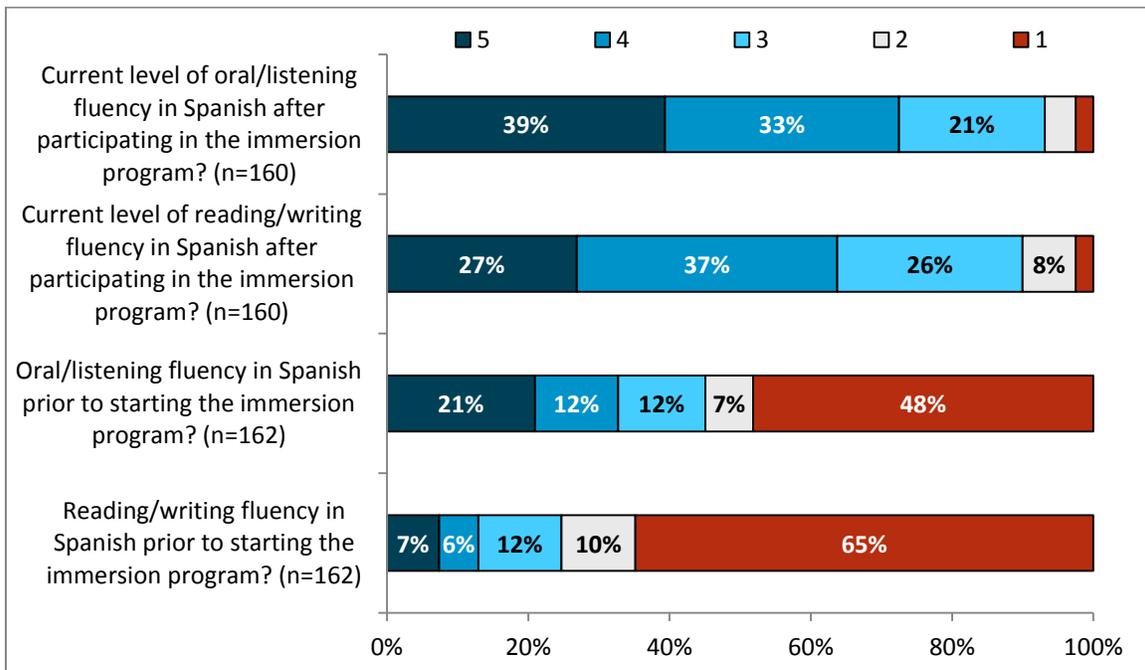
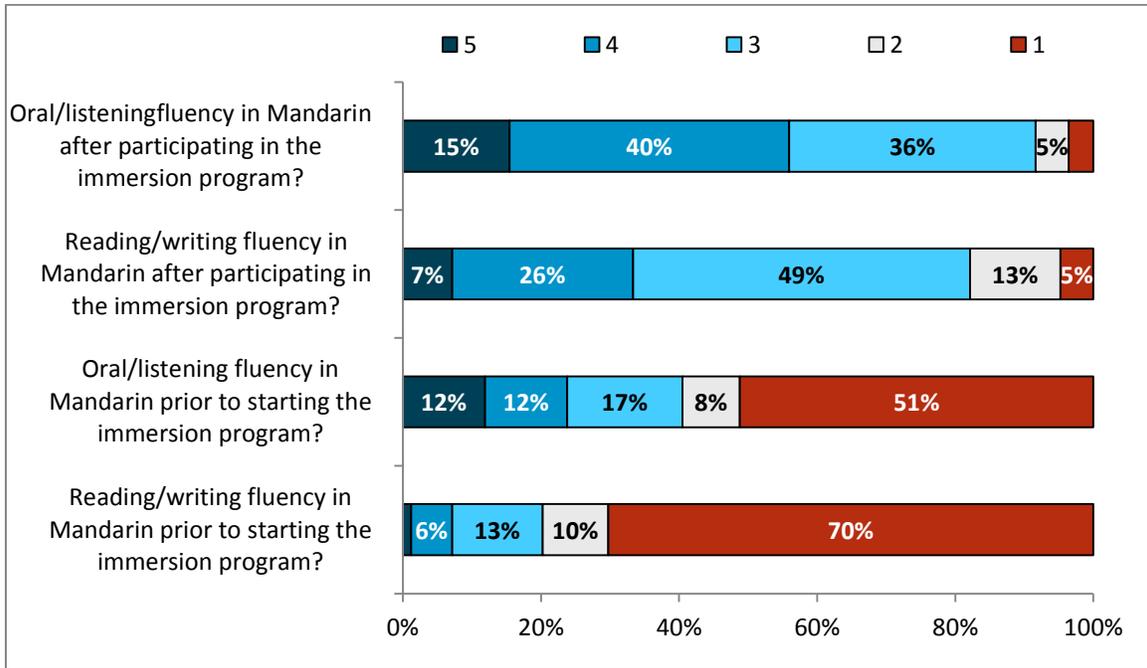


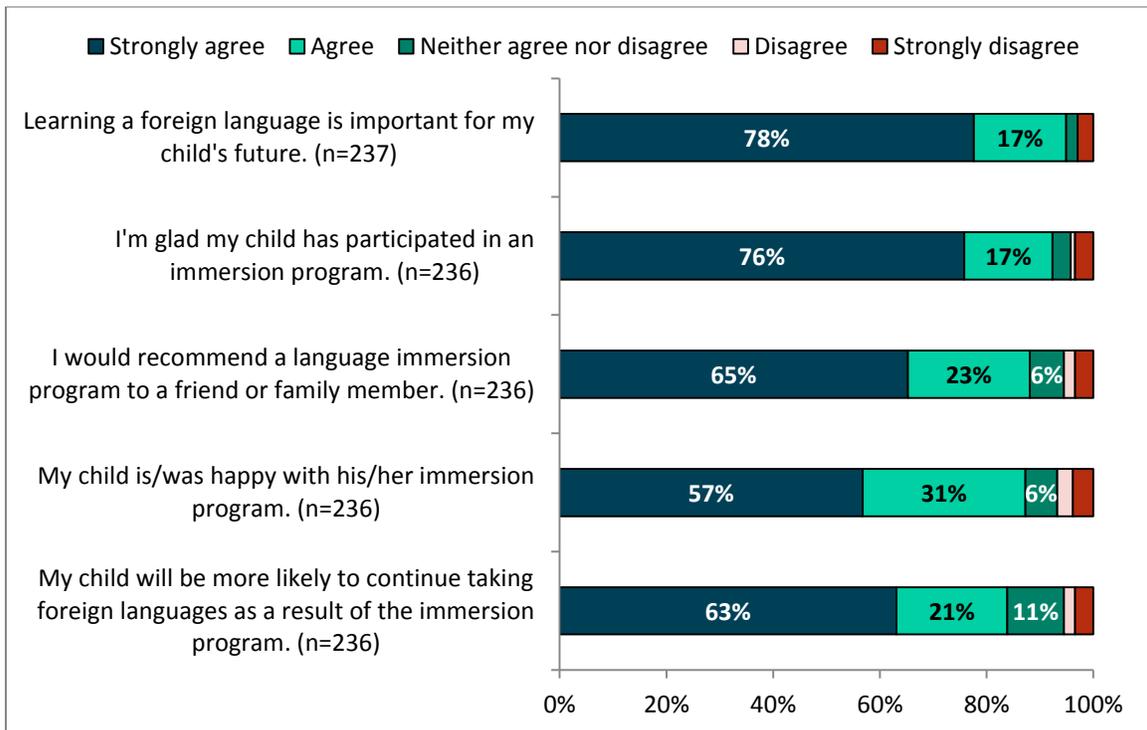
Figure 2.11: On a scale of 1 to 5, how would you rate your child's level of proficiency in Mandarin?

(1 indicates little or no proficiency; 5 indicates native or fluent speaker)



*n=84

Figure 2.12: Please indicate how much you agree with the following statements:



OVERALL PERCEPTIONS OF THE WORLD LANGUAGE PROGRAM

Figure 2.13: How familiar are you with the immersion programs and foreign language courses currently offered in PAUSD?

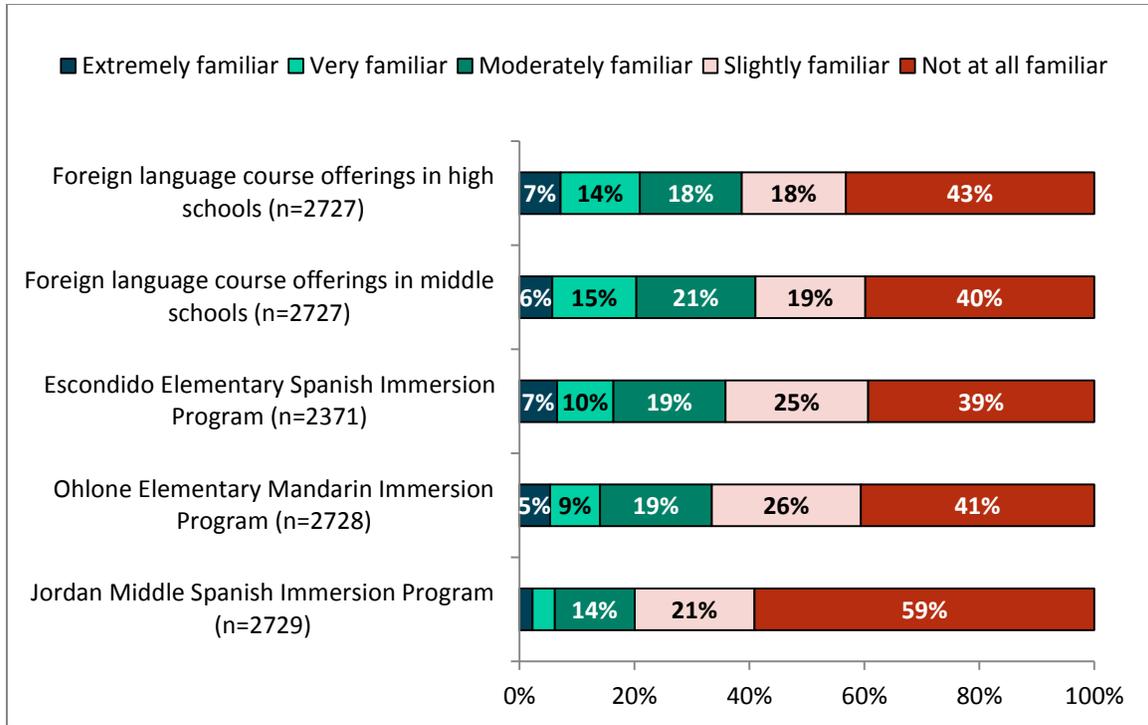
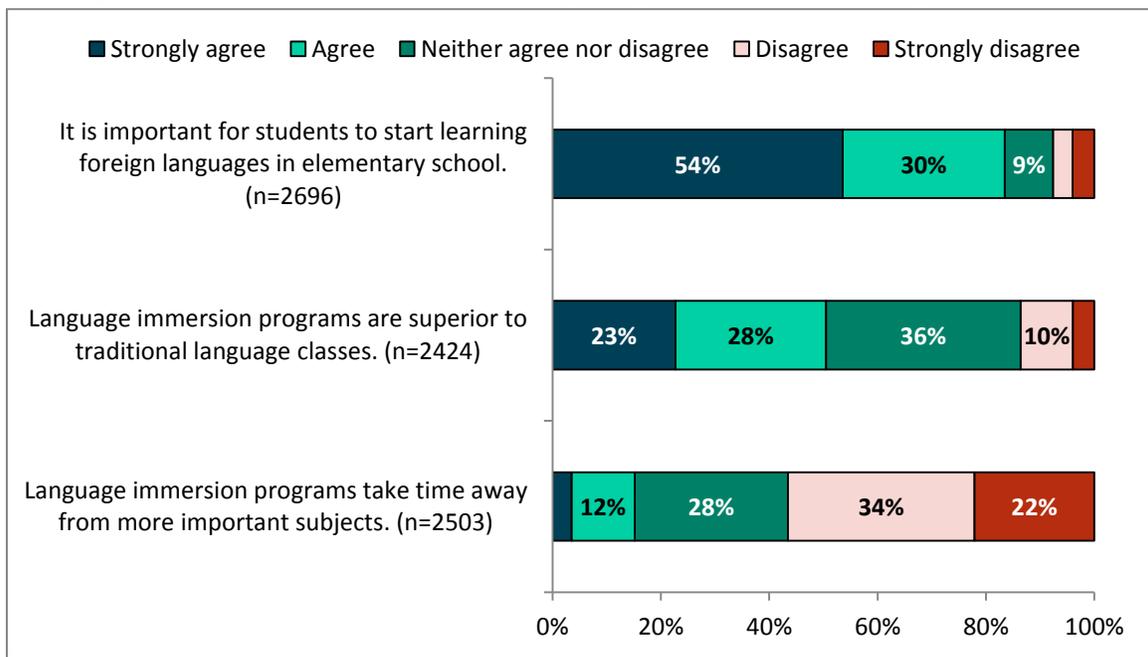


Figure 2.14: Please indicate how much you agree with the following statements:



FUTURE OF THE WORLD LANGUAGE PROGRAM

OPINIONS

Figure 2.15: Please indicate how much you agree with the following statements:

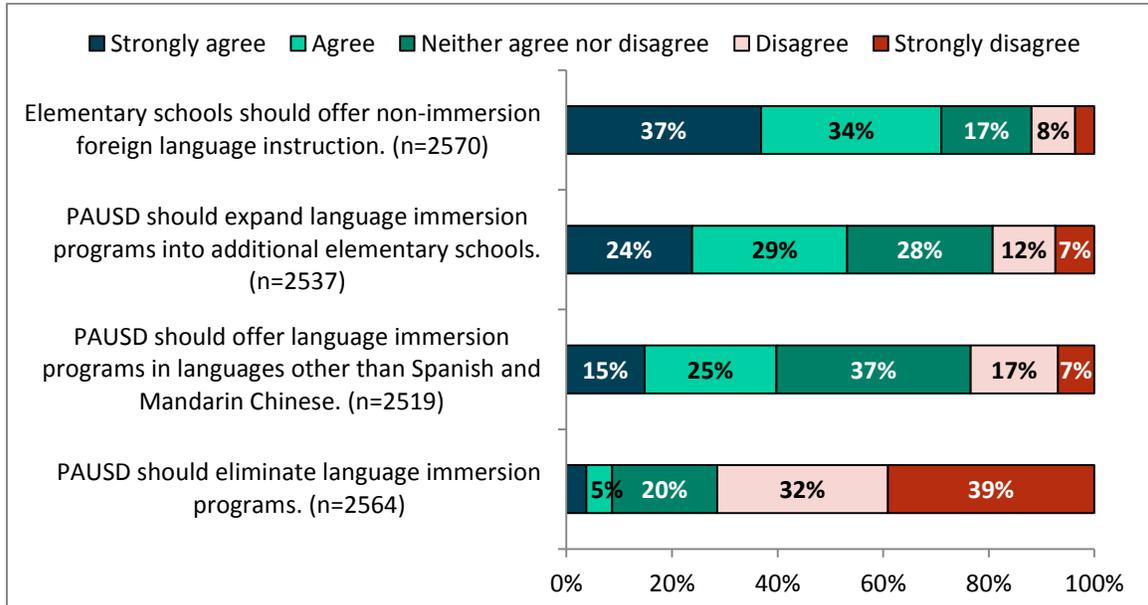
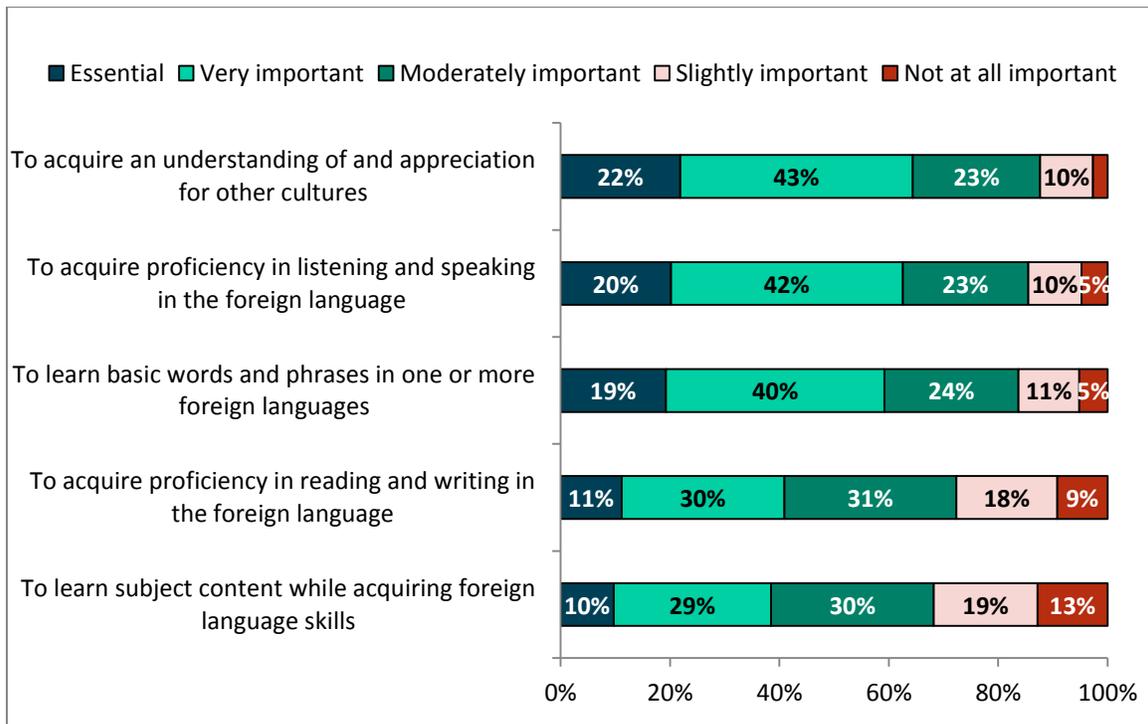


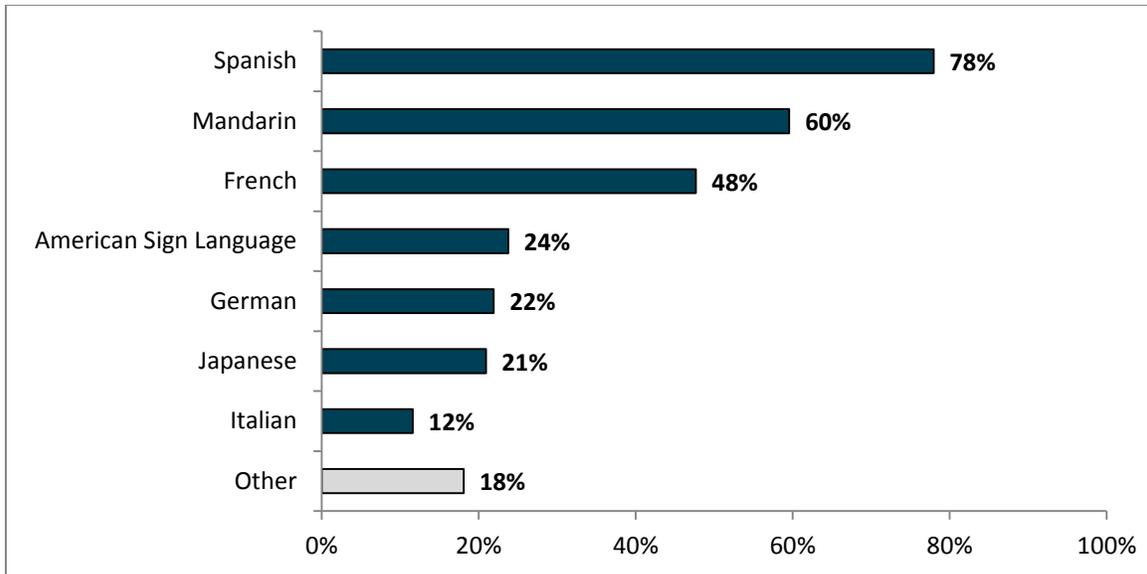
Figure 2.16: Please rate how important you think the following goals are with respect to foreign language opportunities offered at the elementary level:



*n=2641

COURSE OFFERINGS

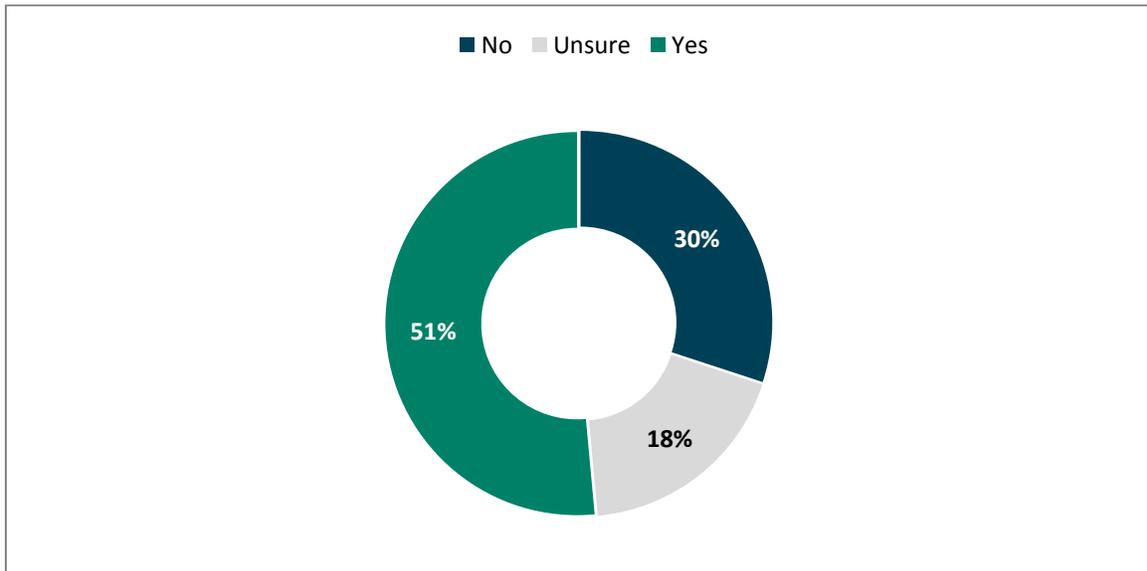
Figure 2.17: Which languages would you like to see offered at the elementary level in foreign language courses? (Non-immersion)



*n=1793

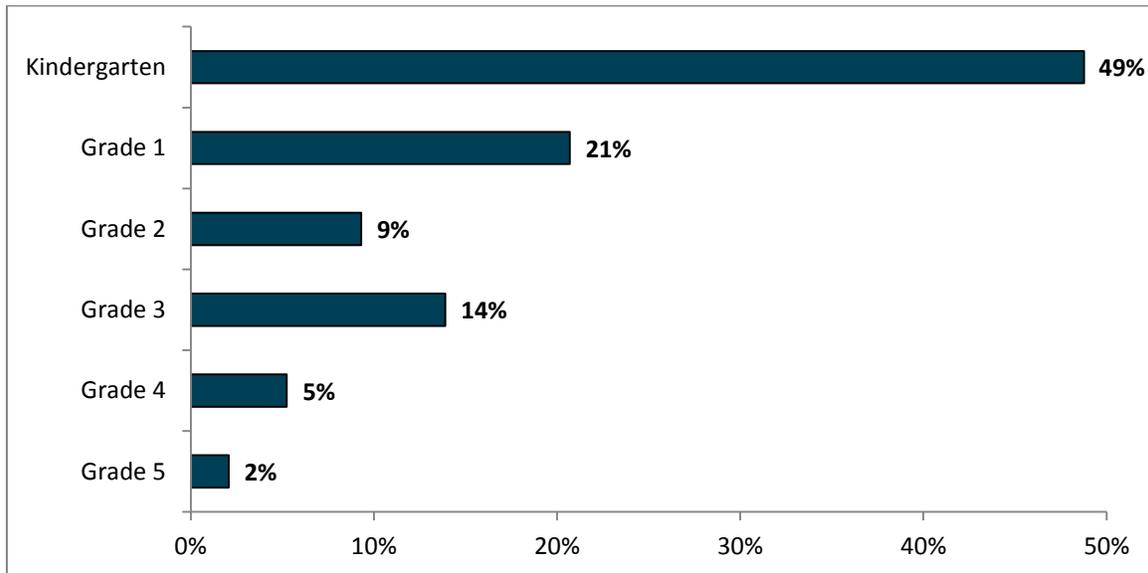
Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

Figure 2.18: Do you think that elementary school students should be required to take a foreign language?



*n=2633

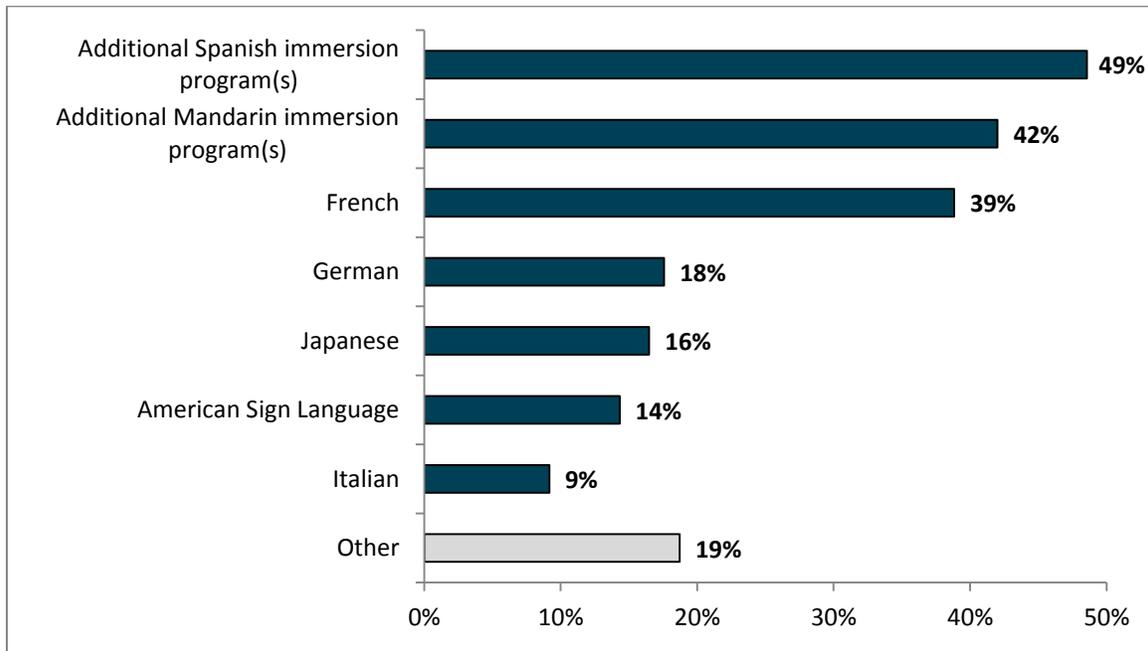
Figure 2.19: In which grade should the foreign language requirement begin for elementary school students?



*n=1353

IMMERSION PROGRAMS

Figure 2.20: If the district were to expand language immersion programs, which of the following would you like to see?

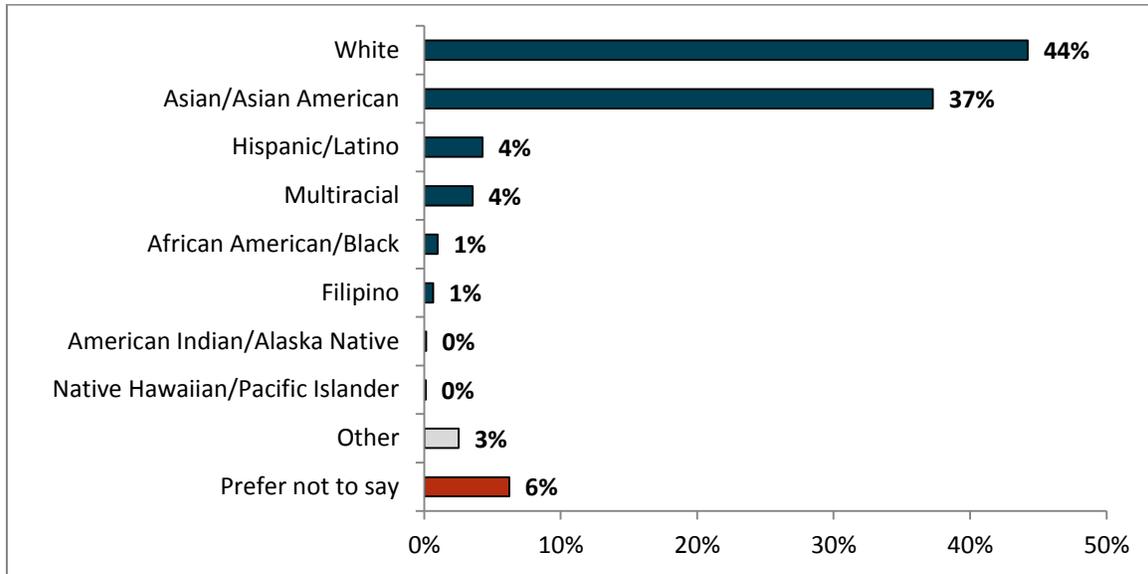


*n=1571

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

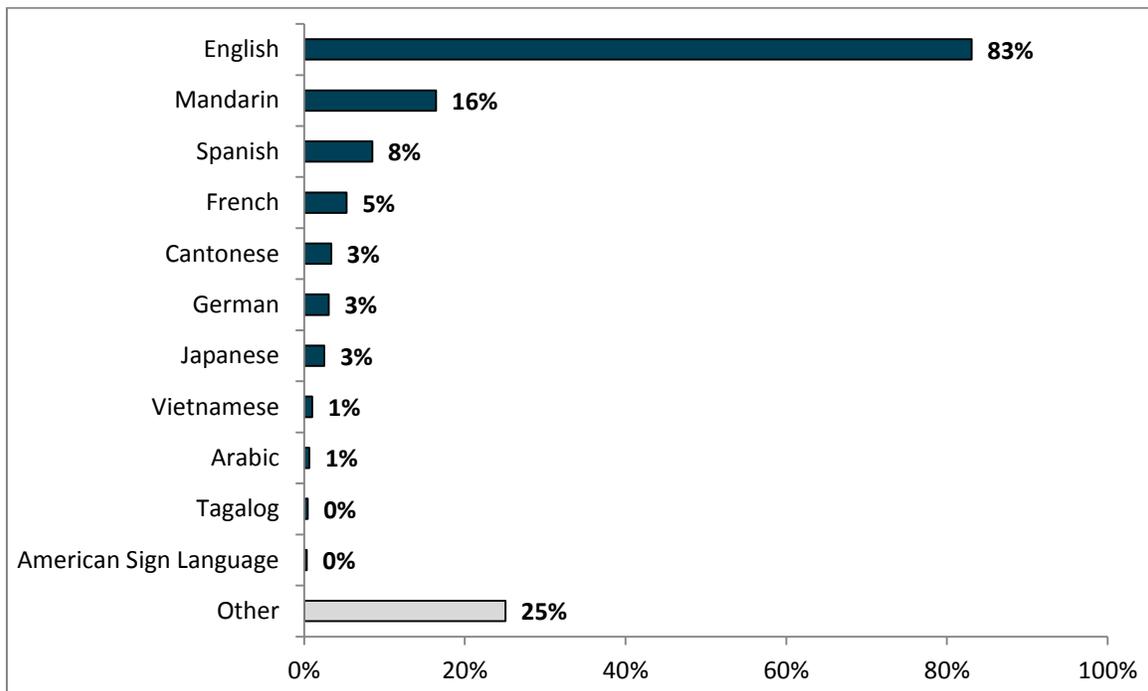
DEMOGRAPHICS

Figure 2.21: Please select your ethnicity



*n=2616

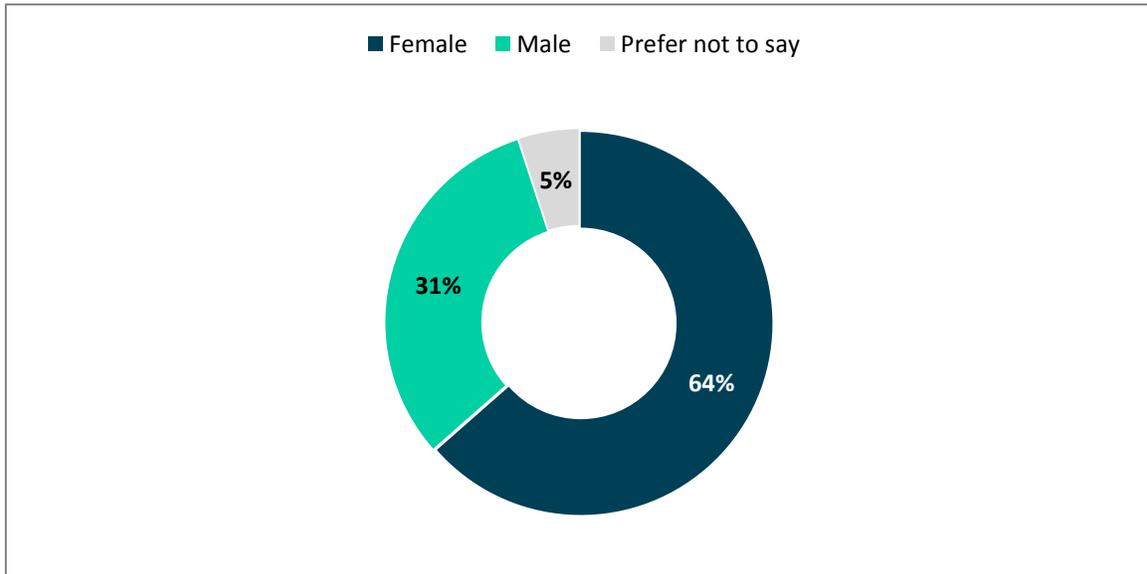
Figure 2.22: Please select the language(s) you speak at home?



*n=2616

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

Figure 2.23: Please select your gender



*n=2615

SECTION III: HIGH SCHOOL TEACHERS AND ADMINISTRATORS

This section presents high school foreign language teachers' perceptions of performance in foreign language studies. The section also summarizes high school teachers' opinions of the future development of world language programs at PAUSD.

SUMMARY OF FINDINGS

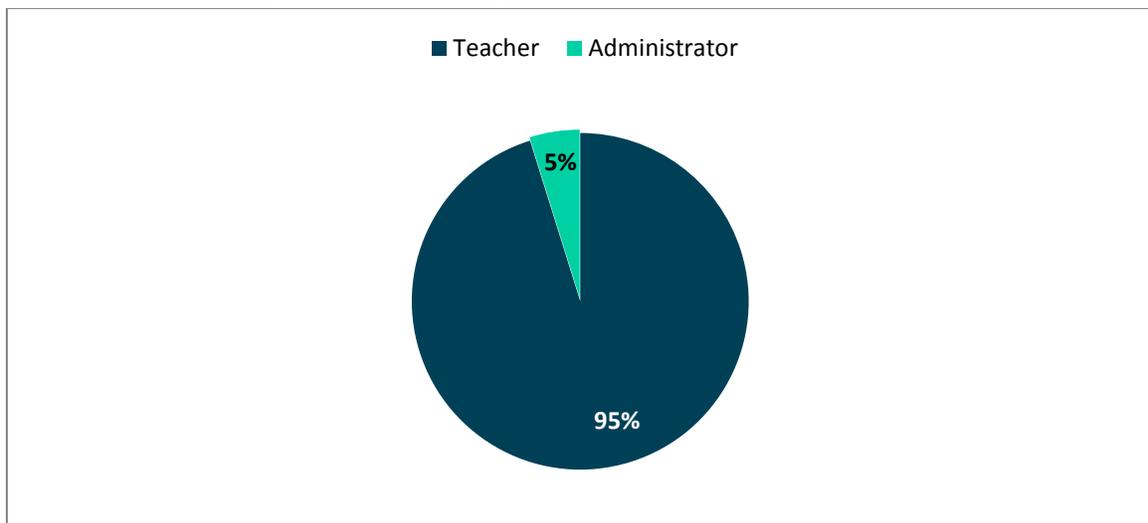
- **Teachers from both Gunn and Palo Alto High School are well represented in the respondent pool.** Additionally, respondents from each grade level are evenly distributed. Out of 23 respondents who are teaching foreign language classes this academic year, 48 percent teach Spanish and 22 percent teach French. Note that none of the respondents identified themselves as Mandarin Chinese teachers (Figure 3.2 to Figure 3.5).
- **Most foreign language teachers (77 percent) agree that students who participated in immersion programs tend to continue with that language even when it is not a required course.** However, most respondents “neither agree nor disagree” that students who participated in immersion programs do better on AP languages than students who did not (Figure 3.6).
- **Foreign language teachers generally agree that their students are motivated to learn foreign languages.** Ninety-six percent “agree” or “strongly agree” that their students work hard to learn a foreign language and 91 percent indicate that students seem to care about learning a foreign language. However, some teachers (35 percent) believe that students speak English too often during class (Figure 3.7).
- **Many high school teachers are not at all familiar with the traditional foreign language courses in middle schools and immersion programs.** Respondents do not appear to be strong advocates for expanding the immersion program: 45 percent “agree” or “strongly agree” that language immersion programs are superior to traditional language classes; however, 43 percent “neither agree nor disagree” that language immersion programs are superior to traditional language classes (Figure 3.8 and Figure 3.9).
- **More high school teachers believe that PAUSD should offer non-immersion foreign language instruction in elementary schools than expanding immersion programs.** Specifically, the most cited non-immersion language classes are Spanish, Mandarin, and French (Figure 3.10 and Figure 3.12).
 - However, most teachers do not want to eliminate immersion programs. Among teachers who believe that the district should offer immersion programs in more languages, additional French and Spanish immersion programs are the most popular languages (Figure 3.10 and Figure 3.15).

- **High school teachers have mixed opinions regarding whether to require elementary students to take foreign language classes.** The percentages of respondents who agree or disagree with this statement are similar. Of teachers who believe elementary students should be required to take foreign languages, 80 percent feel that students should begin at Grade 1 or earlier (Figure 3.13 and Figure 3.14).

RESULTS

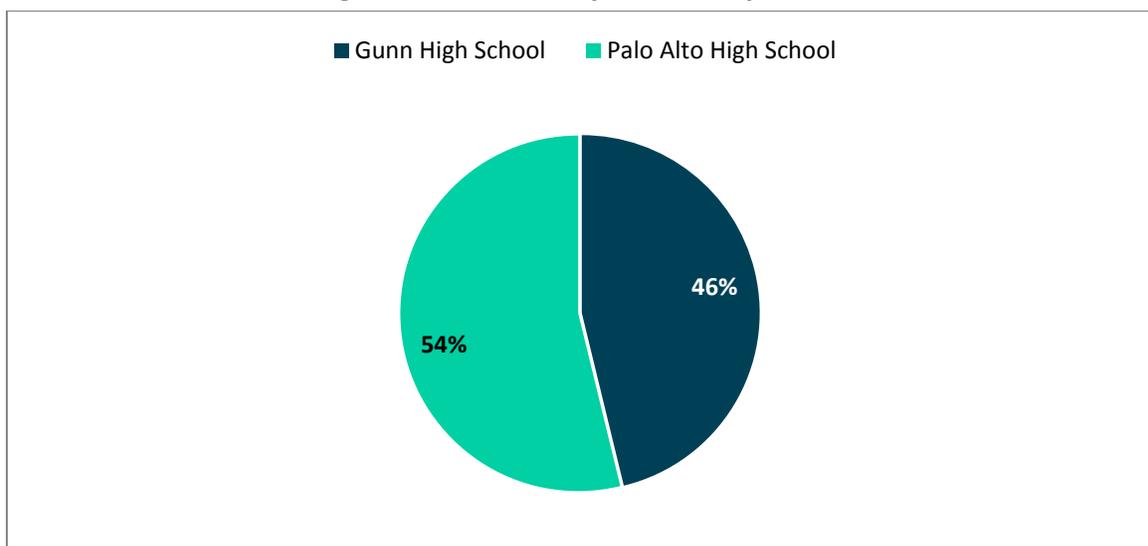
PARTICIPANT INFORMATION

Figure 3.1: What is your primary position at PAUSD?



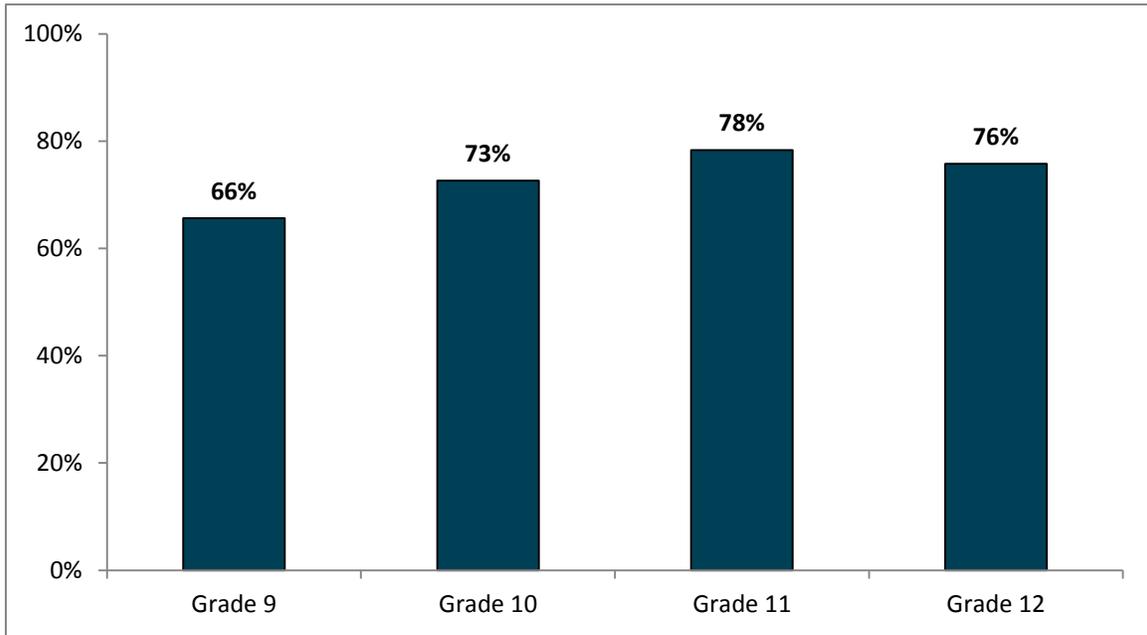
*n=166

Figure 3.2: Where do you currently work?



*n=158

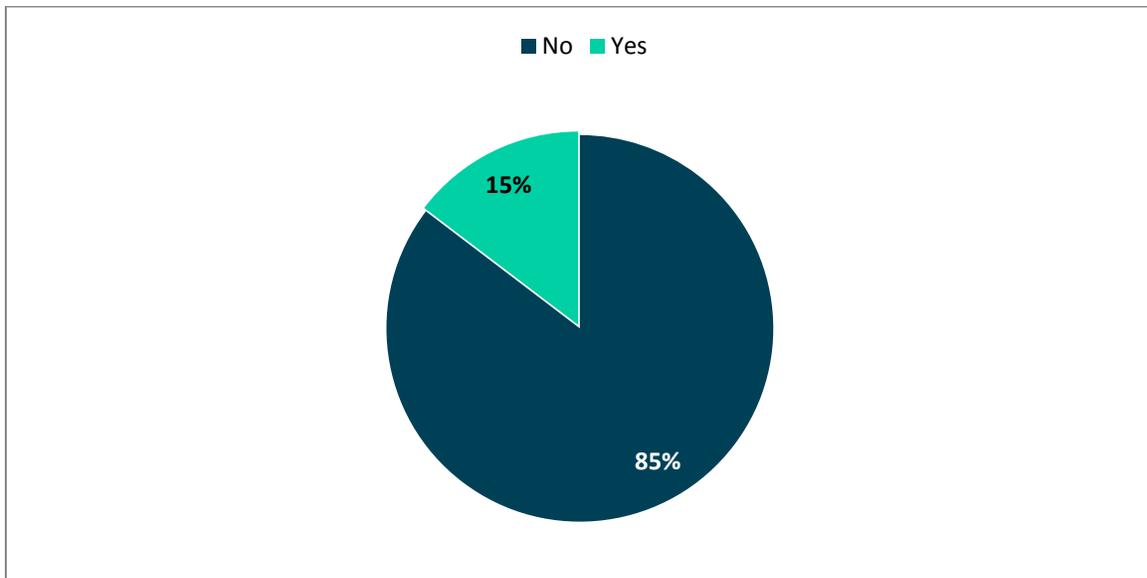
Figure 3.3: What grades do you teach?



*n=157

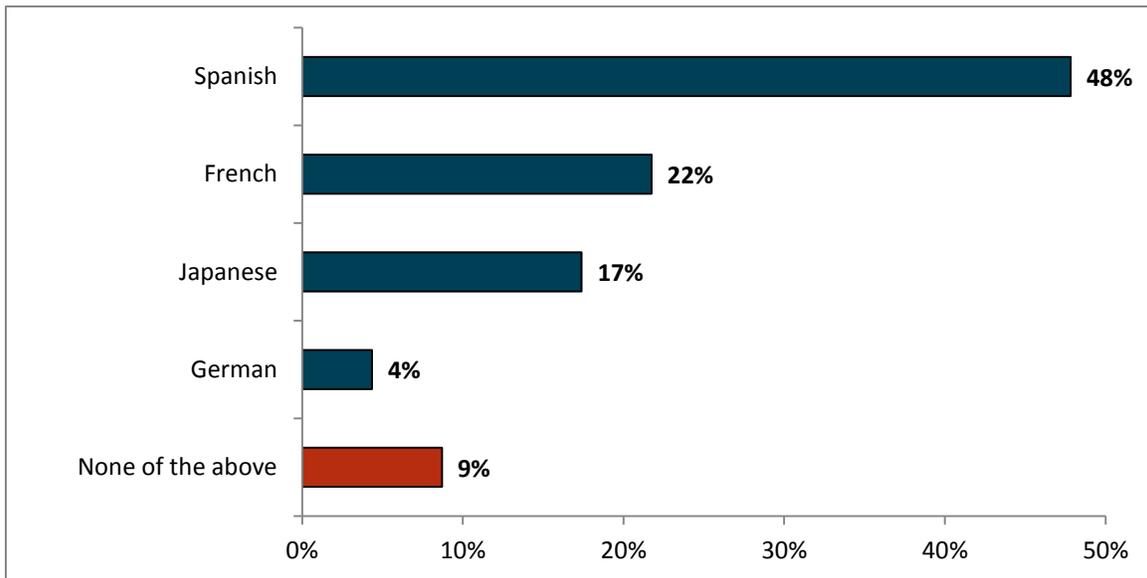
Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

Figure 3.4: Are you teaching a foreign language during the 2014-2015 academic year?



*n=157

Figure 3.5: Which foreign language(s) do you teach?

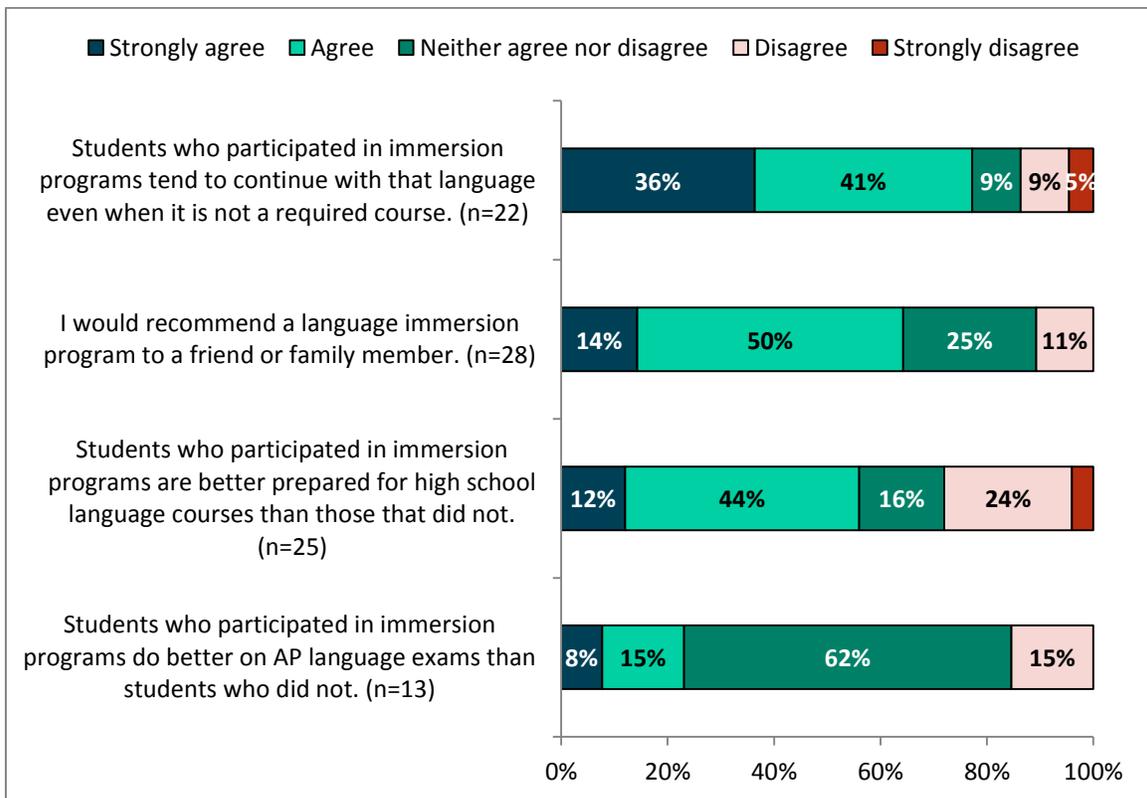


*n=23

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

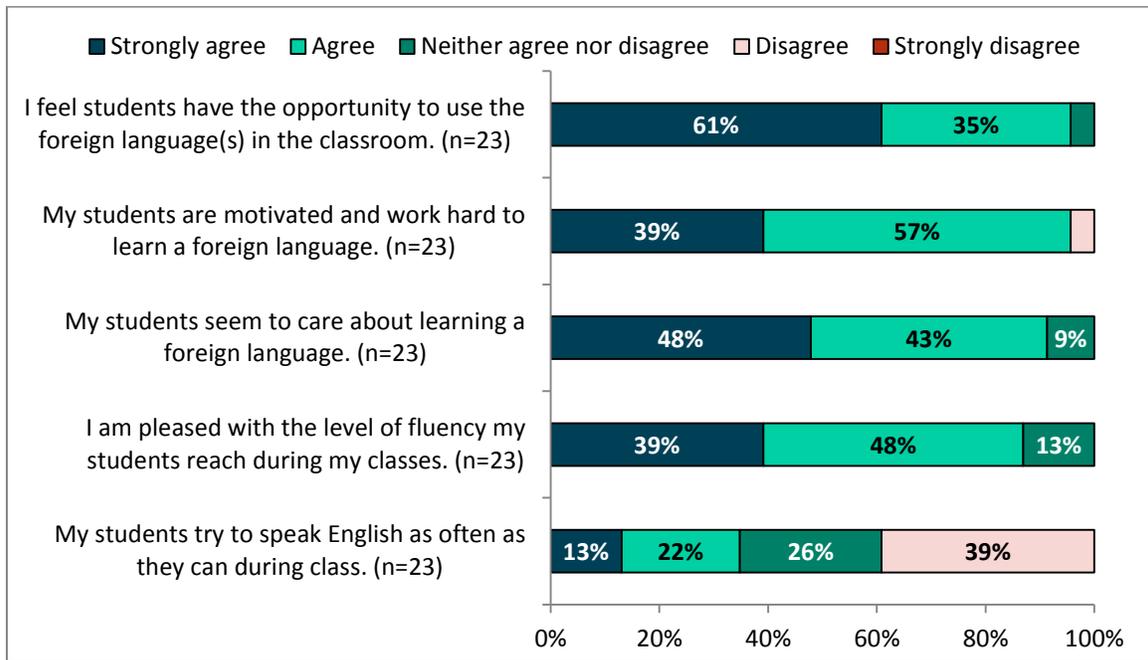
IMMERSION PROGRAMS

Figure 3.6: Please indicate how much you agree with the following statements:



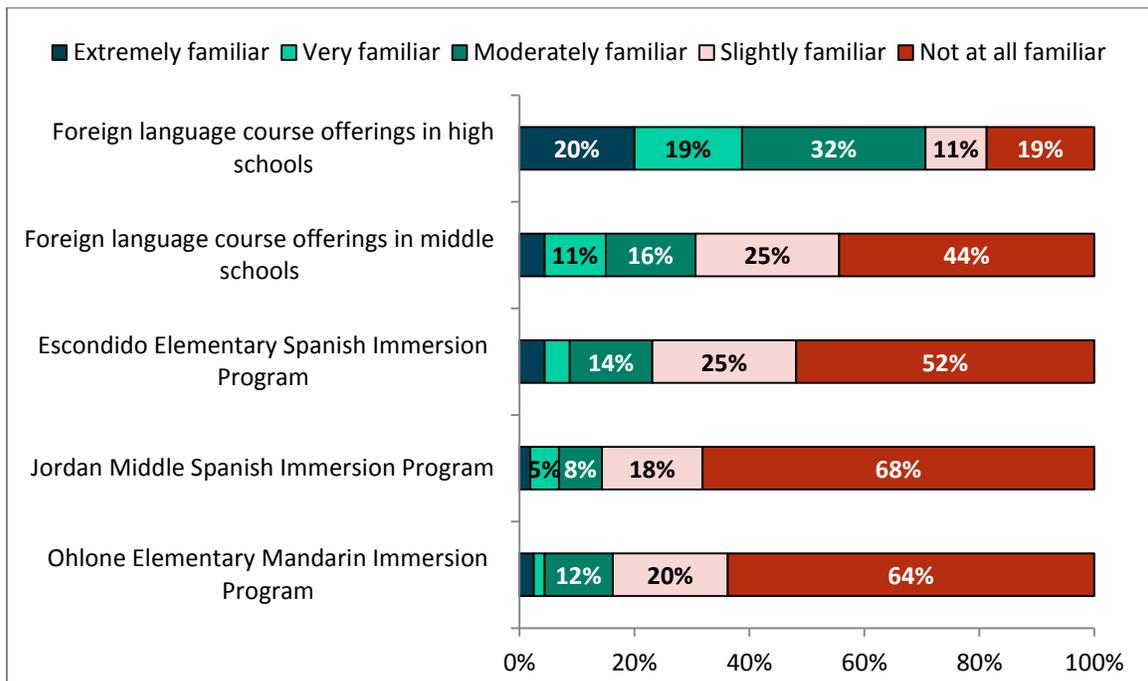
TRADITIONAL LANGUAGE PROGRAM

Figure 3.7: Please indicate how much you agree with the following statements:



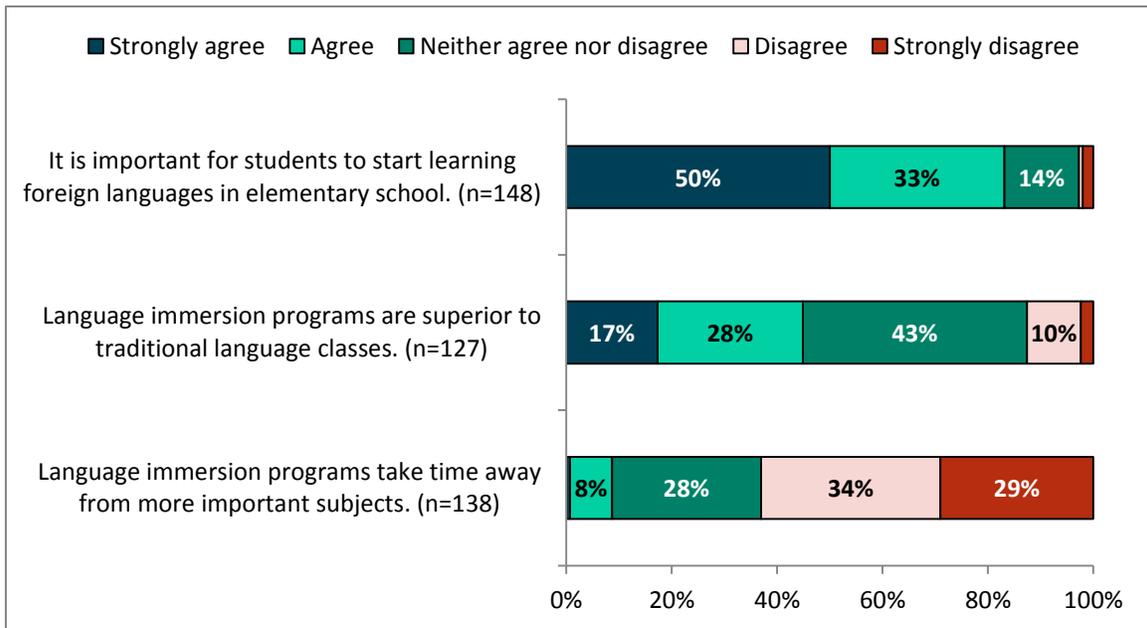
OVERALL PERCEPTIONS OF THE WORLD LANGUAGE PROGRAM

Figure 3.8: How familiar are you with the immersion programs and foreign language courses currently offered in PAUSD?



*n=160

Figure 3.9: Please indicate how much you agree with the following statements:



FUTURE OF THE WORLD LANGUAGE PROGRAM

OPINIONS

Figure 3.10: Please indicate how much you agree with the following statements:

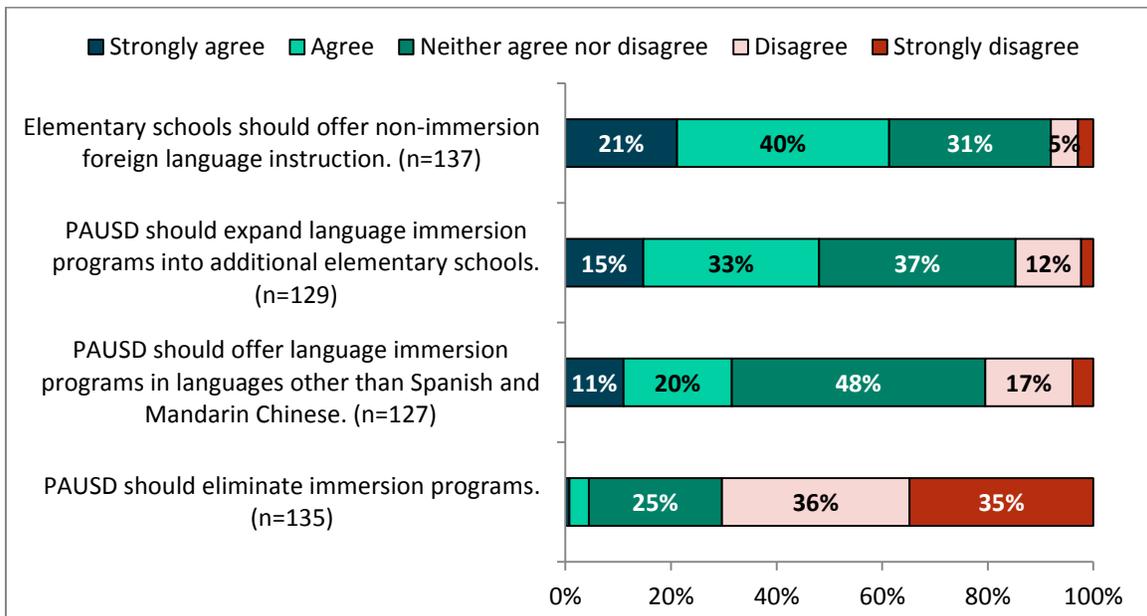
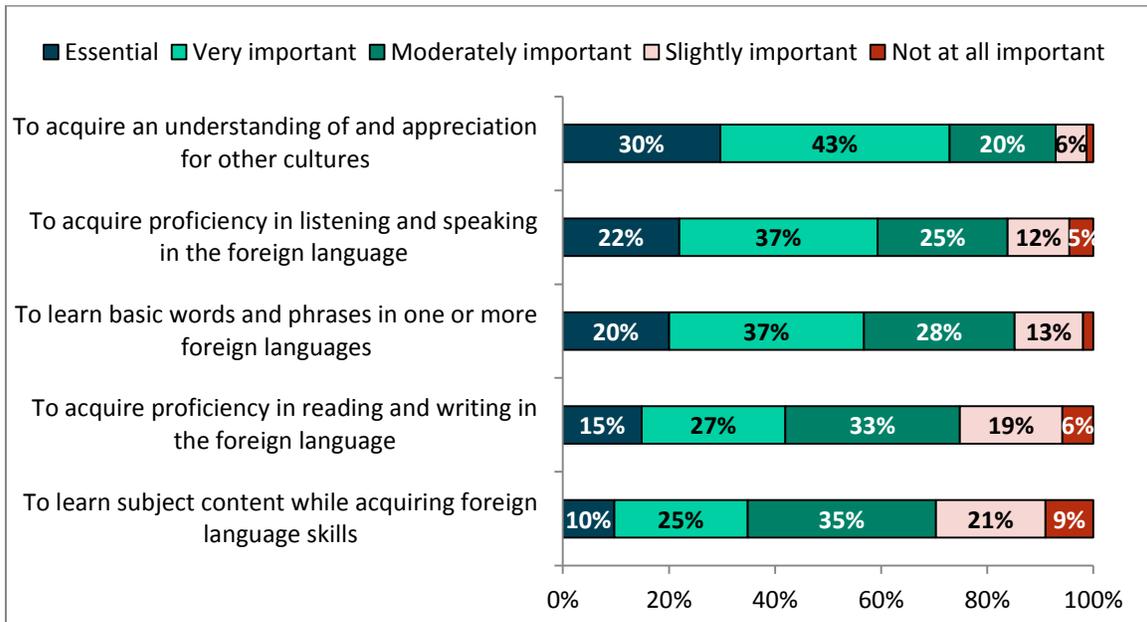


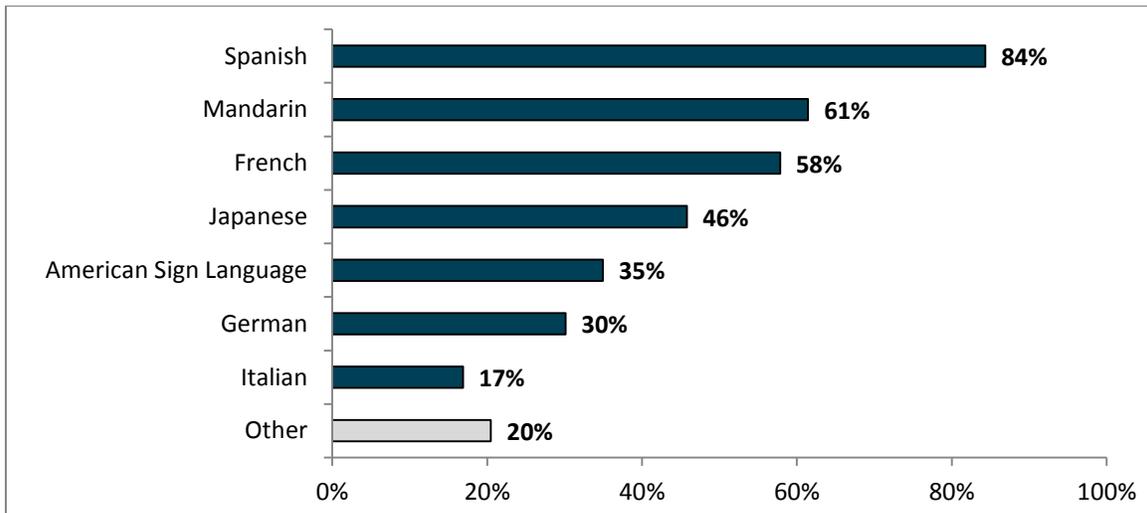
Figure 3.11: Please rate how important you think the following goals are with respect to foreign language opportunities offered at the elementary level:



*n=155

COURSE OFFERINGS

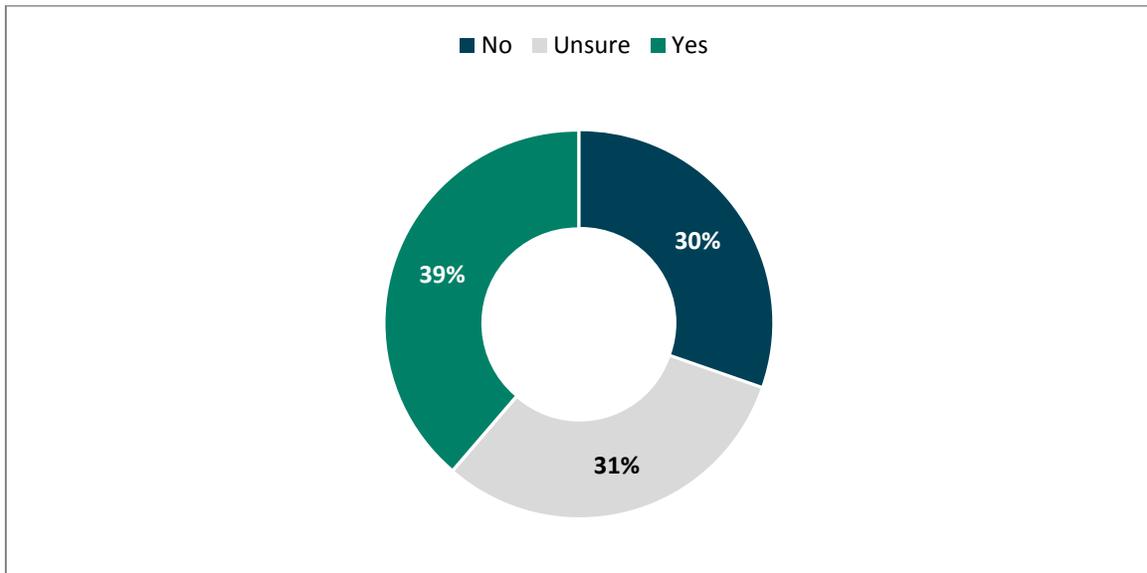
Figure 3.12: Which languages would you like to see offered at the elementary level in foreign language courses? (Non-Immersion)



*n=83

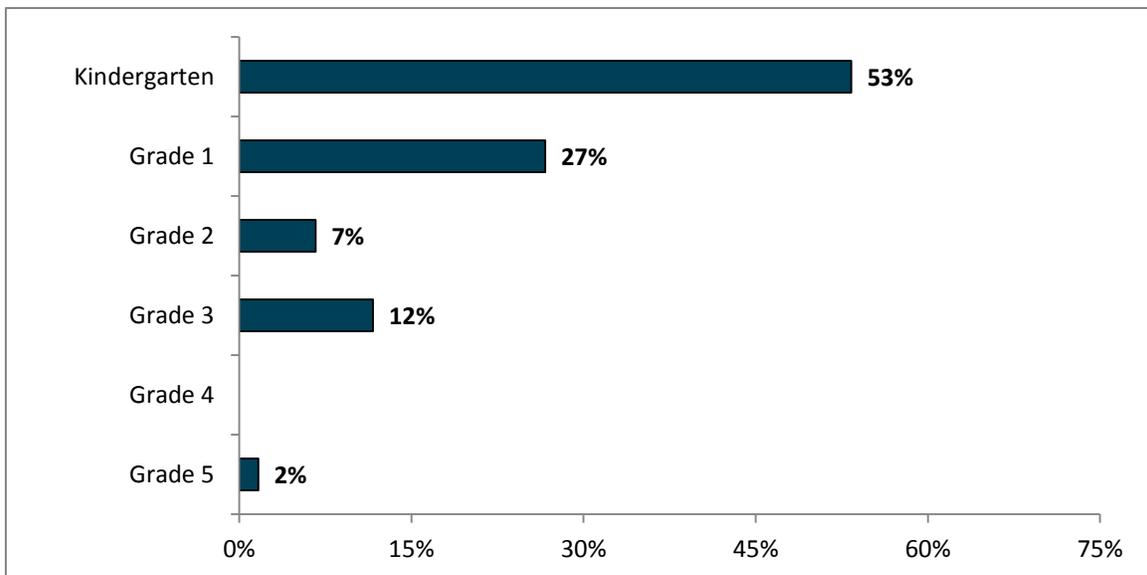
Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

Figure 3.13: Do you think that elementary school students should be required to take a foreign language?



*n=155

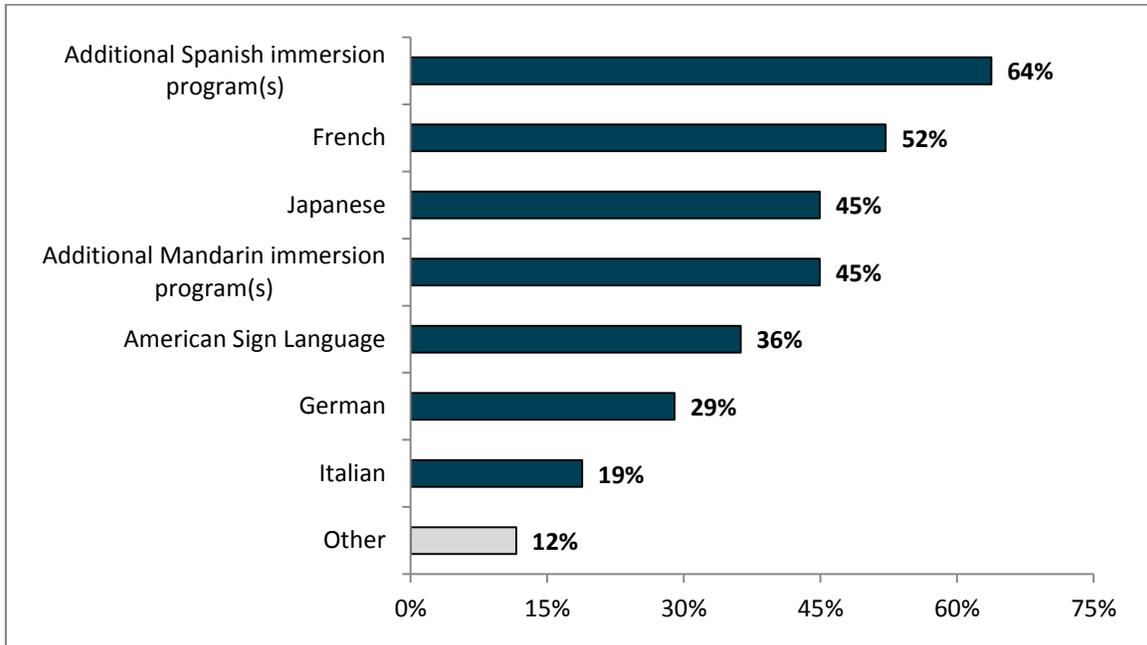
Figure 3.14: In which grade should the foreign language requirement begin for elementary school students?



*n=60

IMMERSION PROGRAMS

Figure 3.15: If the district were to expand language immersion programs, which of the following would you like to see?



*n=69

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

SECTION IV: ELEMENTARY AND MIDDLE SCHOOL TEACHERS AND ADMINISTRATORS

This section presents teachers' feedback on language immersion programs in middle and elementary schools, as well as their interests in potential world language programs.

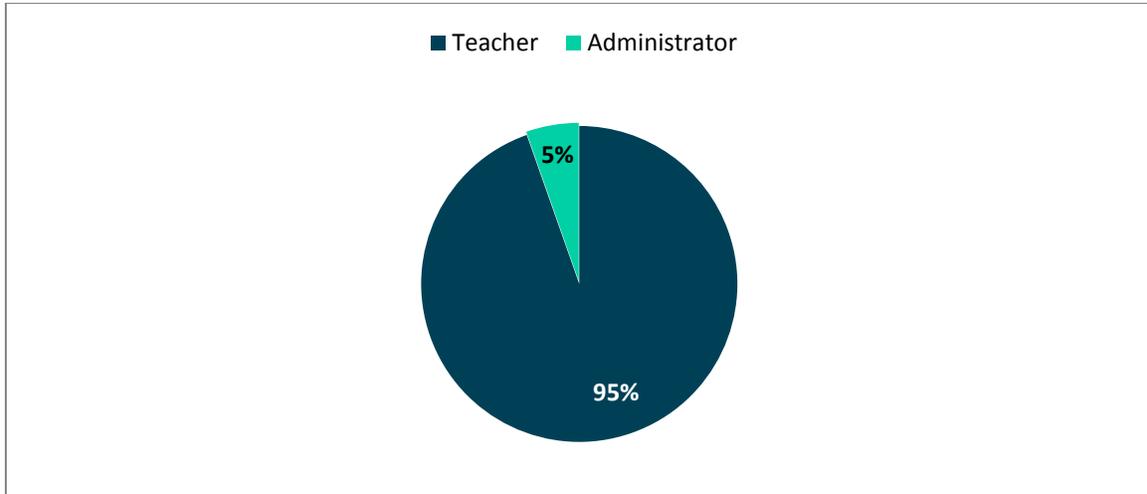
SUMMARY OF FINDINGS

- **Middle school and elementary school teachers from each grade level are evenly represented in the respondent pool.** Twenty-five out of 345 respondents indicate that they are teaching a foreign language this academic year. Specifically, at least half of these foreign language teachers teach Spanish at school (Figure 4.3, Figure 4.4, and Figure 4.5).
- **Teachers of language immersion programs generally have positive feedback regarding their students and students' parents.** Eighty-three percent indicate that parents are involved in the immersion program and 74 percent of them agree that students are motivated to learn a foreign language. Out of teachers who are currently teaching at Escondido Elementary School, Ohlone Elementary School, and Jordan Middle School, at least one quarter have taught classes associated with language immersion programs (Figure 4.6 and Figure 4.7).
- **Overall, two-thirds of elementary and middle school teachers agree that it is important for students to start learning a foreign language in elementary school.** Forty-three percent agree that language immersion programs are superior to traditional language programs while 42 percent have neutral opinions (Figure 4.9).
- Regarding the future of the world language program, **elementary and middle school teachers prefer offering non-immersion programs while continuing the immersion program.** Sixty-seven percent agree that PAUSD should not eliminate immersion programs and 54 percent believe that schools should offer non-immersion foreign language instruction. Specifically, Spanish and Mandarin are the most frequently mentioned languages that teachers feel the school should offer as non-immersion language courses. Many teachers also agree that the district should offer additional Spanish immersion programs (Figure 4.10, Figure 4.12, and Figure 4.15).
- **Forty-seven percent of elementary and middle school teachers agree that elementary school students should not be required to take a foreign language while 28 percent disagree.** Of teachers who do support foreign language requirements for elementary students, 74 percent believe that students should begin at Grade 1 or earlier (Figure 4.13 and Figure 4.14).

RESULTS

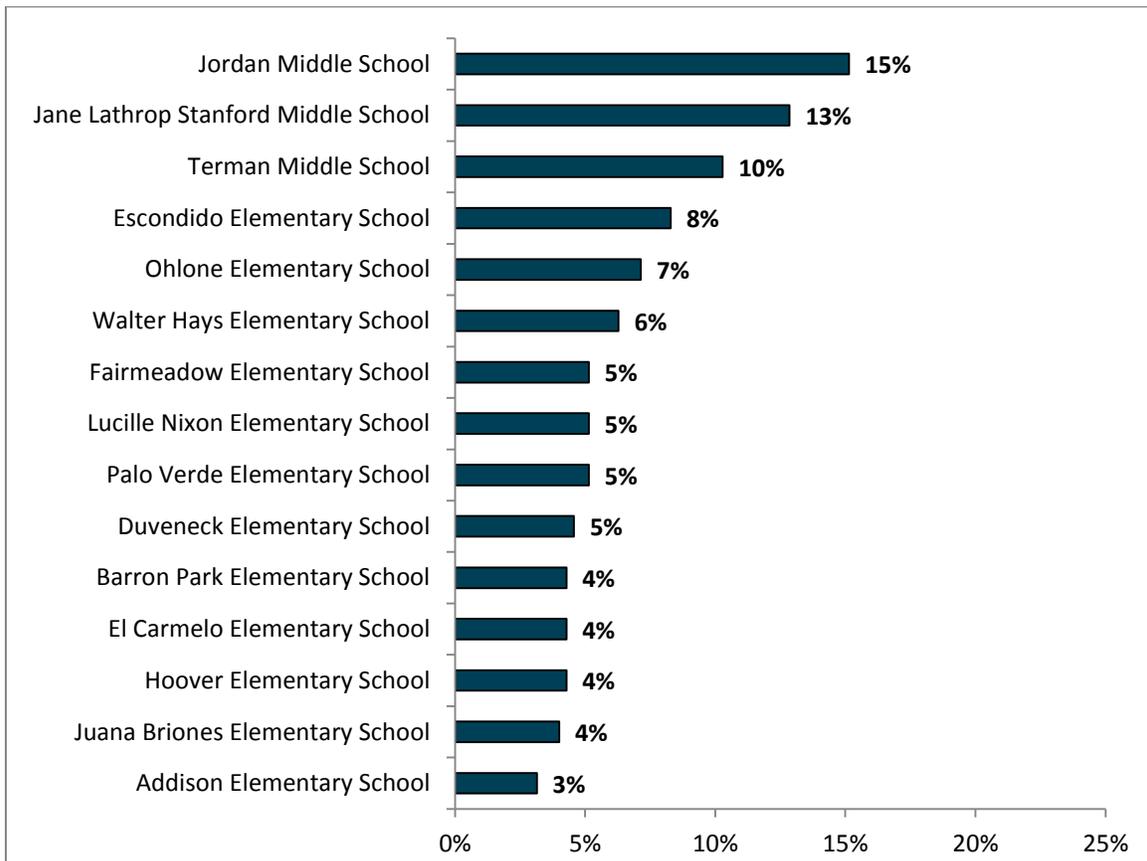
PARTICIPANT INFORMATION

Figure 4.1: What is your primary position at PAUSD?



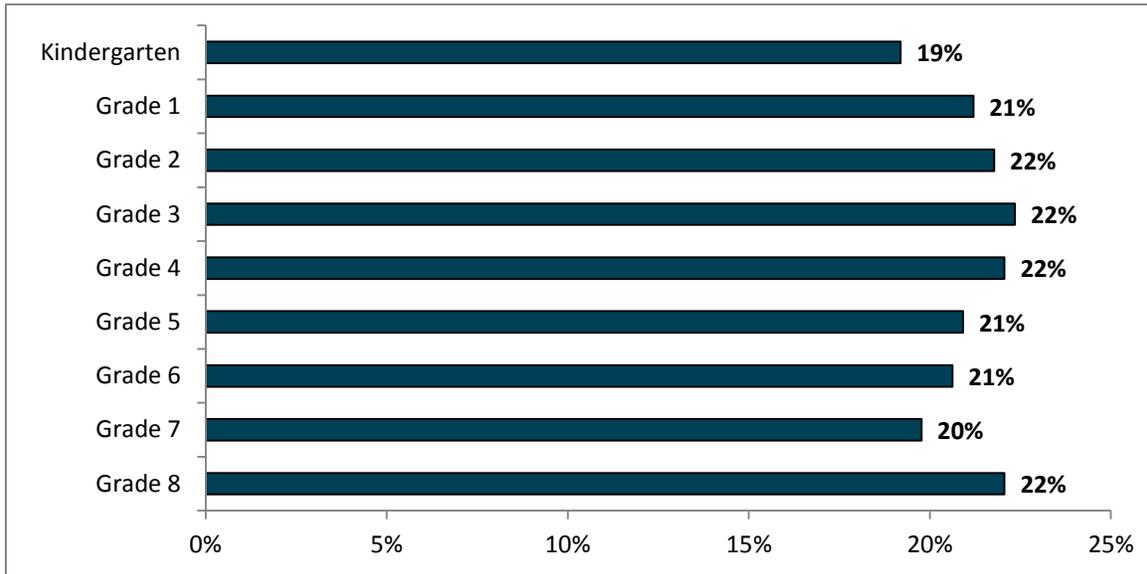
*n=371

Figure 4.2: In which school do you currently work?



*n=350

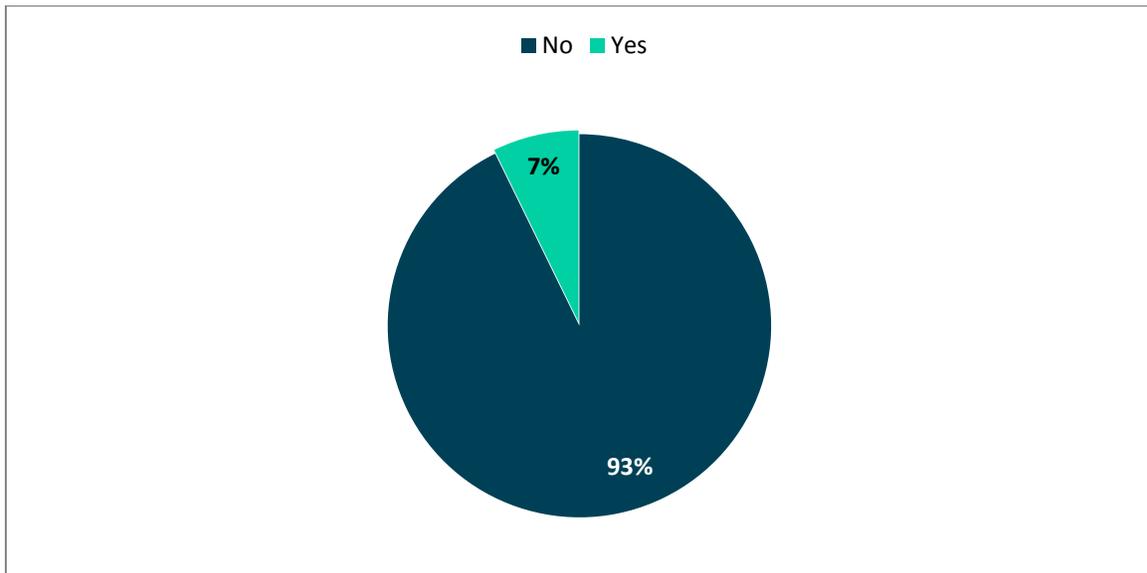
Figure 4.3: What grades do you teach?



*n=349

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

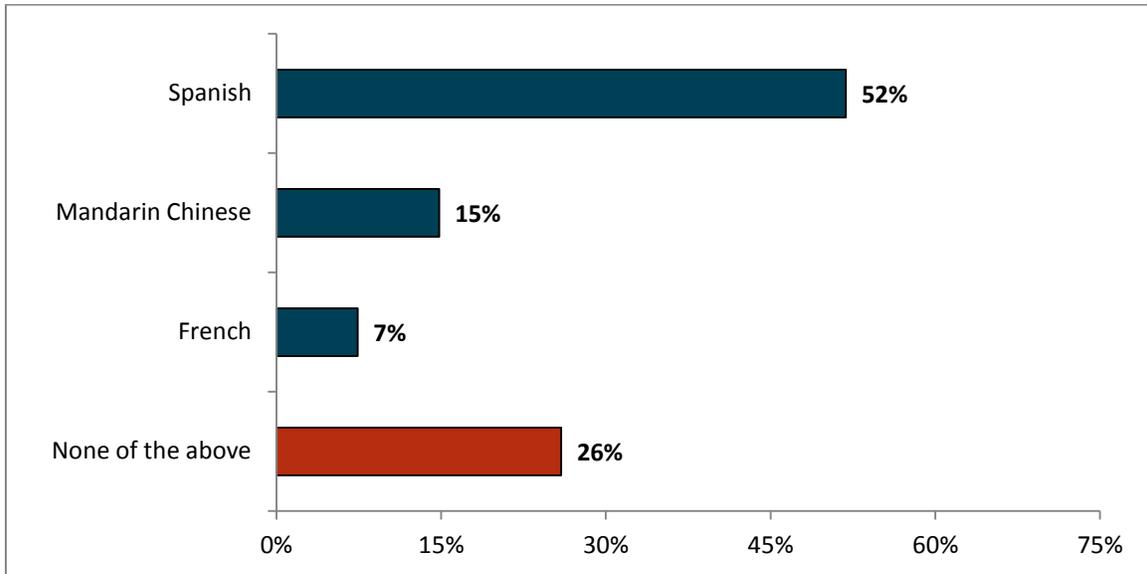
Figure 4.4: Are you teaching a foreign language during the 2014-2015 academic year?



*n=345

LANGUAGES

Figure 4.5: Which foreign language(s) do you teach?

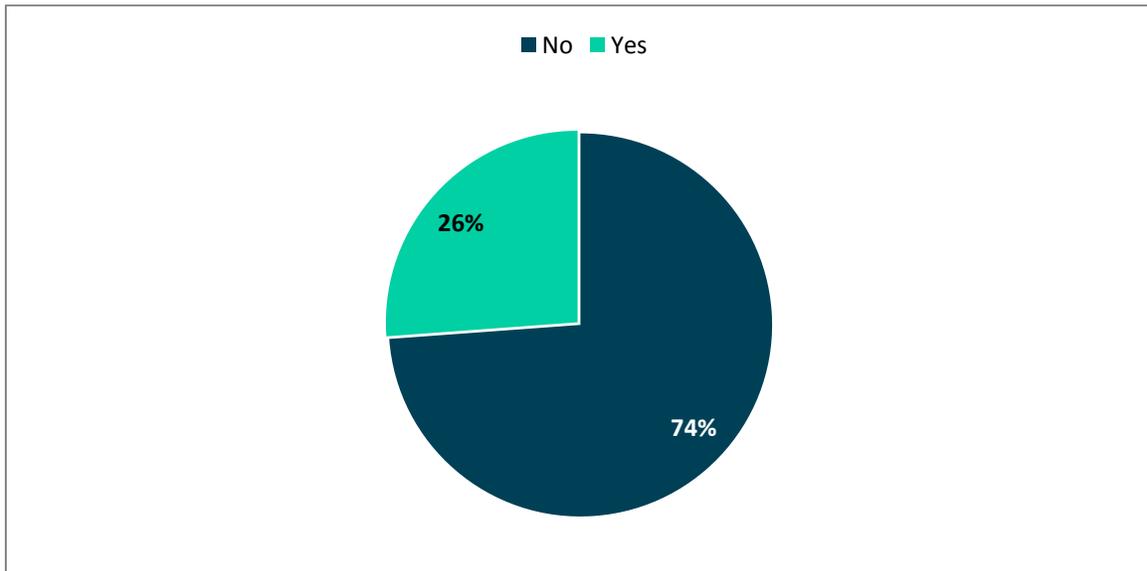


*n=27

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

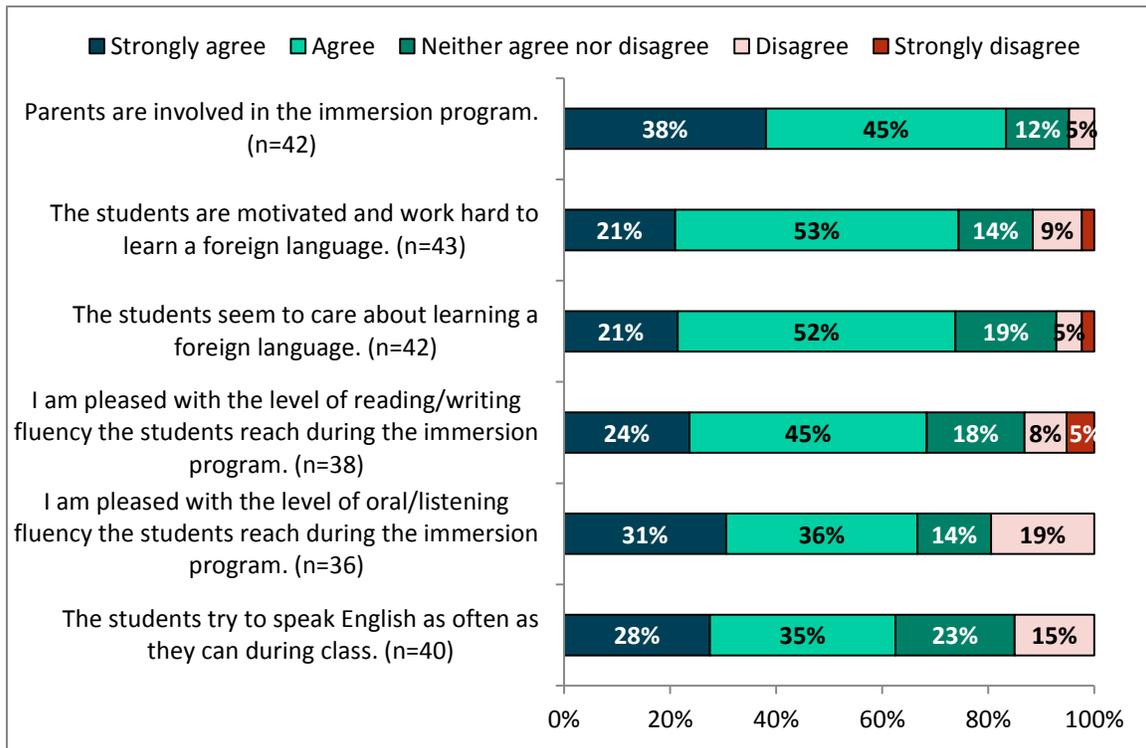
IMMERSION PROGRAMS

Figure 4.6: Have you taught any classes associated with one of the language immersion programs at PAUSD?



*n=107

Figure 4.7: Please indicate how much you agree with the following statements:



OVERALL PERCEPTIONS OF THE WORLD LANGUAGE PROGRAM

Figure 4.8: How familiar are you with the immersion programs and foreign language courses currently offered in PAUSD?

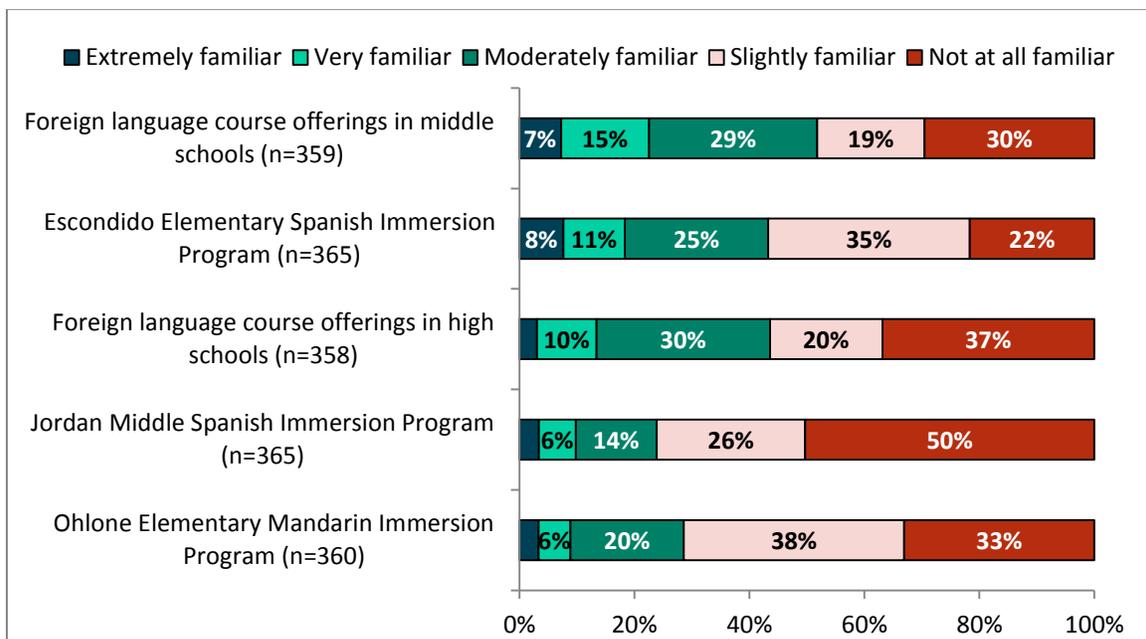
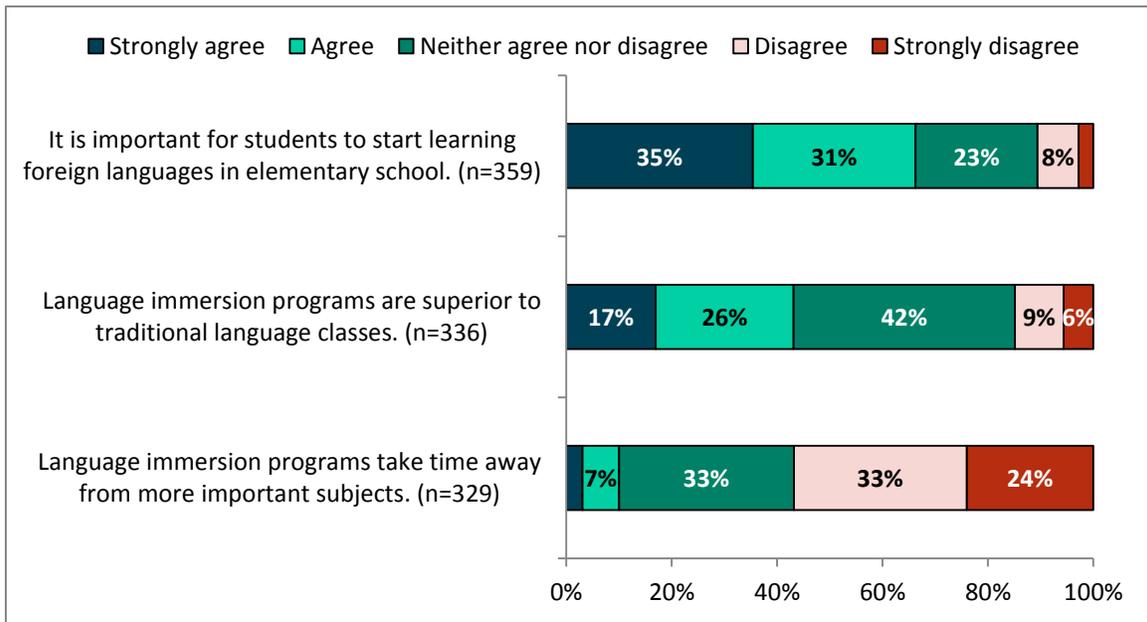


Figure 4.9: Please indicate how much you agree with the following statements:



FUTURE OF THE WORLD LANGUAGE PROGRAM

OPINIONS

Figure 4.10: Please indicate how much you agree with the following statements:

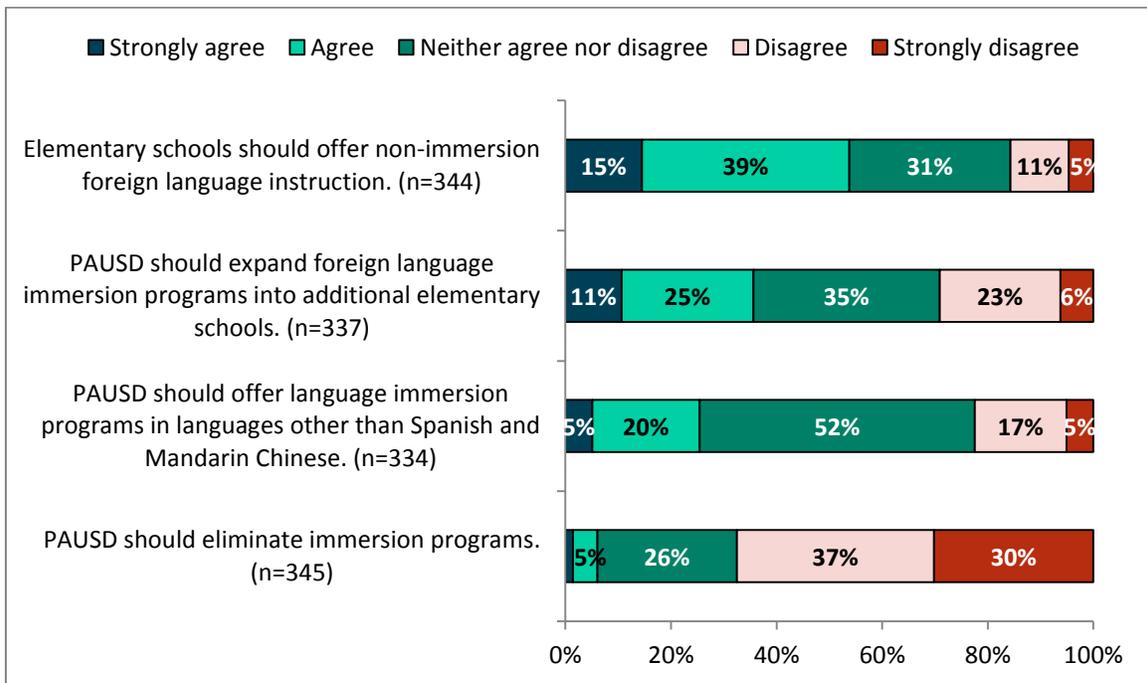
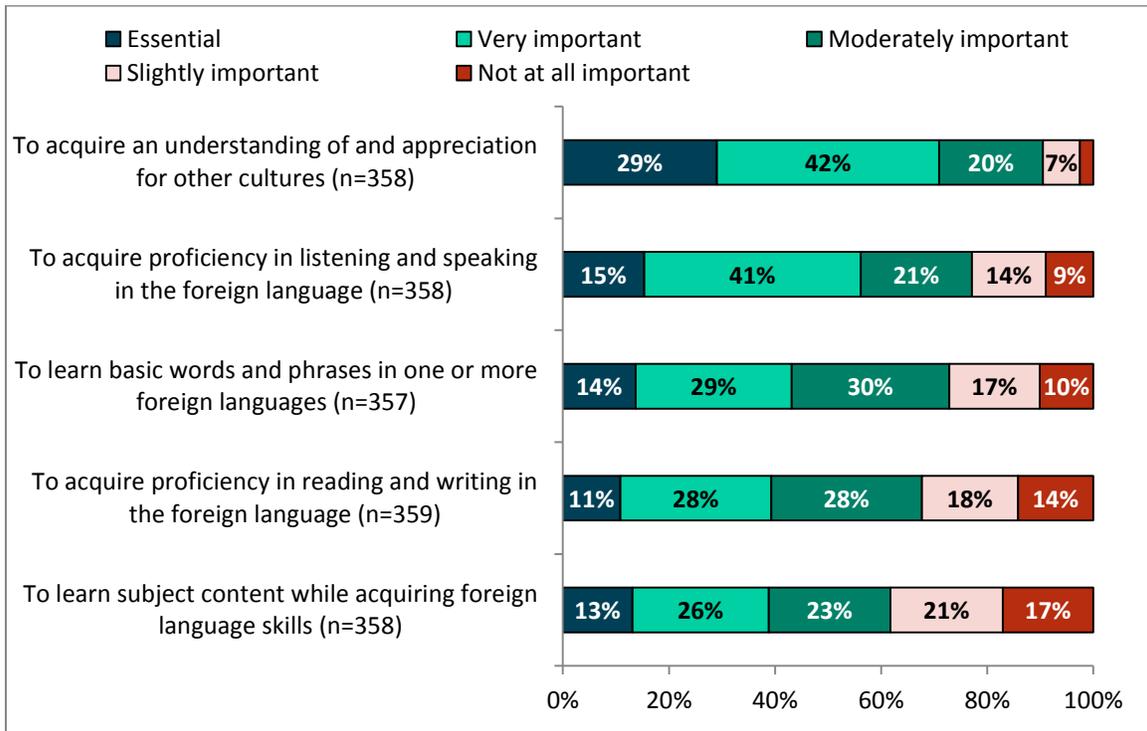
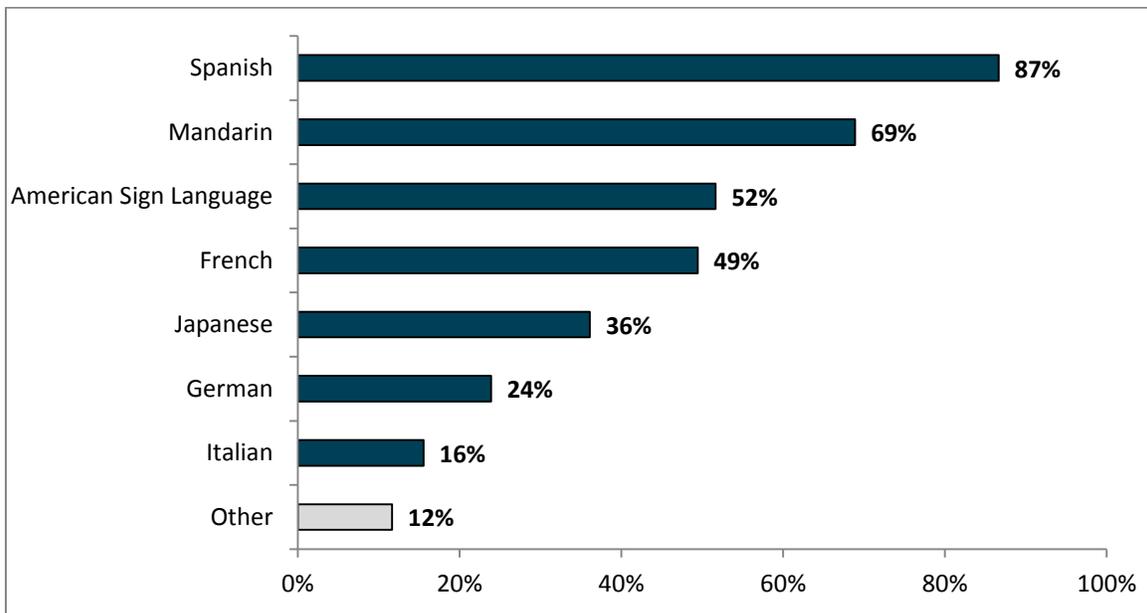


Figure 4.11: Please rate how important you think the following goals are with respect to foreign language opportunities offered at the elementary level:



COURSE OFFERINGS

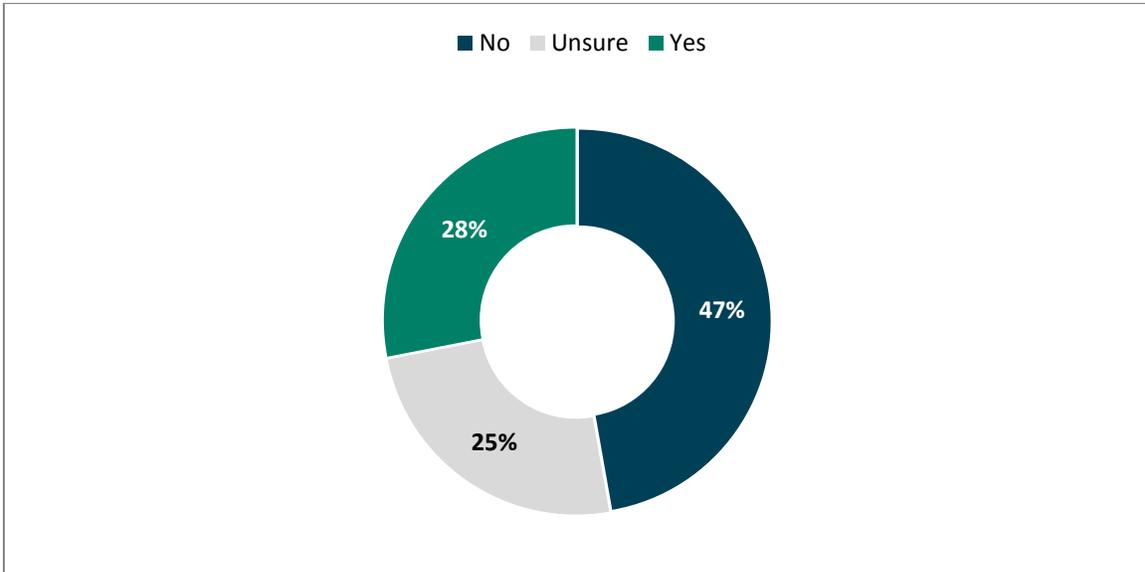
Figure 4.12: Which languages would you like to see offered at the elementary level in foreign language courses? (Non-immersion)



*n=180

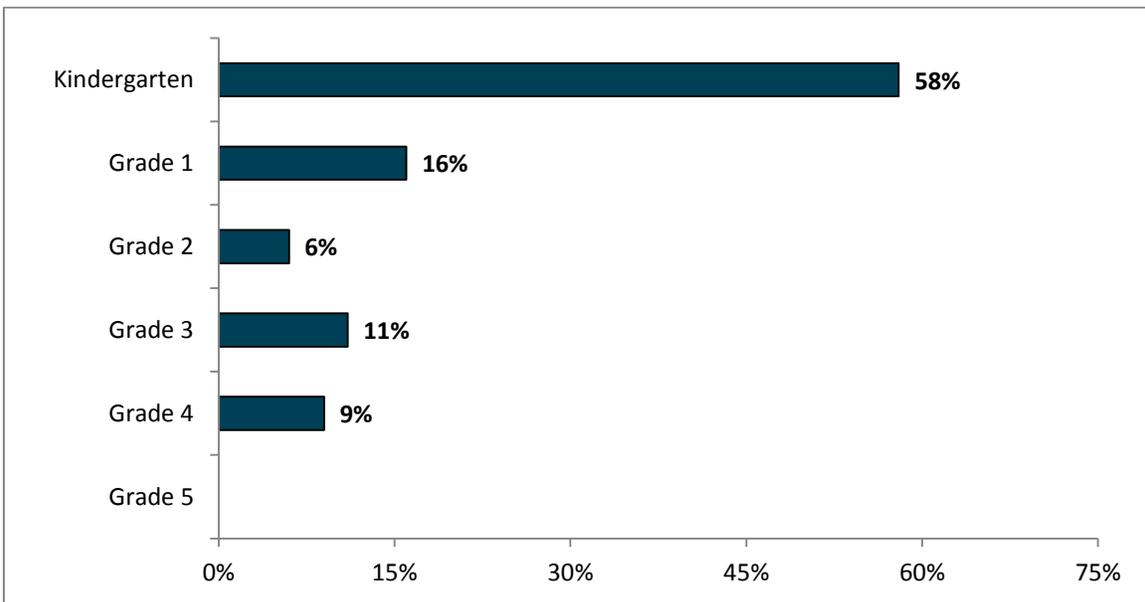
Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

Figure 4.13: Do you think that elementary school students should be required to take a foreign language?



*n=360

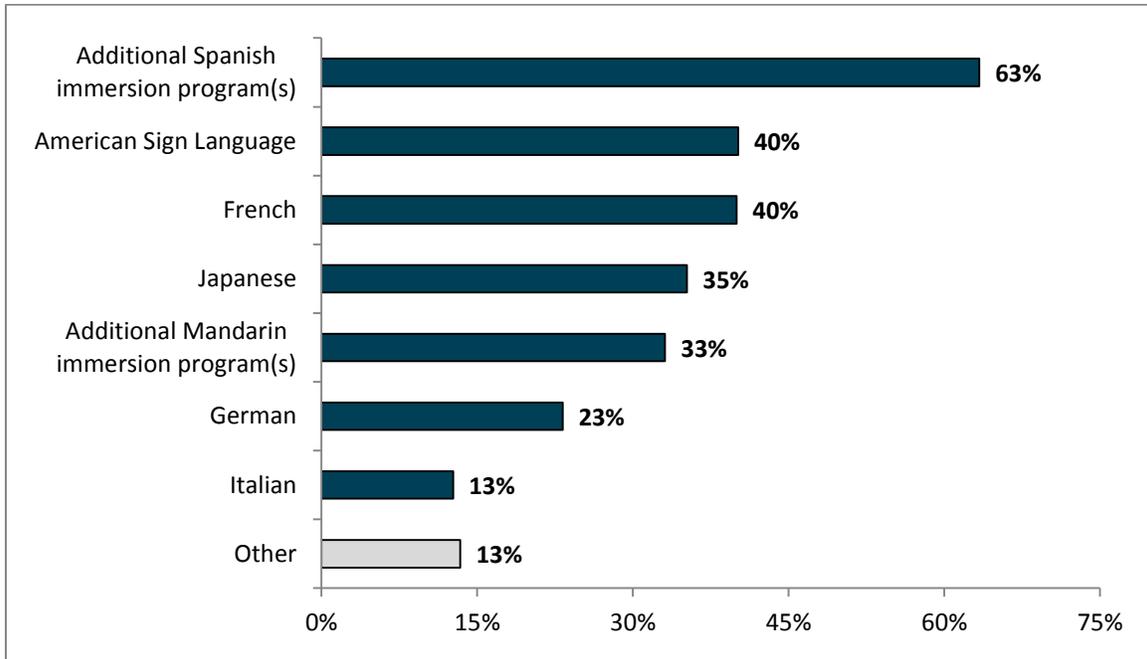
Figure 4.14: In which grade should the foreign language requirement begin for elementary school students?



*n=100

IMMERSION PROGRAM

Figure 4.15: If the district were to expand language immersion programs, which of the following would you like to see?



*n=142

Note: Because respondents could select multiple choices, the totals in this figure sum to greater than 100 percent.

APPENDIX

In this section, we present the coding of open-ended questions posed to all four survey groups.

STUDENTS

Figure A.1: What did you like about your immersion program? (n=56)

RESPONSE	#	%	SAMPLE RESPONSES
Level of fluency achieved through program	25	44.6%	<ul style="list-style-type: none"> “It took little effort and now I can fluently speak, read, and write in Spanish.” “I liked how they taught you to understand and speak a language from such a young age since now it has benefitted me and I feel that I am fluent from all my practice.”
Naturalness, ease, or effectiveness of learning methods	21	37.5%	<ul style="list-style-type: none"> “That I was able to be completely surrounded by the language. It didn’t feel like I was learning it by the book or by grammar, it just felt like I was learning a language.” “I loved how easy it was to learn a new language. It felt very natural.”
Conversational (vs. technical) language skills acquired	10	17.9%	<ul style="list-style-type: none"> “It focused on the conversational aspect of the language as opposed to strictly grammar.” “I liked how we learned to speak Spanish the way a native would speak it.”
Ability to begin language learning at young age	9	16.1%	<ul style="list-style-type: none"> “By starting at an early age, it was easy to adapt.” “I really think it’s a great program and it’s really good to introduce young kids to language early because it’s so easy to learn when you are young.”
Fun, interesting, or enjoyable nature of program	7	12.5%	<ul style="list-style-type: none"> “It was a lot of fun, I learned a lot, and I made really good friends.” “The teacher was very interesting and had many methods of drawing us into the lessons.”
Social or community element	6	10.7%	<ul style="list-style-type: none"> “Gave me a very close group of friends through my middle school and high school years. Gave me many opportunities to practice speaking Spanish.” “It was a small community and I got to know very well.”
Cultural exposure	6	10.7%	<ul style="list-style-type: none"> “That I was immersed in a different culture from such a young age.”
Presence or integration of non-language subjects	5	8.9%	<ul style="list-style-type: none"> “I liked that we learned math and subjects in Spanish and English.”
Usefulness of program	3	5.4%	<ul style="list-style-type: none"> “It was helpful.” “The immersion program ingrained the language into my life in such a way that assisted me throughout middle school and high school learning. It improved my communication skills and took a lot of stress off my shoulders of learning a whole new language while struggling with my other classes as well.”

RESPONSE	#	%	SAMPLE RESPONSES
Field trip element	3	5.4%	<ul style="list-style-type: none"> “The class trips to a Spanish-speaking country were a great benefit to better immerse myself in the Latino culture.”
Preparation for later grades	2	3.6%	<ul style="list-style-type: none"> “That the skills they taught I use in my high school years.”
Other	1	1.8%	<ul style="list-style-type: none"> “Easy songs that helped me remember the vocabulary.”

Note: Many responses were counted in more than one category; therefore, categories sum to greater than total responses (n=56).

Figure A.2: What could be improved in your immersion program? (n=57)

RESPONSE	#	%	SAMPLE RESPONSES
English language instruction	14	24.6%	<ul style="list-style-type: none"> “Once you enter middle school, you know absolutely nothing about English and are completely behind in grammar. I didn’t even know how to spell simple words such as ‘which.’” “English spelling should be taught earlier and more thoroughly.”
Grammar and technical skills	14	24.6%	<ul style="list-style-type: none"> “I think elementary and middle school teachers should DEFINITELY teach more grammar rules such as subjunctive and infinitive etc. because in immersion we didn’t really go over that. We only spoke the language without particularly focusing on grammar which is really important in high school.”
Curriculum or content transition between school levels	13	22.8%	<ul style="list-style-type: none"> “Was not prepared for high school verb tenses in Spanish.” “The transition from elementary to middle to high school Spanish could be smoother since I feel that at each school I switched to I lost some of my skills.”
Other	11	19.3%	<ul style="list-style-type: none"> “Smaller classes. It’s hard for the teachers to focus on specific students.” “Wish immersion was offered in other languages besides Spanish (although the Spanish program was good!”
Weak middle school level	9	15.8%	<ul style="list-style-type: none"> “Middle school immersion. It was so bad my Spanish levels fell a lot after it.” “It could be expanded and done better at the middle and high school levels because they are extremely subpar compared to the level I was at in elementary school.”
Teacher quality	5	8.8%	<ul style="list-style-type: none"> “Better teachers in middle school, I lost a lot of my fluency there.”
No improvements necessary	5	8.8%	<ul style="list-style-type: none"> “It was fine.”
Social elements or structuring	3	5.3%	<ul style="list-style-type: none"> “Be more inclusive. It was not a very happy social environment.”
Math instruction	3	5.3%	<ul style="list-style-type: none"> “Teach math in fourth grade.”

Note: Many responses were counted in more than one category; therefore, categories sum to greater than total responses (n=57).

PARENTS

Figure A.3: What did/do you like about your child’s immersion program? (n=183)

RESPONSE	#	%	SAMPLE RESPONSES
Second language acquisition	81	44.3%	<ul style="list-style-type: none"> “We only speak English at home, so we consider it a gift to have the opportunity at such a young age to learn a second language.” Opportunity for children to be bilingual.”
Teacher quality	40	21.9%	<ul style="list-style-type: none"> “Teacher Lisa Scott is a master teacher and very caring with the students...” “Her teacher is excellent!...”
Global & cultural exposure	38	20.8%	<ul style="list-style-type: none"> “Language learning is a good experience for children to start to learn about another culture, although not fluency, but the culture seed will be planted.” “My child is aware that different cultures have different traditions and practices and she can express herself and her appreciation of all of the above in both her native and adopted tongue.”
Learning method or program design	34	18.6%	<ul style="list-style-type: none"> “It’s practical in the sense that curriculum incorporates everyday scenarios...” “Holistic way of teaching language—not paper and pen focused but module focused...”
Nature of complete immersion	32	17.5%	<ul style="list-style-type: none"> “Amazing experience to absorb the language and accent so effortlessly while still learning other subjects just fine...” “...The Ohlone Way and language immersion seem particularly well-suited to bilingual and bicultural learning.”
School philosophy or environment	20	10.9%	<ul style="list-style-type: none"> “The best thing about MI is that it is taught at Ohlone with the Ohlone philosophy...” “I like that it strives to teach the Ohlone philosophy as well as Mandarin. This compassionate and self-directed teaching style is appreciated. I value the Ohlone portion more than the Mandarin portion.”
Community, environment, or peer group	19	10.4%	<ul style="list-style-type: none"> “Why Ohlone MI versus a supplementary program? The social support that is created for the child and family, and the institutional school support of secondary language acquisition. In sum, elevation of status of second language acquisition (not just a thing on the side that one’s own misguided parents decide upon but rather as a fundamentally important goal espoused and supported by all the important players in a child’s life.”
Cognitive advantages of bilingualism	16	8.7%	<ul style="list-style-type: none"> “...His brain is growing in ways it wouldn’t if he were learning only in English, even if he doesn’t choose to continue or utilize mandarin in the future.” “Establishing a strong foundation of two languages simultaneously at a young age is phenomenal to the development of the brain. It will translate to much success in math, science, language arts, and cultural diversity awareness.”
Child enjoys	16	8.7%	<ul style="list-style-type: none"> “My son literally went into kinder not knowing ANY Mandarin—and

RESPONSE	#	%	SAMPLE RESPONSES
program			now he can speak, write, and sing in mandarin! It is amazing. He loves school."
Native language acquisition	11	6.0%	<ul style="list-style-type: none"> ▪ "I really like that my kid could formalize their Spanish and learn how to read and write perfectly. I am Spanish speaker (his mother) and wanted them to speak perfect Spanish and Escondido has been great for us." ▪ "For a heritage speaker family, immersion program provided a wonderful experience for our child to develop not only Chinese language skills, but also cultural exposure. The latter simply cannot be achieved in any other foreign language learning settings..."
Diversity of student body	9	4.9%	<ul style="list-style-type: none"> ▪ "50/50 mix of native speakers and Spanish learners." ▪ "That it existed (!) and is housed within a larger internationally diverse school/community."
Individual attention	8	4.4%	<ul style="list-style-type: none"> ▪ "I like that she's learning Mandarin! I LOVE that she's learning it in a school like Ohlone -- a school that a) stresses social-emotional learning, b) provides interactive, project based learning, c) provides qualitative feedback vs grades (I think this has helped her self-esteem in grade school), d) understands educational development and tries to meet each child where they are and help them make a year's progress. I think it's quite unique to have the combination of Mandarin Immersion with this type of progressive learning environment and I feel incredibly lucky to have this opportunity for my child."
Integrated multi-or cross-disciplinary curriculum	5	2.7%	<ul style="list-style-type: none"> ▪ "We are so blessed by the art, music, and cultural enrichment too." ▪ "Good application of the language to practical everyday things like listening to music."
Other	8	4.4%	<ul style="list-style-type: none"> ▪ "Focus on speaking." ▪ "My child transferred to this immersion program from another school, and the PAUSD program managed to sustain her Mandarin language interest somewhat."

Note: Many responses were counted in more than one category; therefore, categories sum to greater than total responses (n=183).

Figure A.4: What could be improved in your child’s immersion program? (n=177)

RESPONSE	#	%	SAMPLE RESPONSES
Minimize use of English in classes	23	13.0%	<ul style="list-style-type: none"> “From what I have seen, The teachers have not been completely successful in creating a true "immersion" experience. Even after 6 years in the program, students may answer the teacher back in English even if they are asked a question in Chinese (and they know how to say it in Mandarin).”
Teacher fluency	22	12.4%	<ul style="list-style-type: none"> “Fluent/accent/grammar of some teachers can be improved.” “Native speakers as teachers tended to be stronger than non native teachers.”
Demand (Continue immersion program into upper grades, add slots)	22	12.4%	<ul style="list-style-type: none"> “I have hated the uncertainty of not knowing whether or not OMI can remain at Ohlone. It has been so incredibly important for our family to be able to be a part of Ohlone. I have been worried about this for years now - fearful that my daughter who starts kinder in 2016 will lose her place at Ohlone. It will be a huge loss to have this program moved.” “Please consider opening up more strands as the demand has been consistently exceeding supply -- 22 new kinders a year -- every year.”
Insufficiently advanced curriculum	15	8.5%	<ul style="list-style-type: none"> “More rigor and challenge. Didn't feel that second year was a step up from first.” “As a native Spanish-speaker, the level of the written Spanish taught at Escondido is fairly low. For examples, accents are key to Spanish-language grammar, but the students do not learn the basic rules. Also, I have noticed multiple misspellings and grammar problems in the notices and communications that teachers share with parents, just to give you two examples.”
Weak middle school program	15	8.5%	<ul style="list-style-type: none"> “Program loses much of its Spanish language value when it shifts from total immersion in third grade to an elective in middle and high school.”
English language instruction	14	7.9%	<ul style="list-style-type: none"> “More writing; a requirement for more speaking outside of class..more field trips... I also feel that not learning to write in English until 6th grade actually did hamper her English-writing skills...I still see that now -- working on that!”
Guidance for non-native speaker parents	13	7.3%	<ul style="list-style-type: none"> “Probably more feedback to parents who are not Mandarin speakers to help them know what progress teh child is making in Mandarin. I answered teh question about my child's current proficiency on earlier int eh survey, but if you'd offered an option to say "I don't know"...I think I'd honestly have to say that I don't know exactly how well she speaks/understands/reads/writes in Mandarin. I have some idea..but not a super clear one.”
Social or peer group climate	11	6.2%	<ul style="list-style-type: none"> “The two kindergarten immersion classes are not working together much this year in terms of celebrating events. This is hard for me since I have one child in each kindergarten class.”
Greater use of literature, other media, and	11	6.2%	<ul style="list-style-type: none"> “The program is under-resourced in library and classroom materials.” “Encourage students to read more in the language they are studying.”

RESPONSE	#	%	SAMPLE RESPONSES
library materials			
More interaction with native speakers and 'real world' contexts	10	5.7%	<ul style="list-style-type: none"> “Any opportunities to interact with more native speakers in their environment. The best part of the experience was their trips to Mexico (for my oldest daughter) and Costa Rica (for my younger two). Their level of Spanish improved dramatically during that week when they were forced to speak Spanish the entire time. Even though the classroom is supposed to be immersive, the playground is not, so they don't get as much benefit as they otherwise might. By interacting with native Spanish speakers in the community, they should be able to increase their level of proficiency further.”
Difficult transition into program or to other grade levels	9	5.1%	<ul style="list-style-type: none"> “Better transition to high school. Follow up class was too easy, but they didn't support skipping to more advanced classes.” “The kindergarten immersion program was the hardest. it was very hard for my son to connect with his teacher without knowing a single word in Spanish when he started. provide more loving,caring and help for non-native speaker at the lower level, would be a good improvement to the program. “
Nothing	9	5.1%	<ul style="list-style-type: none"> “No suggestions.”
Integration between immersion and non-immersion programs	6	3.4%	<ul style="list-style-type: none"> “Connecting the English and Spanish immersion programs in activities. There is a big divide and the children essentially don't interact even within the same grade level.” “We know the program is still in its infancy but hope that the school and staffs can integrate more Ohlone philosophy into the MI program. Also, we hope immersion program isn't a branch of a school but part of a school.”
Guidance for struggling or beginning students	5	2.8%	<ul style="list-style-type: none"> “My child is the only one in his kindergarten class to not have a native Spanish speaker at home. I had to obtain additional Spanish instruction for my son outside school. I didn't feel like the school offered additional instruction for children that were struggling.”
More out-of-school activities and educational support	3	1.7%	<ul style="list-style-type: none"> “There are no other opportunities other than the Mandarin language instruction periods that fostered the use of the language. This limits the immersive possibilities of the language program.” “After school support would be helpful for those kids with no language support at home.”
Additional language(s)	3	1.7%	<ul style="list-style-type: none"> “I would like to have more choice of languages.”
Class balance of native and new speakers	2	1.1%	<ul style="list-style-type: none"> “More of a balance between native and non-native speakers...”
Other	30	17.0%	<ul style="list-style-type: none"> “Quality of special ed help. We removed our 3rd grader from Escondido because she's dyslexic and we found the testing (not available in Spanish) and the delays (her reading was first questioned in 1st grade- but no IEP until mid 3rd grade) and then the IEP itself less than acceptable.She's now at Athena. We are sad that she had to give up Spanish and the great community at Escondido (not to mention the 30K price tag we are now shouldering).”

Note: Many responses were counted in more than one category; therefore, categories sum to greater than total responses (n=177).

HIGH SCHOOL TEACHERS AND ADMINISTRATORS

Figure A.5: What do you like about the immersion programs at PAUSD? (n=23)

RESPONSE	#	%	SAMPLE RESPONSES
Not familiar with program(s)	7	30.4%	<ul style="list-style-type: none"> ▪ “I actually don’t know much about them.”
Language abilities of students	6	26.1%	<ul style="list-style-type: none"> ▪ “The chance for young students to be immersed in a language and culture. The opportunity for K-5 students to become proficient at another language...” ▪ “I like the fact that the students start learning the language at a younger age and it gives them a better chance to be bilingual.”
Unique or valuable opportunity	6	26.1%	<ul style="list-style-type: none"> ▪ “It is wonderful that we offer these programs at the elementary level.” ▪ “That we offer immersion is a plus for the district.”
Long exposure students receive	5	21.7%	<ul style="list-style-type: none"> ▪ “That it provides a longer exposure to the language and thus truly gets to be a functional second language.” ▪ “I find it positive that the language immersion classes start at a young age. In many countries students learn a foreign language at age 5. Students should learn a foreign language at a young age. Both immersion and other classes.”
Naturalness, ease, or effectiveness of learning method	4	17.4%	<ul style="list-style-type: none"> ▪ “I appreciate the fact that in an immersion program students can learn language at a very young age when their brains are still quite flexible. They have good pronunciation and are open to absorb new content.” ▪ “Students develop an excellent oral ability in the target language. They also have a high level of confidence and a low affective filter when using the target language.”
Other	4	17.4%	<ul style="list-style-type: none"> ▪ “It is a beginning but needs articulation through all grades.” ▪ “It should cover all the grades and also it should offer all the language choices.”

Note: Many responses were counted in more than one category; therefore, categories sum to greater than total responses (n=23).

Figure A.6: What could be improved in the immersion programs at PAUSD? (n=23)

RESPONSE	#	%	SAMPLE RESPONSES
Not familiar with program (s) or don't know	7	30.4%	<ul style="list-style-type: none"> ▪ “No basis to judge at this time.”
Articulation and transition between grade levels	7	30.4%	<ul style="list-style-type: none"> ▪ “Connection K-5/6-8/9-12 needs to be improved. A vision (curriculum map) for the district K-12 needs to be articulated and implemented. An awareness of immersion teachers about what the middle and high school WL programs look like (as well as the need for grade 6-12 teachers to be familiar with the K-5 immersion programs)...” ▪ “We MUST articulate the program K-12, and decide what our objectives are for such an articulated program. This should have been done at the outset, but we must not waste more time--we need to articulate.”
Formal and technical skills	4	17.4%	<ul style="list-style-type: none"> ▪ “Students need to be taught to spell and use formal language skills beginning at an early age...”
Demand (more slots, more grade levels, more languages)	3	13.0%	<ul style="list-style-type: none"> ▪ “We could offer additional immersion programs to reach more students. Our immersion programs could continue through the middle school years and be less competitive to enter.” ▪ “Needs to be offered to all, or at least more students at the younger ages.”
Nothing	1	4.4%	<ul style="list-style-type: none"> ▪ “Nothing.”
Other	2	8.7%	<ul style="list-style-type: none"> ▪ “I think the programs are small and, for some students, they are tired of being around the same students by the time they reach high school. “

Note: Many responses were counted in more than one category; therefore, categories sum to greater than total responses (n=23).

ELEMENTARY AND MIDDLE SCHOOL TEACHERS AND ADMINISTRATORS

Figure A.7: What do you like about the immersion programs at PAUSD? (n=42)

RESPONSE	#	%	SAMPLE RESPONSES
Unique or valuable opportunity	16	38.1%	<ul style="list-style-type: none"> “I like that the programs are offered.” “It is a great job opportunity for our kids.”
Naturalness, ease, or effectiveness of learning method	9	21.4%	<ul style="list-style-type: none"> “Language is used as a vehicle for content and skill development. This is what makes it so powerful and different from a language-exposure program.” “I believe that these programs are excellent ways to help students become bilingual, biliterate, and bicultural. Additionally, these programs help heritage language students maintain their own language while acquiring English. Native English speakers also acquire a second language while keeping high levels of academic achievement.”
Language abilities of students	7	16.7%	<ul style="list-style-type: none"> “I love seeing the children grow and develop their abilities in a second language. I like the feeling of global awareness participation in the program creates. It is empowering for both L1 and L2 speakers.” “We're so lucky to have language programs at PAUSD. Our kids reach a good level of fluency by the time they exit elementary school. It's a great opportunity for students and families.”
Cultural and global awareness	5	11.9%	<ul style="list-style-type: none"> “As research suggested, learning a foreign language at an early age impacts student development and learning in various ways. It's a privilege for students to ben enrolled in immersion programs and this experience will benefit them not only from acquiring languages and cultures, but also benefit them from obtaining communication and collaboration skills in the globalization era.”
Not familiar with program(s)	5	11.9%	<ul style="list-style-type: none"> “As I know, it only exists in two locations: Escondido and Ohlone. Therefore I don't know much about them...”
Languages available	4	9.5%	<ul style="list-style-type: none"> “I like that there are two options, Spanish and Mandarin.”
Resources available	3	7.1%	<ul style="list-style-type: none"> “We have a good amount of materials in Spanish, compared to other programs I have worked on. We have teacher's aides who speak Spanish. The is support within the school and community for the program.”
Teacher quality	2	4.8%	<ul style="list-style-type: none"> “Many great teachers, wonderful kids and families, our Spanish book room is great, we have a bilingual librarian.”
Other	6	14.3%	<ul style="list-style-type: none"> “As a non-immersion teacher who "receives" students from immersion programs, I appreciate the perspective students bring (drawing connections between Spanish and topics we coverin class).”

Note: Many responses were counted in more than one category; therefore, categories sum to greater than total responses (n=42).

Figure A.8: What could be improved in the immersion programs at PAUSD? (n=45)

RESPONSE	#	%	SAMPLE RESPONSES
Formal and technical skills	15	33.3%	<ul style="list-style-type: none"> “...We need to implement language arts assessments (DRA and writing) in both languages and not just in the target language to ensure that students are on their way to become biliterate. Currently, students in the Spanish program are only assessed in Spanish for reading and writing using our district assessments. This affects our students who are Spanish speakers and are acquiring English as we don't have formative measures to track their progress. Several of them are becoming long-term English Learners. Additionally, having more alignment in curriculum used in the Spanish Immersion program would be great and result in better learning outcomes for all the students. ..”
More teachers, specialists, or native language speakers	9	20.0%	<ul style="list-style-type: none"> “We need more native Spanish speakers to improve the level of Spanish in the program...”
Other	9	20.0%	<ul style="list-style-type: none"> “Please tell the powers that be at the district level that writing 'exam' in Mandarin is just not appropriate at the kinder/1st grade level, especially for students who enter the program with no prior experience or outside support in the language. It's not like Spanish or other world languages we have currently in the district where you could sound out the words and try to guess the alphabets that represent the sounds! While students in k/1 may be able to speak Mandarin, they are far from being able to write out their thoughts. The best may be dictation.”
Demand (more slots, more grade levels, more languages)	8	17.8%	<ul style="list-style-type: none"> “Expand it. There should be a program at every site, in my opinion.” “Expansion. More strands and greater promotion investment from central administration and the board.”
Materials and resources (additional resources needed, quality lacking, or availability in target languages)	7	15.6%	<ul style="list-style-type: none"> “More support on computer software purchasing. We want another computer cart as the current one is too old and slow.”
District support (leadership, financial, oversight, or other)	7	15.6%	<ul style="list-style-type: none"> “More oversight from the district office, more collaboration with other immersion programs in the area.” “More support from the District regarding recruitment. A better understanding at the District level about what language immersion is and how it works (or should work) at both the elementary and secondary levels.”
Not familiar with program(s) or don't know	5	11.1%	<ul style="list-style-type: none"> “Can't think of anything right now.”
English language instruction	5	11.1%	<ul style="list-style-type: none"> “Many of the students arrive in middle school with English language skills (particularly grammar, vocabulary, spelling) that are not on par

RESPONSE	#	%	SAMPLE RESPONSES
			with non-immersion peers...”
Articulation and transition between grade levels	4	8.9%	<ul style="list-style-type: none"> “The transition from elementary to middle and middle to high-- teachers need more PD around curriculum. “ “It's critical to have continuous programs that will support and challenge our graduates in middle and high school. Most of the 3rd graders are already at advanced-low level, and thus their learning needs for their remaining elementary school years and beyond have implications for curriculum design and in-service teacher training.”
Support for struggling students	2	4.4%	<ul style="list-style-type: none"> “More support for students who are falling behind in either English or the immersion language they are learning. It's difficult to learn 2 languages at once. Extra help for the teachers to support the students.”

Note: Many responses were counted in more than one category; therefore, categories sum to greater than total responses (n=45).

Figure A.9: Additional comments about the importance of foreign language goals at the elementary level? (n=36)

RESPONSE	#	%	SAMPLE RESPONSES
Beginning immersion early is critical	28	77.8%	<ul style="list-style-type: none"> “Personally, I grew up learning to speak, read, write and listen to four languages since elementary school. Learning at least one more language in a global economy world is definitely a plus. Starting early enables children to obtain a ear for a different language. Learning language is like problem solving which enables students in various facets.”
Appreciate research-based foundation of immersion and second language benefits	19	52.8%	<ul style="list-style-type: none"> “The USA lags far behind other industrialized countries in teaching foreign languages, especially at the elementary level. We need to include FL instruction as a routine part of the elementary and middle school curricula, not as a "special" or as an elective.”
Acquiring cultural awareness is a significant benefit	18	50.0%	<ul style="list-style-type: none"> “All students, including ELLs, special ed. students benefit from foreign language study. Understanding and appreciating other parts of the world, different religions, cultures, languages, and points of view are essential elements of global competence (U.S. Department of education, 2012, p.6).the global economy. Additionally, in Common Core Standards, global competence is viewed as an essential feature of college and career readiness by the authors. Currently there is a pervasive lack of knowledge about the world and foreign languages among U.S. students. Underscoring the need to expand as well as its ability to compete in the global marketplace (p.1). Underscoring the need to expand support for international and foreign language education throughout the education system, the National Research Council concluded that early language learning in elementary and secondary school is key to establishing a pipeline of students who can eventually reach a high enough level of proficiency in foreign language and culture to meet national needs (ACTFL, 2011, p.1).”
Prefer a	16	44.4%	<ul style="list-style-type: none"> “There is a way to teach elementary kids without using the immersion

RESPONSE	#	%	SAMPLE RESPONSES
modified, articulated, or alternative curriculum			program that is not grammar-based, but story based. Kids to focus on one language rather than exposing them to a whole bunch.”
Other subjects may be more critical; prioritization & compromise are important	14	38.9%	<ul style="list-style-type: none"> ▪ “Against overstuffing the elementary curriculum with any other subjects until visual art with certificated art teachers is put back in the curriculum.” ▪ “...I can't picture how we would fit in foreign language classes on top of everything else we do in elementary school. As it is I don't feel I have enough time with my students. Is this really the priority right now? I think our district is in a crisis with respect to the mental health of our students and adding on another thing they should be doing does not seem like the direction to be going right now.”
Not in favor of expansion	10	27.8%	<ul style="list-style-type: none"> ▪ “At what expense would a foreign language program at the elementary come? What gives? Less math? Less reading and writing? What about cost and finding qualified staff to run such a program? Say no. Say no to further privatization of a public school system. Say no to increased homework. Say no to increased burden on the students and staff because a few parents would like to create additional advantages for their children at the expense of everyone. Say no to adding further stress to the students. Let us instead focus on children learning at their own pace, being children who love learning, and children who are well-balanced and resilient. “
Personal experience with language acquisition leading to program support	8	22.2%	<ul style="list-style-type: none"> ▪ “I constantly talk with my friends and family about how I wish I learned a foreign language (or several) when I was in elementary school. Foreign language is essential in our society and it only benefits students to have exposure starting at the primary level!!”
Attention to English fluency of immersion students is critical	7	19.4%	<ul style="list-style-type: none"> ▪ “I would prefer to see an insistence of all students mastering grade specified English language skills in elementary school, before adding a second language.”
Immersion is the best way to teach foreign language	5	13.9%	<ul style="list-style-type: none"> ▪ “I believe we should actively support and develop multi-lingual students. Immersion programs appear to promote a higher level of fluency and literacy. Language classes are also an important means of learning language. Observation of students in the MI program for 6 years and my daughter's 6 years of language study at JLS & Paly it is the MI students who are more fluent in speaking, listening, reading and writing even when discounting the age differences. Elementary school is when language instruction should start. Learning to hear and speak the sounds and cadence of a language in elementary school (or before) when the language centers of the brain are still very flexible gives young learners a big advantage learning a language now and even returning to it later in life. When begun in elementary years it creates a broader, more flexible perspective that supports open mindset, cross-cultural understanding, and appreciation of differences in all parts of life. Do we not want that in place (or growing in parallel)

RESPONSE	#	%	SAMPLE RESPONSES
			as our children are developing character, morals, self-esteem, world view and even friendship?"
Foreign language acquisition is important but not necessarily at the elementary level	5	13.9%	<ul style="list-style-type: none"> ▪ "Foreign language goals at the elementary level are nice, but not necessary." ▪ "I'm not sure it's a good thing to bring this to the elementary level unless it lessens the burden of a middle school or high school student's course work. "
Alternative or separate school for immersion program	2	5.6%	<ul style="list-style-type: none"> ▪ "I think learning different languages is important and that learning it in elementary school is most beneficial. I also believe the immersion programs would be better served if they had their own site and became an alternative school. The schools they are housed at would retain their own particular value while the language programs would flourish with consistent goals and direction tailored for their own needs."
Other	15	41.7%	<ul style="list-style-type: none"> ▪ "I think if grammar was incorporated at the elementary level, the students would continue on that track understanding the importance of it, and would be able to speak with less errors." ▪ "I would like to see elementary foreign language offered to provide additional collaborative time for elementary teachers. Currently we have only 90min/week. This is so much less than the middle and high school teachers have. We don't have enough collaboration time currently."

Note: Many responses were counted in more than one category; therefore, categories sum to greater than total responses (n=36).

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