MEMORANDUM

TO: Arlington School Board
FROM: World Languages Advisory Committee
DATE: May 22, 2023
SUBJECT: Report and Recommendations

COMMITTEE CHAIR: Rachel Berkey
COMMITTEE MEMBERS: Paula Cordero Salas, Hitomi Green, and Adriana McQuillan
STAFF LIAISON: Elisabeth Harrington

RECOMMENDATIONS:

Introduction
The World Languages Advisory Committee is proud to serve the diverse mosaic of students and teachers in APS. The World Language curriculum focuses on developing linguistic skills while also providing cultural insight. We appreciate the opportunity to present the following recommendations to the School Board for world language education for the APS community.

Recommendation #1: New Curriculum Framework for Latin, Arabic, Chinese, and Japanese Languages

Rationale: The Virginia Board of Education adopted revised World Language Standards of Learning (SOLs) on March 18, 2021. The updated Standards of Learning reflect the movement towards proficiency as developed by the American Council on the Teaching of Foreign Languages (ACTFL). These new SOLs created progress indicators for writing, reading, and speaking world languages.

APS's World Languages Office is working with all languages to align with the new Standards of Learning. For the alphabetic languages, the French teachers met with different vendors to select new resources for fall 2022 that were aligned with the new SOLs and the German teacher updated the German curriculum. We anticipate Spanish being able to do the same as we look to purchase updated resources with FY24 funds (see Recommendation #2). Also last year, APS developed an updated American Sign Language (ASL) curricular framework in collaboration with the ASL teachers.

It is now time to do that same work with the classical language offering of Latin and the character-based language offerings of Arabic, Chinese, and Japanese. This recommendation ensures APS is in alignment with the VDOE´s Standards of Learning (SOL) for all world languages and supports the 1,190 students enrolled in the Latin, Arabic, Chinese, and Japanese languages (see Appendix E).

Budgetary Implications: This school year, funding was approved for substitute teachers so character-based language teachers can conduct instructional rounds to observe Arabic, Chinese, and Japanese classrooms in Fairfax County Public Schools. Latin rounds for newer APS teachers to visit master teachers in APS were completed in fall 2022.

Additional funding is needed to support curriculum development in summer 2023. This will include revising assessments to use performance tasks (writing, reading, and speaking) that are aligned with the new SOLs. Character-based languages will require $7,150 for seven teachers to work 30 hours during the summer on curriculum development. Classical language will require $3,060 for three teachers to work 30 hours during the summer on curriculum development.

Strategic Plan Alignment: Developing a curriculum framework for the world languages focusing on the new SOLs ensures we are preparing students to be successful and supporting teachers to develop innovative curriculum. This aligns with the strategic plan´s core values of excellence, equity, inclusivity, and collaboration. World language courses directly integrate culturally relevant concepts and practices into their instruction. Students are directly exposed to other cultures so they can better relate to and work with others from different cultural and language backgrounds. One of the state's progress indicators focuses on interacting with culturally and appropriate language and behaviors. Students may learn how to observe and imitate appropriate behaviors at a holiday or festival situation. More advanced students may learn how to adjust their personal space, body language, and non-verbal reactions accordingly when interacting with others in a business, school, or work environment. (See Appendix C for additional examples.)

It also supports the strategic plan´s goal of student success as we embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into world language instruction to ensure students are not only learning to write, read, and speak, but also understanding the culture. Finally, speaking a second language allows students to develop skills to communicate with more people and in more settings, which ties with APS's student success goal of providing learning opportunities that align with career opportunities. Studies have also shown that speaking another language can benefit your career by opening up more job opportunities and helping you to build meaningful connections.

APS Staff Response: The World Languages Office worked in collaboration with the WLAC to develop the recommendations. Staff are in agreement with this recommendation and we have allocated funds for Arabic, Chinese, Latin and ASL. We will focus on other languages throughout the 2023-24 school year.

Recommendation #2: Funding for new Spanish Resource Adoption in 2023

Rationale: In Arlington Public Schools, 38 percent middle school students and 32 percent of high school students are enrolled in Spanish Language courses. Based on APS's typical seven-year resource cycle, the current Spanish resource is to set to expire next year. These resources are necessary for teachers and students to be successful as they learn to read, write, and speak Spanish. As mentioned in Recommendation #1, new resources will also support curriculum alignment with the Virginia SOL standards in all Spanish language classes from Introduction to Spanish to AP classes.

Budgetary Implications: $750,000 for materials. This number is based on multiple quotes from vendors. This amount equals $155 per student based on the 4,839 secondary students currently enrolled in Spanish language courses. Over five years, assuming 5,000 secondary Spanish students per year, it equals $30 per student who will use the Spanish resources.

Strategic Plan Alignment: Sourcing and purchasing proper Spanish language materials aligns with the strategic plan's goal of student success. It also supports the core value of operational excellence by ensuring we use our resources efficiently while providing a high student outcome return on our investment.

World language courses support the 5Cs at their core. By purchasing resources aligned to the new progress indicators, APS will ensure our curriculum is relevant and engaging. For example, students will learn to express themselves through social media, text messages, and other communication tools widely used today. The new tools developed will also allow teachers to differentiate and meet each student where they are, as progress indicators will show teachers where each student needs to focus to successfully meet their reading, writing, and speaking goals.

APS Staff Response: The World Languages Office worked in collaboration with the WLAC to develop the recommendations. APS is in an RFP process in collaboration with the Office of Procurement to identify resources for purchase.

Prior Recommendation: Spanish Reading Specialists for the Dual Language Immersion Program

Rationale: Last year, the Dual Language Immersion (DLI) program went through a revisioning process. In the spring, the program was transitioned from the World Languages Office to the Office of English Learners. Throughout this transition, the Office of World Languages and the Office of English Learners have been working together to ensure the success of the DLI program.

We appreciate that several of WLAC's recommendations last year for the DLI program were supported by the School Board. However, APS has not yet secured funding to assign 1 FTE Spanish Reading Specialist for each dual language elementary school. This funding is critical in the upcoming budget to ensure the successful implementation of the 80/20 model for the DLI program in the 2023-24 school year.

Budgetary Implications: The budgetary estimate for each reading specialist was $96,000 for each elementary school with a DLI program.

Strategic Plan Alignment: Funding these positions aligns with APS's strategic plan including excellence, equity, and inclusivity. It also aligns with the strategic plan's goal of student success as standardized English reading tests have shown that English Learners who participate in two-way bilingual education programs outpace English Learners enrolled in other EL program models (see Appendix F).

Appendices

- A. Exit Proficiency Expectations
- B. Virginia World Language Standards of Learning 2021 Strands and Benchmarks
- C. Sample Division-Level Progress Indicators for Interpersonal Reading and Writing
- D. Sample Division-Level Progress Indicators for Classical Languages
- E. World Language Course Enrollments
- F. Evidence of English Learner Achievements on English Reading Tests

Appendix A: Exit Proficiency Expectations

The most efficient way to measure progress in language acquisition is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale, which currently has 11 levels of proficiency ranging from Novice Low to Distinguished. Virginia's exit outcome expectations align to the ACTFL Proficiency Levels and are coded as follows:

NL - Novice Low	NM = Novice Mid	NH = Novice High
IL = Intermediate Low	IM = Intermediate Mid	IH = Intermediate High
AL = Advanced Low	M = Advanced Mid	

Level I (140 hours) Exit Proficiency Expectations by Language Type

Mode and Skill	Alphabetic Languages French, German, Spanish	Character-Based Languages Arabic, Chinese, Japanese	Classical Languages Latin
Interpretive Listening	NM	NL	NM
Interpretive Reading	NM	NL	NH
Interpersonal Person-to-person	NM	NM	NM
Presentational Speaking	NM	NL	NM
Presentational Writing	NM	NL	NM

Note: Visual Languages (e.g., American Sign Language) are not included in this scale since the communication modes involve different skills.

Description of Exit Proficiency Expectations

Since alphabetic languages use the Latin alphabet, most alphabetic languages offered by APS have a difficulty rating of Level I (more similar to English). German has a difficulty rating of Level II.

In character-based languages, the characters are new to non-heritage learners as they read. Arabic, Chinese, and Japanese have a difficulty rating of Level IV (exceptionally difficult for native English speakers).

Latin, while no longer a native language for any population, is accessible through literature. The primary focus in Latin learning is on the written word (and not the spoken word), thus the proficiency expectations for students in reading is higher than other languages.

ACTFL Proficiency Guidelines for Reading

NL - Readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

NM - Readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Re-reading is often required

NH - Readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Appendix B: VIRGINIA WORLD LANGUAGE STANDARDS OF LEARNING 2021
Novice—Advanced

STRANDS and BENCHMARKS	NOVICE	INTERMEDIATE	ADVANCED
INTERCULTURAL Communication and Connections	1. Identify typical products and practices to help make connections to and understand perspectives in native and other cultures using the target language. 2. Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors.	1. Make comparisons between products and practices to help make connections to and understand perspectives in native and other cultures using the target language. 2. Interact at a functional level in familiar contexts with people in and from other cultures using the target language and appropriate learned behaviors.	1. Explain some diversity among products and practices and how it relates to perspectives in native and other cultures using the target language. 2. Interact at a competent level in familiar and some unfamiliar contexts with people in and from other cultures using the target language and adjusting behaviors as needed.
INTERPRETIVE Communication	1. Comprehend spoken, written or signed information in very familiar, everyday contexts from authentic texts presented through a variety of media and based on familiar topics. 2. Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and overheard or observed conversations.	1. Comprehend information in a variety of familiar contexts from authentic texts that are spoken, written or signed. 2. Understand the main idea and related information from connected sentences and short paragraphs in authentic informational and fictional texts and overheard or observed conversations.	1. Comprehend information in a wide variety of familiar and general interest contexts from authentic texts that are spoken, written or signed. 2. Understand the main message and supporting details from paragraphs across various time frames in complex, organized authentic texts and overheard or observed conversations.
INTERPERSONAL Communication	1. Communicate in spontaneous spoken, written or signed conversations on very familiar, everyday topics. 2. Request and provide information using a variety of practiced or familiar words, phrases, simple sentences and questions.	1. Communicate in spontaneous spoken, written or signed conversations on familiar topics. 2. Exchange information using connected sentences and a variety of questions.	1. Sustain spontaneous spoken, written or signed conversations and discussions on familiar and unfamiliar concrete topics. 2. Discuss and explain information, incorporating various time frames, series of connected sentences, paragraphs and probing questions.
PRESENTATIONAL Communication	1. Present prepared or spontaneous information on very familiar, everyday topics through written, spoken or signed language. 2. Inform, narrate and express preferences and opinions using a variety of practiced or familiar words, phrases and simple sentences.	1. Present prepared or spontaneous information on familiar topics through written, spoken or signed language. 2. Explain, narrate and express viewpoints using sentences and series of connected sentences.	1. Present detailed and organized presentations on familiar as well as unfamiliar concrete researched topics. 2. Analyze, narrate and convey persuasive arguments using various time frames and paragraphs.
Communicative LITERACY	1. Use literacy skills to comprehend authentic texts that are spoken, written or signed. 2. Use interpersonal skills to interact, negotiate meaning and communicate effectively. 3. Use presentational skills to communicate effectively.	1. Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed. 2. Use interpersonal skills to interact, negotiate meaning and communicate effectively. 3. Use presentational skills to communicate effectively.	1. Use literacy skills to integrate understanding of authentic texts that are spoken, written or signed. 2. Use interpersonal skills to interact, negotiate meaning and communicate effectively. 3. Use presentational skills to communicate effectively.

Appendix C: Interpersonal Reading and Writing – Sample Division-Level Communicative Progress Indicators

SAMPLE PROGRESS INDICATORS	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
5.3. Interact with Culturally Appropriate Language and Behaviors	• Appropriately address members of a family who represent different generations and genders. • Work with a target language peer and use math skills to compare the area of each other's living spaces. • Share with peers in another culture restaurants and foods that might be familiar to them.	• Observe and imitate appropriate behaviors at a holiday or festival celebration. • Act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant. • Use some Internet slang or abbreviations to communicate a short message through social media.	• Use rehearsed behaviors when shopping in a familiar type of store. • Work with a peer in another culture to create a digital presentation on each country's natural resources. • Schedule a call or video conference with a peer in the target culture with awareness of time differences and the other's schedules.	• Use learned behaviors when visiting someone's home or business and notice when a cultural mistake is made. • Work with an exchange student or a pen pal and compare how each performs a particular math operation. • Compare video game preferences with a peer in the target culture.	• Adjust dress and control voice volume to make it appropriate for a celebration or event. • Work with a partner class in the target culture to survey everyone's views toward a third culture, create graphs, and identify common stereotypes.	• Demonstrate culturally appropriate behaviors when discussing and trying unfamiliar food and drink. • Work with peers in another culture to address a local environmental issue, such as creating a recycling or composting program. • Exchange information with a peer in another culture about their preferred technology for communicating.	• Interact appropriately at a family event based on cultural norms and family dynamics. • Adjust personal space, body language, and non-verbal reactions accordingly when interacting with others in a business, school or work environment. • Respond to a social media post in a culturally appropriate manner.
6.3. Exchange Information and Ideas	• Fill in a chat box by answering who, what, where and or when questions. • Text a friend plans to meet, including the time and day. • Respond to a text message that asks where one is going. • Identify patterns of behavior typically associated with the target cultures.	• Write a post-it note in response to a discussion question. • Text a video call chat response.	• Write a response to an e-card greeting. • Exchange information about the latest video game in an online chat. • Send an electronic invitation to teachers for an upcoming school performance and answer questions they may have.	• Exchange texts with a friend to provide directions to one's house. • Exchange email with a tour operator to find out more details about a visit. • Exchange text messages with a friend to suggest an activity for this weekend. • Post a reaction to a friend's tweet about a concert they attended. • Exchange texts with someone to get advice about a birthday gift for a mutual friend.	• Compare and contrast different mapping apps with people in a chat room. • Respond to others' posts about ways to stay healthy. • Exchange blog posts about raising money for a cause. • Collaborate online with a partner to identify ways to conserve water.	• Participate in a chat to discuss the importance of learning another language. • Collaborate with an online group or organization to publicize an upcoming event. • Exchange blog posts about environmental issues. • Exchange ideas for a collaborative project in an online news group.	• Interact online with a career counselor to discuss in-demand jobs where a second language is advantageous. • Discuss online how musical preferences of young people have changed from generation to generation. • Have a virtual written exchange with an international group, sharing information about an important current event. • Contribute to an online discussion about a current social issue. • Create with a partner via an online webspace a summary and reflection of an article or story.

Appendix C: Interpersonal Reading and Writing – Sample Division-Level Communicative Progress Indicators

SAMPLE PROGRESS INDICATORS	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
7.3. Meet Personal Needs or Address Situations	• Enter a word in an online Scrabble game. • Add happy birthday to a social media post. • Reply to a message asking the price for a service. • Respond to a family member's text asking what type of takeout food to bring home.	• Exchange holiday greetings with a peer or family member via text via text messages. • Ask questions to the online sales rep about an item.	• Exchange information with the manager at work to request a day off or change one's schedule. • Make plans for a picnic with others via text messages. • Exchange information with a doctor's office to prepare for an upcoming appointment.	• Work with a peer via an online document to complete an assignment for a specific course. • Interact online to get help related to an assignment. • Interact with a study abroad advisor online to select the type of housing that best fits one's needs.	• Interact online with peers in another culture to finalize plans for hosting them in one's community. • Exchange messages with one's host family to learn about each other's daily routines, chores and house rules. • Exchange messages with a travel agent to switch flight date and destination	• Interact with an advisor in another culture online to select courses that match one's academic goals. • Respond to a series of inquiries from a potential employer as part of a job application.	• Exchange messages with a friend to explain one's reasons for canceling a planned activity. • Exchange posts in response to an article about a political issue. • Negotiate with an online agent the release of information needed for a college application. • Exchange correspondence with an event planner to make changes to an upcoming celebration.
8.3. Express, React to and Support Preferences, Opinions or Viewpoints	• Respond to a simple interactive survey about favorite pets, movies or clothes. • Respond to a social media site about best restaurants or best sports teams, indicating approval or disapproval. • Text a friend about preference to meet and when. • Text dinner preferences. • Complete a simple survey to identify likes and dislikes about a store or service.	• React to a text from a friend about a new movie and ask for an opinion about the film. • Choose answers on an online personality survey. • Read a note from a roommate about evening plans and write a short response. • Tweet an opinion about a new movie in response to other tweets. • React to classmates' posts on an online learning tool.	• Ask and react to a friend's post on a social media site. • Exchange preferences of things to do with visitors on a shared Wiki. • Add comments to those of others about something read on a forum about sports. • Exchange preferences in video games on a gaming site.	• Exchange text messages sharing reactions to something happening in the community. • Compare the importance of and opportunities for extracurricular activities in various cultures. • Exchange descriptions with an ePal to agree on the best places to hike in the US. • Exchange online messages to trade opinions in reaction to an article about the best places to visit in the region. • Chat with an ePal to discuss Americans' typical vacations. • Exchange advice with another online player on winning moves in a video game.	• Participate in an online discussion in which people react to opportunities for part-time jobs. • Participate in an online discussion about what kind of diet is best. • Exchange opinions on a discussion board about which nominee deserves an award and why. • Post a positive book review in response to a negative one. • Participate in a fitness forum about staying fit without joining a gym.	• Justify opinions about current trends in music in an online conversation. • Give advice online to a foreign student who has questions about studying in the USA. • Exchange opinions about a product on a company's website and say why or why not to buy it. • Exchange posts that provide specific and detailed advice on a peer's draft for an article. • Add advice about dating "do's and don'ts" on an online blog.	• Exchange advice online about how to behave when visiting a family for dinner in a different culture. • Collaborate online with fellow classmates to provide advice for next year's students on how to be successful in language class. • Add an opinion about a social issue on an online blog. • Continue an email exchange to convince a colleague to switch sides in an argument. • Create multiple blog entries offering advice on how to make the most of time in the another country, responding to several rounds of response.

Appendix D: Classical Languages – Sample Division-Level Communicative Progress Indicators

SAMPLE PROGRESS INDICATORS	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
CL1.2 Interpretive Reading – Comprehend Authentic Texts	• Connect simple words, phrases, Roman numerals, or Greek letters to their meaning or image. • Recognize simple structures to facilitate understanding. • Recognize names of historic characters.	• Recognize Roman numerals or Greek letters. • Recognize language patterns or simple structures to facilitate understanding. • Understand simple phrases describing historical characters.	• Identify the topic or basic facts or details from simple texts. • Recognize language patterns, simple structures, and syntax to facilitate understanding. • Understand connected sentences describing events surrounding historical characters.	• Identify supporting details in simple texts. • Use language structures and syntax to deepen understanding. • Compare events in two or more simple texts, such as theme, sequencing, or importance to story line.	• Compare more complex literary and non-literary texts using the author's point of view, conflicts or tone. • Understand more complex structures and syntax to deepen comprehension. • Demonstrate understanding of the connection between ancient and modern events.	• Identify simple characteristics of various literary and non-literary genres. • Understand more complex structures and syntax to deepen comprehension. • Understand aural features of the text, such as meter, alliteration, assonance, and its impact on the meaning or interpretation.	• Compare cultural perspectives that influence the opinions of historical figures. • Understand more complex structures and syntax to deepen comprehension. • Consistently understand more complex aural features of the text and its meaning or interpretation.
CL1.3 Interpretive Reading – Follow Instructions	• Follow familiar written instructions for routines, such as posted directions in the classroom.	• Follow familiar written instructions for routines such as posted directions in the classroom.	----	-----	----	----	---
CL3. Presentational Communication	----	• Create a simple graffito.	• Create a simple skit using very familiar themes.	• Write a journal entry as a member of the Roman military. • Present a living history moment as a figure from Roman culture.	• Create and share a graphic organizer comparing and contrasting modern and ancient ideas about the ideal lifestyle.	----	• Create a shareable presentation on modern and ancient value systems.

Appendix E: World Language Course Enrollments

Grade 6 Language Enrollments

Course	HAM	GUN	HBW	TJ	KN	SW	VL	WM	Total
French I-A			17						17
Intro to American Sign Language				54					54
Intro to Arabic				15					15
Intro to Chinese				36					36
Intro to French				82		51			133
Intro to Latin			12	12		37			61
Intro to Spanish		40	27	93	70	75			305
Spanish for Fluent Speakers				53	25	12			90
Spanish Immersion Gr 6		144							144
Transitional Spanish for Flt Spkrs			9						9
Total 6th Grade Lang		**184**	**65**	**345**	**95**	**175**	**0**		**864**
Overall 6th Grade*	**260**	**369**	**80**	**345**	**295**	**292**		**255**	**1,896**
Percent in Language	**0%**	**50%**	**81%**	**100%**	**32%**	**60%**	**0%**	**0%**	**46%**

Grade 7 & 8 Language Enrollments

Course	HAM	GUN	HBW	TJ	KN	SW	VL	WM	Total
American Sign Language II	4	27		29				27	87
American Sign Language I	16	62	14	50				34	176
Arabic I	13	6		13	11	4			47
Arabic II	6	9	1	8	4	4			32
Chinese I	20	6	1	25	5	14	1	19	91
Chinese II	13	3	0	17	4	12		8	57
French I	51	53	20	69	25	69		51	338
French I-A			0						0
French II	29	29	17	63	38	54		35	265
Latin I	22	4	11	11	10	37		12	107
Latin II	17	2	10	13	10	38			90
Spanish V (non-Ap)			2						2
Spanish for Fluent Speakers I	16	13	7	70	78	22		9	215
Spanish for Fluent Speakers II	23	13	8	28	21	10			103
Spanish I	133	86	35	81	120	99		119	673
Spanish II	120	40	25	50	65	95	1	124	520
Spanish Immersion Gr 7		92							92
Spanish Immersion Gr 8		99							99
Spanish IV				1					1
Total 7th & 8th Grade Lang	**483**	**544**	**151**	**528**	**391**	**458**	**2**	**438**	**2,995**
Overall 7th & 8th Grades*	**595**	**701**	**163**	**664**	**661**	**596**		**527**	**3,907**
Percent in Language	**81%**	**78%**	**93%**	**80%**	**59%**	**77%**		**83%**	**77%**

Appendix E: World Language Course Enrollments

High School World Language Enrollments

Course	CC	HBW	LANG	VL	WAKE	WL	YORK	Total
Advanced Studies in French		1						1
Advanced Studies in Latin						1	3	4
Advanced Studies in Spanish		8			13			21
American Sign Language II	11	6			80	34	57	188
American Sign Language III	6	10			30	29	40	115
American Sign Language IV		1			17	3	17	38
American Sign Language I	14	10			89	41	48	202
AP Chinese V					3		1	4
Arabic I	1	1			9	11	10	32
Arabic II	1	1		3	6	8	3	22
Arabic III	1	1			12	13	10	37
Arabic IV					10	7	5	22
Arabic V					5		2	7
Chinese I	2					2		4
Chinese II	7	1			4	5	6	23
Chinese III	13	2			7	21	13	56
Chinese IV	1	1			7	9	3	21
French V (non-Ap)		11			20	9	15	55
French I	3	1			28	24	24	80
French II	7	1			39	22	26	95
French III	12	11			67	71	67	228
French IV	1	17			31	68	56	173
French Lang/Culture, AP		2			18	6	11	37
German I	22							22
German II	7							7
German III	11							11
IB Arabic (SL) Pt 1						3		3
IB Arabic (SL) Pt 2						3		3
IB French B (HL) Pt 1						16		16
IB French B (HL) Pt 2						12		12
IB French B (SL) Pt 1						28		28
IB French B (SL) Pt 2						23		23
IB Latin (HL) Part II						16		16
IB Latin (HL) Pt 1						9		9
IB Latin (SL) Pt 1						3		3
IB Latin (SL) Pt 2						10		10
IB Mand Chinese (HL) Pt 2						1		1
IB Mand Chinese (SL) Pt 1						3		3
IB Mand Chinese (SL) Pt 2						11		11
IB Span Fluent Spk/HL Pt 1						26		26
IB Span Fluent Spk/HL Pt 2						10		10

Appendix E: World Language Course Enrollments

Course	CC	HBW	LANG	VL	WAKE	WL	YORK	Total
IB Spanish B HL Pt 1						40		40
IB Spanish B HL Pt 2						42		42
IB Spanish B SL Pt 1						39		39
IB Spanish B SL Pt 2						44		44
Inter. Spanish I/II DE	9							9
Japanese I					37	29	19	85
Japanese II					30	12	8	50
Japanese III					6	8	6	20
Latin I	4	2			1	1	5	13
Latin II	11	4				1	8	24
Latin III	14	21				29	29	93
Latin IV	7	7		1		26	14	55
Latin V	1					1	2	4
Latin, AP		11					8	19
Spanish V (non-Ap)		18			25	24	95	162
Spanish for Fluent Speakers I					41	35	10	86
Spanish for Fluent Speakers II					27	38	2	67
Spanish for Fluent Speakers III					69	77	27	173
Spanish I	12	6	1		71	47	67	204
Spanish II	12	12	2	2	65	63	93	249
Spanish III	31	40	2		101	216	235	625
Spanish Immersion 9					90			90
Spanish IV	25	22			68	135	142	392
Spanish Language, AP		19			84	68	66	237
Spanish Literature, AP		2			49		19	70
Totals	**246**	**250**	**5**	**6**	**1,259**	**1,533**	**1,272**	**4,571**
Overall High School*	**550**	**464**	**58**	**17**	**2,363**	**2,383**	**2,197**	**8,032**
Percent in Language	**45%**	**54%**	**9%**	**35%**	**53%**	**64%**	**58%**	**57%**

Appendix E: World Language Course Enrollments

Middle School Language Enrollment by Grade

Language	Grade 6	Grade 7	Grade 8	Total	Percent in Language
Arabic	15	33	46	94	1.62%
ASL	54	115	148	317	5.45%
Chinese	36	77	71	184	3.16%
French	150	301	302	753	12.95%
Latin	61	88	109	258	4.44%
Spanish	548	812	893	2,253	38.75%
Total	**864**	**1,426**	**1,569**	**3,859**	**66.37%**

Total Middle School Student Enrollment: 5,814

High School Language Enrollment by Grade

Language	Grade 9	Grade 10	Grade 11	Grade 12	Total	Percent in Language
Arabic	51	37	26	12	126	1.54%
ASL	168	196	114	65	543	6.65%
Chinese	67	33	7	16	123	1.51%
French	278	246	144	80	748	9.16%
German	12	12	9	7	40	0.49%
Japanese	41	62	39	13	155	1.90%
Latin	88	77	42	43	250	3.06%
Spanish	987	798	550	251	2,586	31.65%
Total	**1,692**	**1,461**	**931**	**487**	**4,571**	**55.95%**

Total High School Student Enrollment: 8,170

Appendix F: Evidence of English Learner Achievements on English Reading Tests

The following table was shared in a Memorandum from Bridget Loft, Chief Academic Officer, on March 31, 2022 regarding the Transition of Supervision of the Dual Language Immersion (DLI) program from the Office of World Languages to the Office of English Learner Services.
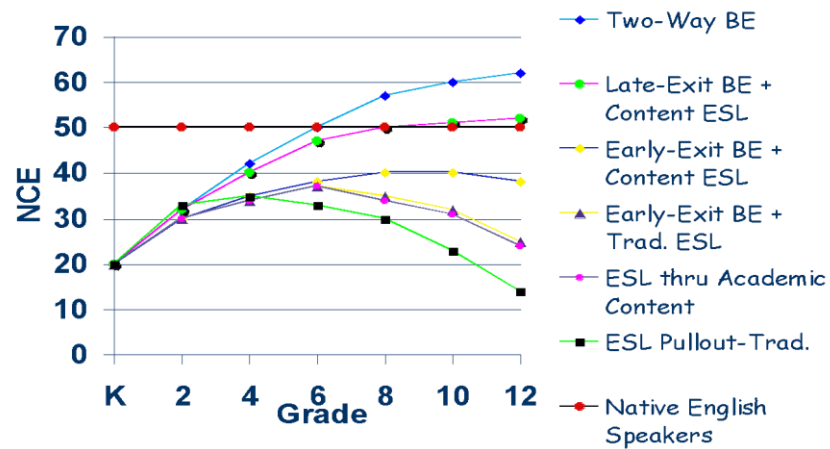
Per the memo, this "chart evidences EL's long-term achievement on standardized English reading tests compared across seven program models. You will note that ELs who participate in two-way Bilingual Education (BE) programs far outpace EL's enrolled in other models."