

U.S. Department of Education

Washington, D.C. 20202-5335



RANK # 1

APPLICATION FOR GRANTS UNDER THE

**FOREIGN LANGUAGE ASSISTANCE PROGRAM LOCAL EDUCATIONAL AGENCIES
WITH INSTITUTIONS OF HIGHER EDUCATION**

CFDA # 84.293A

PR/Award # T293A090019

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: MAY 27, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 5/26/2009	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: NA	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: San Francisco Unified School District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 946000416	* c. Organizational DUNS: 041320532	
d. Address:		
* Street1:	555 Franklin Ave.	
Street2:		
* City:	San Francisco	
County:		
State:	CA	
Province:		
* Country:	USA	
* Zip / Postal Code:	94102	
e. Organizational Unit:		
Department Name: Academics and Professional Development	Division Name: Multilingual Education / World Languages	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	* First Name:	Margaret
Middle Name:		

* Last Name: Peterson

Suffix:

Title: Program Administrator

Organizational Affiliation:

21st Century Learning and Accountability in Academics and Professional Development

* Telephone
Number:

(415)355-7628

Fax Number:

(415)355-7611

* Email: PETERSONM@SFUSD.EDU

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Educational Agency

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.293A

CFDA Title:

Foreign Language assistance Program Local Educational Agencies with Institutions of Higher Education

*** 12. Funding Opportunity Number:**

042109-001

Title:

Foreign Language assistance Program Local Educational Agencies with Institutions of Higher Education

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

* 15. Descriptive Title of Applicant's Project:

Critical Language Initiative Project

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: Nancy Pelosi

* b. Program/Project: CA-08

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 8/20/2009

* b. End Date: 6/30/2014

18. Estimated Funding (\$):

a. Federal	\$ 300000
b. Applicant	\$ (b)(4)
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Carlos

Middle Name:

* Last Name: Garcia

Suffix:

Title: Superintendent

* Telephone Number: (415)241-6121 Fax Number: (415)241-6012

* Email: CARLOSGARCIA@SFUSD.EDU

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Carlos Garcia
Title: Superintendent
Date Submitted: 05/25/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: San Francisco Unified School District Address: 555 Franklin St. City: San Francisco State: CA Zip Code + 4: 94102-4456 Congressional District, if known: 08	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: FLAP-LEA-IHE CFDA Number, if applicable: 84.293A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Carlos Garcia Title: Superintendent Applicant: San Francisco Unified School District Date: 05/25/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.**

Applicants should use this section to address the GEPA provision.

Attachment:

Title : FLAP GEPA_SFUSD

File : C:\Documents and Settings\choik\Desktop\FLAP GEPA.doc

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Foreign Language Assistance Program – Local Education Agency
With Institutions of Higher Education

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Narrative Response to GEPA 427

Foreign Language Assistance Program (FLAP) San Francisco Unified School District (SFUSD)

*Proposal to 84.215, US Dept. of Education, Fund for the Improvement of Education
March 2009*

A description of the steps SFUSD proposes to take to ensure equitable access to, and participation in, its federally-assisted FLAP program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: *gender, race, national origin, color, disability, or age*. Based on local circumstances identify potential barriers and develop a plan to remediate.

All SFUSD education programs, activities, and employment practices are conducted without regard to race, color, creed, national origin, age, sex, sexual orientation, gender identity, or handicapping conditions in terms of non-discrimination. All SFUSD schools provide for wheelchair access and can accommodate individuals with other physical disabilities. The lack of English skills will not be a barrier to admission and participation in any program.

SFUSD will take the following steps to ensure equitable access to and participation in the FLAP program grant for students, teachers, and other beneficiaries with special needs:

- o Program design considers the specific needs of all populations, particularly students and family members whose first language is other than English. As determined by the SF Board of Education, SFUSD policies require the translation of all parent communications into the 3 languages predominant in SF (currently English, Spanish, Chinese). SFUSD has an existing workgroup, operated by the SFUSD Office of Parent Relations and Translation Unit, to ensure that all parents/caregivers with Limited/Non English Proficiency have full access to parent/caregiver information. The workgroup includes SFUSD staff along with representatives from multiethnic parent advocacy and community groups. Through FLAP,

this workgroup will also be charged with ensuring that non-English speakers have full access to information on SFUSD immersion and FLES/World Language programs. In addition, through FLAP, each school's EPC Coordinator and EPC will be charged with ensuring that the Site-Specific EOP is in compliance with district policies and identifies the language needs and resources for its student and family population

- FLAP has included alternative, charter, and private schools in the planning process, as well as others who are involved with children before and after school.
- Outreach will be conducted to community-based organizations representing diverse cultural of the SF community and in order to include these groups in planning and implementation.
- Technical assistance/professional development will be provided to site-based general education staff, special education teachers/staff, and private schools on immersion and FLES/world language programs.
- Professional development and parent education will be presented based upon research-based strategies for using multiple modalities for effective training delivery.
- Surveys will be conducted prior to professional development including administrators, teachers, staff, and parents to ensure that topics of need/interest are included.
- All students within the prescribed schools will have access to the FLAP program's information, education, equipment, and resources.

Abstract

The San Francisco Unified School District proposes to become the first district in the nation to ensure that every one of our more than 55,000 plus students will graduate bilingual, biliterate with intercultural competency. SFUSD lays out the visionary *Multilingual Master Plan* to accomplish this goal. Within this framework is the *Critical Language Initiative Project (CLIP)*, specifically focused on how to systematically transform Chinese, Japanese, Korean, and Russian programs into coherent, powerful, district-wide, clearly articulated K-12 programs that prepare students for upper division university language courses.

In partnership with San Francisco State University and Stanford University, we will build K-16 critical language pathways for our students, offer specialized training for our faculty, and create a pipeline for critical language teachers to come back to SFUSD. We need Foreign Language Assistance Program (FLAP) support to make this vision a reality.

At the end of five years, the total enrollment in critical language programs will be an estimated 4,300 students, an increase of 2,650 from the current enrollment. We will have also dramatically increased the cumulative number of instructional minutes per week for each critical language. In Year One, there will be an increase to 10,000 instructional minutes; in Year Two, an increase to 20,145 minutes; in Year Three, an increase to 30,505 minutes; in Year Four, an increase to 39,410; and in Year Five, a total cumulative increase to 43,205 instructional minutes.

To sustain and support the proposed model, *CLIP* establishes four goals:

One) Students will demonstrate ACTFL pre-advanced/advanced levels of proficiency in the immersion pathway for Chinese and Korean; and ACTFL intermediate mid/high in the FLES/world language pathway for Japanese and Russian; earn the *Seal of Biliteracy*; and qualify for upper division language courses at partnering universities;

Two) Students will have access to enroll in a rigorous K-16 two-way immersion or content-based FLES/world language pathway in critical languages that are designed to systematically move students into higher levels of language proficiency;

Three) Students will have access to highly qualified teachers of Chinese, Japanese, Korean, or Russian as a result of these teachers receiving sustained professional development, coaching, and mentoring in partnership with Stanford and SFSU;

Four) The project will develop an accountability plan for district administrators, teachers and other stakeholders to deliver these programs to and incorporate meaningful participation of students, families, and the community.

As a result of *CLIP*, San Francisco will have rigorous K-16 pathways in Chinese, Japanese, Korean, and Russian, providing students an articulated sequence of instruction that will prepare them to attain superior proficiency by the time they graduate from university. *CLIP* outcomes will include: sequential, standards-aligned curricula starting in Kindergarten with embedded assessments for each language; on-going and sustained professional development for teachers supported by SFSU and Stanford University; longitudinal research study conducted by SFSU documenting student achievement, linguistic and intercultural performance; and an accountability plan to hold the district accountable to all stakeholders.

Project Director: Margaret Peterson, 415-355-7628, PetersonM@sfusd.edu

SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SFUSD)

**Foreign Language Assistance Program – Local Education Agency with
Institutions of Higher Education**

Critical Language Initiative Project (CLIP) Abstract

Program Type, Languages and Schools Served:

Program Type	NEW Chinese Immersion	Korean Immersion	Japanese FLES/WL	Russian FLES/WL
Elementary Schools	Jose Orega Starr King <u>De Avila</u>	Claire Lilienthal	Clarendon Rosa Parks	Argonne <u>Diane Feinstein</u>
Middle Schools	Hoover Marina <u>Site TBD</u>	<u>Claire Lilienthal</u>	Hoover Presidio <u>Site TBD</u>	<u>Site TBD</u>
High Schools	Galileo <u>Site TBD</u>	Lowell HS <u>Site TBD</u>	Lincoln Lowell Washington <u>Site TBD</u>	SOTA <u>Site TBD</u>
TOTAL Enrollment In 2014	1,050	250	1,990	1,010

Note: Underline indicates schools where new programs will be established.

Grade Levels: K-12, building elementary programs one year at a time and establishing new middle and high school programs to be articulated with elementary.

Students Served: At the end of five years, Chinese immersion programs grades K-7 will be in place, enrolling 1,050 students. A Korean immersion program will be implemented through grade 10, enrolling 250 students. World Language instruction in Japanese will extend through grade 12, enrolling 1,990 students. A Russian World Language program will be provided through grade 6, enrolling 1,010 students. The total enrollment in critical language programs will be an estimated 4,300 students, an increase of 2,650 from the current enrollment.

Project will support foreign language learning during the traditional school day.

No waiver of matching cost requested.

Partners: IHE – Stanford University and San Francisco State University;
Consulates – Chinese, Japanese, Korean, and Russian Consulates;
Parent Groups – San Francisco Advocates for Multilingual Education;
Mandarin Immersion Parents Council

(a) Need for Project

The San Francisco Unified School District (SFUSD) boldly proposes to become the first district in the nation to ensure that every one of our 55,000 plus students graduate with proficiency in at least two languages. Given the diversity of our student population, 41% of whom are Asian, this goal is not just ambitious, it is our moral responsibility. **Right now, we must take the necessary steps to improve and expand critical Chinese, Japanese, Korean, and Russian programs, with full K-16 standards-based articulation, high-quality teaching, high student expectation and assessment, and program accountability.** In partnership with San Francisco State University (SFSU) and Stanford University, we will build K-16 critical language pathways for our students, offer specialized training for our faculty, and create a pipeline for critical language teachers to come back to SFUSD. We need Foreign Language Assistance Program (FLAP) support to make this vision a reality.

The time is now. We are in an era in which our students will take their places in a global society. The major challenges facing our world today are international in scope, including global warming, environmental degradation, pandemic diseases, energy and water shortages, weapons proliferation and terrorism. Solutions require international cooperation, and people the skills to participate in dialogue and work across cultures and languages. According to the Committee for Economic Development (2006), U.S. corporations need employees who are bilingual, biliterate with intercultural competency. To prepare our students for these challenges, we must help them learn critical languages, develop respect for other cultures, and build their knowledge of the world geography, history, and the contemporary contexts in which these languages are used. The vision of preparing students to participate in a multilingual global society is fully supported and approved by the SFUSD Board of Education through the district vision and strategic plan.

The place is here. San Francisco, gateway to the Pacific Rim, is one of the most diverse cities in the world. It has an enduring place in the history of language education in the United States. Thirty-five years ago, Chinese parents of English Learners set in motion what became the groundbreaking *Lau v. Nichols* Supreme Court decision that laid the foundation for bilingual programs nationwide. SFUSD is home to one of the very earliest Dual Language Immersion programs, which has inspired many others. Now, the district has a broad set of FLES, immersion, dual immersion and bilingual programs engaging students K-12 in language study.

Identifying problems. We have much work ahead of us to reach the goal of providing all of our students the opportunity to develop high levels of literacy in two or more languages. The current reality of foreign language programs in the district falls short of the expectations to graduate every student bilingual / biliterate. Most strikingly, the language programs that do exist are often isolated and unevenly implemented. Communication and articulation between programs and among elementary, middle and high school teachers is severely lacking. Moreover, the current dearth of middle school foreign language programs makes vertical articulation impossible.

Seeking solutions. In December 2006, the Board of Education formalized their commitment to multilingualism with a historic resolution, *Preparing All Students for a Multilingual / Multicultural World*. This resolution called for taking full advantage of the rich “linguistic and cultural diversity and assets” of San Francisco to provide the opportunity for every student, kindergarten through twelfth grade, to become multilingual and multicultural and to graduate with proficiency in English and at least one other language.

To guide the district towards implementation of this resolution, the Superintendent appointed an eighteen member Blue Ribbon Task Force (BRTF) to conduct a one-year study to determine

current conditions and the feasibility of implementing this initiative in an “orderly, year-by-year phase-in fashion.” In April 2008, the BRTF on Multilingual Education presented a *Report to the Board* identifying a number of deficiencies in our language programs and proposing recommendations for planning and implementing more coherent language pathways. Five of these recommendations provide the impetus for our proposal:

1. We must establish more FLES programs and expand existing immersion programs.
2. We must articulate Two-Way Immersion and FLES/WL programs K-16.
3. We must partner with universities to recruit, train, and mentor multilingual teachers.
4. We must develop and deliver a comprehensive parent education program.
5. We must partner with university researchers to evaluate our programs.

SFUSD responds. To carry out the board resolution and the district vision for student success, SFUSD has developed the *Multilingual Master Plan*, a visionary framework for a comprehensive language policy that identifies strategies that will enable all students to develop superior levels of language proficiencies in articulated K-16 pathways in partnership with local universities. Within the *Master Plan* is the *Critical Language Initiative Project (CLIP)*, specifically focused on how to systematically transform Chinese, Japanese, Korean, and Russian programs into coherent, powerful, district-wide, clearly articulated K-12 programs that prepare students for upper division university language courses.

Current Conditions. Of the 55,091 SFUSD students, 17,547 are of Chinese heritage, 533 of Japanese heritage, 419 of Korean heritage, and 629 of Russian heritage. Our district has made a commitment to create programs through which the languages and cultures our students bring into the schools are valued and understood as a rich resource for individuals and for our society. The

CLIP model enables us to honor and to serve these heritage learners helping them reach superior levels of proficiency in their home language by the time they graduate from university.

SFUSD has two long-standing Chinese immersion programs. In 2006, the district began two new Chinese programs (K-2) and next year will begin another in grades K-1. One Korean immersion K-5, two Japanese FLES K-5, and one Russian FLES K-1 programs are offered. In middle school, we provide two Chinese immersion programs, two Japanese programs for limited grade levels, one Korean program that ends after 6th grade, and no Russian program. Only one high school offers Chinese immersion, three offer World Language programs in Japanese, one in Korean and one in Russian. It is quite clear that SFUSD needs to offer more critical language programs, particularly at middle and high school. Further, these programs must have clearly articulated curriculum with embedded benchmark assessments so that students are able to reach advanced proficiency on the ACTFL performance scale by 12th grade. Through our partnership with SFSU, students will attain superior proficiency by the time the graduate from university.

(b) Project Design

1. Research and Best Practices

The San Francisco Unified School District is committed to the belief that all students can and must develop high levels of proficiency in two or more languages. Our proposed *CLIP* will expand 15 and establish 10 new high-quality two-way immersion and content-based FLES/world language programs that can be replicated across the nation (See Appendix A). These program models are grounded in the most current research and best practices (Curtain & Dahlberg, 2003; Gizlow & Branaman, 2000; Howard & Sugarman, 2007). The program models have at their core: a long, articulated sequence of instruction beginning in kindergarten (Curtain & Dahlberg,

2003); standards-based curriculum (Gizlow & Branaman, 2000); transformative assessment (Popham, 2008); integration of content and language (Snow, 2005; Swain, 1996); deep and sustained professional development (Little, 2006); and pathways to continue study K-16.

Our proposed *CLIP* clearly addresses GPRA Objective 2. At the end of five years, three new Chinese two-way immersion programs in grades K-7 will be in place, enrolling 1,050 students. The Korean two-way immersion program will be expanded through grade 10, enrolling 250 students. World Language instruction in Japanese will extend through grade 12, enrolling 1,990 students. Two new Russian FLES programs will be provided through grade 6, enrolling 1,010 students. **Chart One** shows the total enrollment in critical language programs will be an estimated 4,300 students, an increase of 2,650 from the current enrollment. At the end of five years, we will have also dramatically increased the number of instructional minutes per week for each of the critical languages. As indicated in **Chart Two**, cumulative instructional minutes in the critical languages will increase as follows: in Year One, there will be an increase to 10,000 instructional minutes; in Year Two, an increase to 20,670 minutes; in Year Three, an increase to 30,130 minutes; in Year Four, an increase to 39,035; and in Year Five, a total cumulative increase to 43,830 instructional minutes.

Chart One: Student Numbers

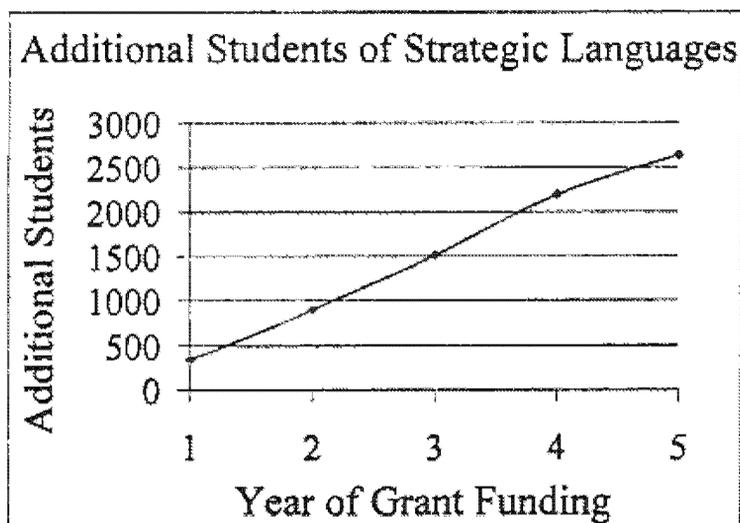
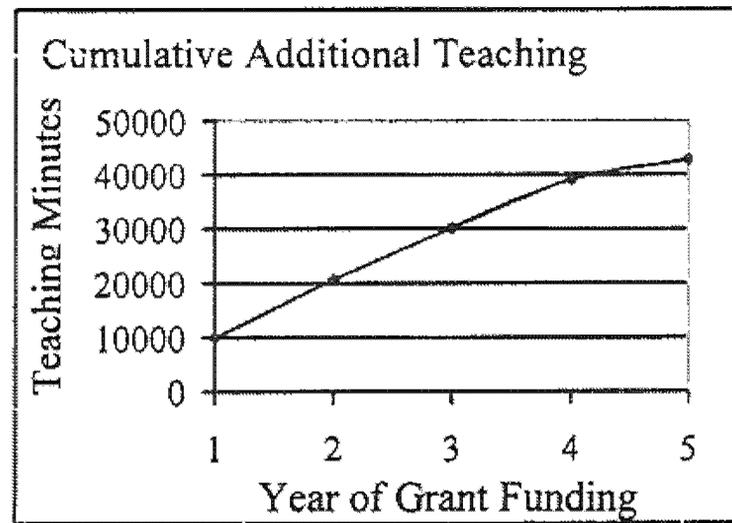


Chart Two: Teaching Minutes



Through partnerships with SFSU and Stanford University, *CLIP* will implement an extensive professional development model. For teacher training and development, we draw widely on the works of Shrum and Glisan; August and Shanahan; and Little who write extensively on second-language learning and professional development in learning-centered schools. “Research has shown that teachers who experience frequent, rich learning opportunities have in turn been helped to teach in more ambitious and effective ways” (Little, 2006). Each summer, teachers will attend Stanford University Bay Area Foreign Language Program (BAFLP) Summer Institutes that are grounded in research-based best practices, theory and methodology for second language acquisition and standards-aligned curriculum design (Competitive Priority #1).

In collaboration with SFSU, *CLIP* carefully plans and models professional development that employs effective instructional strategies such as flexible grouping and differentiated instruction (Tomlinson, 1999); integration of language and academic content (Snow, 2005; Swain, 1996); and cooperative learning (Slavin, 1995). August and Shanahan conclude that teachers report the most beneficial professional development from “hands-on practice with teaching techniques readily applicable in their classrooms, in-class demonstrations with their own or a colleague’s students, [and] personalized coaching” (August and Shanahan, 2006). In the *CLIP* model, not only will the teachers participate in the summer programs, they will also engage in job-embedded Professional Learning Communities (PLC) during common planning time and release days to develop and analyze benchmark assessments and undertake action research projects under the mentorship of SFSU professor, Dr. Hsiu-huei Domizio. PLCs focus on learning rather than teaching. Teachers work collaboratively and hold themselves accountable for results (DuFour, 2004).

2. Goals, Objectives, and Outcomes

To develop and sustain the proposed model, our proposed *CLIP* is organized around four key goals that are aligned with both the National Security Language Initiative (NSLI) and the District Strategic Plan for Student Success. The four project goals are:

One) Students will demonstrate ACTFL pre-advanced/advanced levels of proficiency in the critical language immersion pathway: Chinese and Korean; and ACTFL intermediate mid/high in critical FLES/world language pathway: Japanese and Russian;

Two) Students will have access to a rigorous K-16 two-way immersion or content-based FLES/world language pathway in critical languages that are designed to systematically move students into higher levels of language proficiency;

Three) Students will have access to highly qualified teachers of Japanese, Korean, Mandarin, or Russian as a result of these teachers receiving sustained professional development, coaching and mentoring in partnership with Stanford University and SFSU;

Four) The project will develop an accountability plan for district administrators, teachers and other stakeholders to deliver these programs to and incorporate meaningful participation of students, families, and the community.

In the final year of the project, the coordinator and SFSU research team will disseminate the longitudinal study conducted on *CLIP* and provide implementation tools for urban districts around the country at academic conferences and in foreign language journals.

Goal One, Objectives, and Performance Indicators (PI)

Goal One: Student Performance <i>Students will demonstrate academic achievement by reaching pre-advanced/advanced levels of proficiency in Chinese and Korean immersion programs; intermediate mid/high in Japanese and Russian FLES/world language programs as measured by locally developed benchmark assessments and national standard-based assessment tools.</i>	
<u>Objective 1.1</u> Linguistic proficiency	All students will demonstrate continuous and educationally significant growth in the three modes of communication: interpersonal, interpretive, and presentational.
PI 1.1 a	At least 75% of students will advance annually in all language modalities as measured by NOELLA, STAMP, and locally-developed benchmark assessments.
PI 1.1 b	At least 75% of students in grade 12 will score a 3 or higher on the AP language exam or equivalent for the strategic language studied.
<u>Objective 1.2</u> Intercultural Proficiency	Students will demonstrate continuous and educationally significant growth in intercultural proficiency as measured by locally-developed benchmark assessments and by LinguaFolio intercultural competency benchmarks.
PI 1.2 a	At least 90% of students will demonstrate growth in intercultural proficiency as measured by local benchmark assessments.
PI 1.2 b	Using the LinguaFolio as a measure, at least 90% of students will advance annually in intercultural proficiency.

Goal One: Student Performance

Students will demonstrate academic achievement by reaching pre-advanced/advanced levels of proficiency in Chinese and Korean immersion programs; intermediate mid/high in Japanese and Russian FLES/world language programs as measured by locally developed benchmark assessments and national standard-based assessment tools.

Objective 1.3 <i>Seal of Biliteracy</i>	Implement the <i>Seal of Biliteracy</i> as district policy to reward students for their progress on their pathway to bilingualism/biliteracy.
PI 1.3 a	At least 80% of students will meet specified requirements in FLES and Immersion programs and will receive “Pathway to Biliteracy” award upon completion of grades 5 and 8.
PI 1.3 b	At least 80% of students will meet specified requirement in high school World Language and Immersion programs will receive a “ <i>Seal of Biliteracy</i> ” award on their high school diploma when they graduate.
Objective 1.4 Research	Assess impact of participation in program on academic progress through quantitative, qualitative pilot and longitudinal research studies.
PI 1.4 a	In partnership with SFSU collect California Standards Test data on program and non-program students.
PI 1.4 b	Compare academic progress of participating students with non-immersion matched peers.

GPRA Objective 3 is addressed through the following measures. Locally developed benchmark assessments will be used, primarily as formative assessment tools, along with four nationally recognized on-line assessments to measure student gains in proficiency: National Online Early Language Learning Assessment (NOELLA), Standards-based Measurement of Proficiency (STAMP), LinguaFolio and Advanced Placement (AP) exams or the equivalent for languages in which the AP is not offered. The benefits of these on-line, standards-based assessments, described in Section (e) Project Evaluation, are multifold. Students can readily see their own proficiency gains; teachers can more efficiently gather data on student performance to inform instruction; and, the CLIP Project Accountability Team (PAT) can measure the success of locally developed benchmark assessments.

The Seal of Biliteracy is a recognized and cutting-edge concept that recognizes and translates student multiple-language proficiency into a functional statement of accomplishment for future employers and college admissions (Spiegel-Coleman, 2009). The guidelines for granting these awards are explained in detail in Section (e) Project Evaluation. Students graduating with a *Seal of Biliteracy* will automatically qualify for upper division language courses at local universities and the SFSU *Flagship Partner Program* as described on page 13.

In partnership with SFSU, researchers will conduct quantitative/qualitative pilot and longitudinal research studies that include matched subjects to immersion participants to assess impact of participation in program on academic progress, including both heritage learners and non-target language speaking students. Research results will be presented to key local stakeholder groups and at state and national conferences.

Goal Two, Objectives, and Performance Indicators (PI)

Goal Two: Curriculum, Assessment, and Expansion of Pathways <i>Students will have access to a rigorous K-16 two-way immersion or content-based FLES/World Language pathway in Chinese, Korean, Japanese, or Russian that is designed to systematically move students into higher levels of language proficiency.</i>	
Objective 2.1 Develop curriculum	Teachers will develop an articulated, standards-based two-way immersion curriculum for Chinese and Korean and content-based FLES/World Language curriculum for Japanese and Russian.
PI 2.1 a	A curriculum design team will develop specifications for curriculum products and resources in each target language.
PI 2.1 b	Teachers will develop an articulated curricular framework and thematic units that are aligned with national and state foreign language standards.
PI 2.1 c	Teachers will revise curriculum based on analysis of student work and teacher feedback through on-going PLC meetings.
Objective 2.2 Benchmarks	Teachers will work in articulation teams to develop benchmark assessments in each strategic language that will be aligned with and embedded in the new SFUSD curricula.
PI 2.2 a	Teachers will develop specifications and blueprints for benchmark assessments in each target language.
PI 2.2 b	Teachers will develop pilot benchmark assessments and analyze student data to revise benchmark assessments.

Goal Two: Curriculum, Assessment, and Expansion of Pathways

Students will have access to a rigorous K-16 two-way immersion or content-based FLES/World Language pathway in Chinese, Korean, Japanese, or Russian that is designed to systematically move students into higher levels of language proficiency.

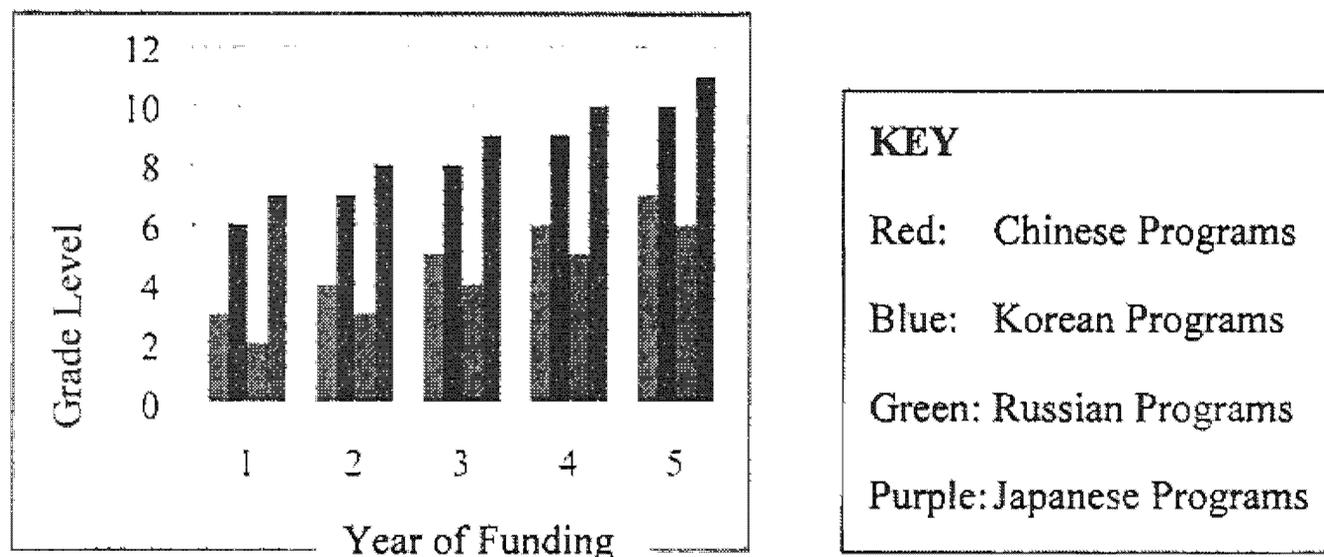
Objective 2.3 Expand pathways	Extend access to instructional pathways in Chinese, Korean, Russian, and Japanese K-16.
PI 2.3 a	The number of students studying the critical languages will increase by at least 10% each year.
PI 2.3 b	The number of instructional minutes for each critical language will increase by at least 10% each year.
PI 2.3 c	The number of students entering SFSU <i>Flagship Program</i> will increase by 10% each year.

SFUSD teachers will develop an articulated curricular framework in alignment with national and state foreign language standards during the first intensive summer institute that will be developed for implementation in 2010. Thematic units will be developed based on the curriculum, taught during the school year, and revised during the subsequent summer institutes. Teachers will meet in PLCs to analyze student work and revise curriculum.

Teachers will work in language-alike teams to develop benchmark assessments for each grade level as expanded annually. These assessments will be developed sequentially over the grant cycle. Teachers will use data from these assessments to revise instruction, monitor student proficiency gains, and help students develop their individual language study plans.

CLIP will address GPRA Objective 2 by extending access to instructional pathways in Chinese, Korean, Russian, and Japanese. We will expand 15 and establish 10 new high-quality two-way immersion and content-based FLES/world language programs (See Appendix A). We will increase both the number of students and instructional minutes by at least 10% each year over five years by initiating new programs, adding grade levels, adding classes, and recruiting more students into existing programs (See Appendix A for expansion details). Expansion will continue beyond the grant until all languages have complete, articulated K-12 pathways.

Chart Three: Expansion of Programs



SFUSD is working closely with SFSU to create a pathway for students to continue their language study at the university level. The Foreign Language Department at SFSU has been awarded a competitive Diffusion of Innovation grant from the National Security Education Program (NSEP), to establish the *Flagship Partner Program*. Under the direction of Dr. Charles Egan, the goal of this program is to assist students to achieve ACTFL superior language proficiency. The innovative curriculum combines intensive language instruction, mentoring by faculty, study abroad in Flagship Centers, internships, and culminating projects that produce graduates with superior-level language proficiency. Success will be measured by the increase in number of SFUSD students enrolling in the *Flagship Program*.

Goal Three, Objectives, and Performance Indicators (PI)

Goal Three: Professional Development for Highly Qualified Teachers <i>Students will have access to high quality instruction from teachers who receive sustained professional development and coaching to ensure the delivery of instruction that is aligned with best practices.</i>	
<u>Objective 3.1</u> Recruit teachers	Recruit highly qualified teachers of Japanese, Korean, Chinese and Russian to teach in the elementary, middle and high school Two-Way Immersion or Content-Based FLES/World Language pathways.
PI 3.1 a	In coordination with Human Resources, partner with SFSU and Stanford University, consulates, STARTALK and local organizations to recruit highly qualified teachers for strategic languages.
PI 3.1 b	Teachers will possess appropriate certification and proficiency levels in the strategic languages they teach.
<u>Objective 3.2</u> Sustained PD	Teachers will participate in on-going, sustained professional development to support the development of curriculum and benchmark assessments.
PI 3.2 a	Teacher teams from each strategic language will attend Stanford's Bay Area Foreign Language Program 40-hour Summer Institute each summer.
PI 3.2 b	Teachers from each critical language will meet bi-monthly in Professional Learning Communities (PLC) with a mentor from SFSU.
PI 3.2 c	Partner with consulates and organizations to provide authentic language learning opportunities through work, study abroad programs.

Because the critical language programs are growing by one grade each year at multiple sites, there is a constant need to hire new teachers over the next five years. In partnership with Human Resources, the Project Coordinator will create a timeline with specific action items to recruit Chinese, Japanese, Korean, and Russian teachers who are highly qualified and credentialed. The Board of Education has endorsed the College Board / Hanban Chinese Guest Teacher Program, and the district will apply to receive teachers from China next year. Meetings have been established with the Chinese, Japanese, Korean, and Russian consulates to recruit teachers.

In addition, *CLIP* is partnering with SFSU and Stanford University to recruit teacher candidates. These local universities offer strong MA and teacher credential programs for language teachers and place teacher candidates in SFUSD programs for field experience and student teaching. Additionally, the proposed *CLIP* will allow SFSU to implement a foreign language internship program whereby college students earn credit for working in SFUSD language classrooms on action research projects under the mentorship of SFSU professors. This internship will become an important pipeline for bringing new critical language teachers to the district.

A large body of research confirms that teachers deliver more innovative instruction resulting in higher levels of student achievement when they have access to *deep and sustained* professional development. In addition to recruiting and hiring highly qualified teachers, the project will provide teachers with intensive 40-hour summer institutes that are grounded in research-based best practices, theory and methodology for second language acquisition, assessment and curriculum design. To ensure that professional development provides teachers with opportunities for active learning and impacts classroom practice, the summer institutes will be followed-up

with bi-monthly PLC meetings. The PLCs will be organized to develop benchmark assessments, conduct action research, and analyze student work to improve instruction. Professor Hsiu-huei Domizio of SFSU will serve as a mentor for the PLC action research projects so that student teachers and in-service teachers have opportunity for deep reflection and growth.

Finally, the Project Coordinator will partner with consulates and local organizations to provide teachers and students with authentic language learning opportunities through work / study abroad programs. For example, the Confucius Institute of SFSU offers priority acceptance to SFUSD applicants to the Chinese Bridge Delegation and Chinese Summer Study Abroad Program.

Goal Four, Objectives, and Performance Indicators (PI)

<p>Goal Four: Accountability to Families and Community</p> <p><i>District administrators and teachers will be accountable to students, families and community to prepare students for a multilingual, multicultural world as measured by parent outreach and surveys, student focus groups, and training for our Educational Placement Center counselors.</i></p>	
<p>Objective 4.1</p> <p>Family/Community Outreach</p>	<p>Hold outreach and educational meetings about two-way immersion and content-based FLES programs to inform parents of student outcomes and expectations.</p>
<p>PI 4.1 a</p>	<p>Increase the number of parents and community members who will attend annual Language Learning Nights and district-sponsored community events by 10 % in each year of the grant.</p>

PI 4.1 b	Involve parents and native-speaking community members as strategic partners through participation in language and cultural programs at school sites and at the district level to promote two-way learning.
PI 4.1 c	Provide promotional and information on programs in the target languages as well as English and other languages represented in the district to increase outreach and awareness of program options.
PI 4.1 d	Involve students in programmatic planning by convening semi-annual student focus groups for each critical language and pathway.
<u>Objective 4.2</u> Train EPC / Counselors	Train counselors and Education Placement Center (EPC) staff for proper placement of students and language pathway articulation when advancing from elementary to middle to high school.
PI 4.2 a	EPC staff and counselors will attend training sessions regarding appropriate testing and placement of students into two-way immersion and content-based FLES language pathway programs.
PI 4.2 b	Place and monitor students to ensure ability to continue in a language pathway when advancing from elementary to middle to high school.

In order to accomplish the fourth goal, the *CLIP* Coordinator will work closely with the SFSU and Stanford University to develop an extensive parent outreach program, host annual informational Language Learning Nights, and collect data through parent and student surveys. Parents and community members will attend annual Language Learning Nights and district sponsored community events to learn about program expectations and student outcomes. Parents and native-speaking community members will be involved as strategic partners through

participation in language and cultural programs at school sites to promote two-way learning. Regular feedback will be collected via semi-annual surveys. Student voice will play a vital role in programmatic planning by convening semi-annual student focus groups for each strategic language and pathway. Taking into account student feedback, teachers and administrators will ensure high achieving and joyful learning of the strategic languages and cultures. The percentage of students and families rating teachers, principals, and schools as effective and supportive of their language achievement will be used as a measure of success.

Furthermore, the Project Coordinator and content specialists will hold training sessions for Educational Placement Center (EPC) staff and secondary counselors to elucidate the critical language articulation plan and provide guidance for proper student testing and placement when advancing through language pathways. Students in the critical language programs will be monitored through the district's Student Information System to confirm and ensure they are able to continue in the critical language pathway K-12. The percentage of families rating EPC counselors as responsive and supportive of ensuring placement in language programs will be used as one measure of success. Another measure of project success will be the percentage of students who complete the K-12 pathway in a critical language.

3. Implementation, Evaluation, and Dissemination

With project support, *CLIP* will develop a comprehensive, cohesive curriculum, including benchmark assessments that are aligned with the recently adopted California State Standards for Foreign Language Learning and the National Standards for Foreign Language Learning. *CLIP* will also implement the use of innovative, online assessments for evaluating student growth. Our ongoing partnership with local universities for professional development and coaching will support the implementation of the curricula and benchmark assessments developed by the

teachers in Chinese, Korean, Japanese, and Russian. These curricula and assessment tools will not only provide the district with critical information on the quality of student learning, it will also assist the district in evaluating the quality of its overall language programs in light of state and national standards by benchmarking local assessments against nationally accepted measures.

By the end of the five-year grant cycle, the project coordinator, content specialists, and teachers in collaboration with professors and language pedagogues from Stanford University and SFSU will have developed and implemented a standards-based, articulated curricula for the targeted languages and created a pathway for students to continue their studies of these languages through post-secondary study. Students graduating from SFUSD with advanced proficiency in the strategic languages will receive a *Seal of Biliteracy* on their high school diplomas and will have the degree of proficiency necessary to succeed in university level courses at the 300 (third year) level or higher. Students who enroll in SFSU *Flagship Partner Program* will graduate with ACTFL superior language proficiency.

The Project Accountability Team (PAT) composed of the Project Director, Project Coordinator, Content Specialists, Teacher Leaders, and University Partners, will make annual presentations at the American Council on the Teaching of Foreign Languages (ACTFL) national conference. By the final year, the PAT will present the results of a systematic accountability study that is formative and summative in nature to provide organizational, pedagogical, and capacity-building advice to districts around the nation who are interested in replicating this project.

4. Building Capacity

By simultaneously expanding critical language programs K-12, creating pathways for students to continue 13-16, and developing standards-based curricula with embedded assessments, the *CLIP* model will be sustained far beyond the funding period. The Superintendent and Board of Education are committed to the vision of multilingualism for all SFUSD students. The *Multilingual Master Plan* lays out the long-term policy and the map for achieving the vision by 2019. District administrators, teachers, and parents are excited to put the plan into action and have already begun much of the hard work. Foreign Language Assistance Program (FLAP) funds will provide the essential seed money to strengthen and to expand critical language programs in SFUSD. As evidenced by the long history of language programs, the district is committed to continuing to expand the critical language programs beyond the funding period.

5. Connections with Community and Organizations

The two most important community connections are the partnerships with local universities, Stanford University and SFSU, and the partnerships with parent organizations. The collaboration with **Stanford University** School of Education will play an integral role in achieving objective (3.2) Professional development. The Bay Area Foreign Language Program will host the 40-hour Intensive Summer Institutes and deliver cutting-edge research and best practice-based professional development for our critical language teachers. The partnership with SFSU will help us achieve three objectives: (1.3) *Seal of Biliteracy*; (1.4) Research study; and (3.1) Recruit teachers. First, SFSU will recognize the *Seal of Biliteracy* and place incoming freshmen in the *Flagship Partner Program* so that students will be on a pathway to gain ACTFL superior levels of proficiency. Next, SFSU researchers will conduct a qualitative and quantitative study to examine the academic achievement of students participating in critical language programs as

compared with non-program students. Finally, SFSU professors will serve as mentors to interns who are teaching and conducting action research in our critical language classrooms. These interns will become teachers for our critical language programs.

In addition to the partnership with local universities, SFUSD works closely with parent and community groups to nurture, sustain and expand language immersion programs. **San Francisco Advocates for Multilingual Excellence**, composed of parents with children in Chinese, Korean, Japanese and Russian language programs in SFUSD schools, actively work with the district to support immersion and world language programs by co-hosting events such as a screening of the film *Speaking in Tongues* about immersion students in SFUSD and an *Immersion Night for Parents* with Dr. Myriam Met. **Mandarin Immersion Parents Council**, a 100 plus member parent group, holds monthly meetings for parents covering various educational topics, including how to help with homework and research on immersion. The MIPC Middle School Task Force is working with SFUSD to select the middle school site for 2012, when the first Chinese immersion students will reach sixth grade. The MIPC also runs an electronic mailing list and blog to educate parents on issues crucial to their children's success and to provide support to district programs.

6. Literature Review of Methods to Ensure Success

The *CLIP* model is built on research and evidence-based best practices for curriculum development and articulation, teacher development and student assessment. The district keeps abreast of the latest research and literature on second language learning, program models and implementation through extensive reading of the most current literature, attending conferences, and consulting with researchers such as Dr. Myriam Met and Dr. Kathryn Lindholm-Leary. Effective immersion and world language programs have been well documented in the literature (Calderon & Minaya-Rowe, 2003; Curtain & Dahlberg, 2003; Fortune & Tedick, 2008; Freeman,

Freeman & Mercuri, 2005; Gizlow & Branaman, 2000; Howard & Sugarman, 2007; Howard, Sugarman & Christian, 2003; Lindholm-Leary, 2005; and Thomas & Collier, 2002).

After a thorough literature review, *Guiding Principles for Dual Language Education* (2007) was selected as the model for design, implementation, and evaluation of our programs. *Guiding Principals* proposes an extensive program assessment rubric: Assessment and Accountability; Curriculum; Instruction; Staff Quality and Professional Development; Program Structure; Family and Community; and Support and Resources. Each strand contains principles that support program success as measured by rubrics that identify a continuum from minimal to exemplary performance. These principles will be the yardstick by which program effectiveness is measured.

James Popham describes the importance of assessments to inform and initiate changes to instructional practice (Popham, 2008). As we articulate thoroughly in the Project Evaluation section, we are incorporating into our plan four of the best models for student performance assessment: NOELLA, STAMP, LinguaFolio, and the AP examination. To build our locally-developed benchmark assessments, we will be guided by the ACTFL Proficiency Guidelines as well as California and national standards for foreign language. In collaboration with SFSU, we will contribute to the literature our own study on program effectiveness and student achievement. For full references, see bibliography included on pages 33-35.

(c) Key Project Personnel

The Project Director, Margaret Peterson, is the SFUSD Program Administrator for Multilingual Education / World Languages in charge of overseeing all language programs in the district. She is currently developing and implementing the *Multilingual Master Plan* discussed in Section (a) Need for Project. She is a specialist in elementary and secondary world language programs,

curriculum development, and professional development program implementation. She holds a Bachelor of Arts in International Studies, a Master of Arts in Foreign Language Education and Japanese. She is credentialed to teach Japanese in grades K-12 and has 18 years of classroom experience. Ms. Peterson served on the state level committee that wrote the recently adopted *California World Language Standards for Kindergarten through Twelfth Grade*. She belongs to Association for Supervision and Curriculum Development (ASCD), American Council on the Teaching of Foreign Language (ACTFL), National Network for Early Language Learning (NNELL), National Association for District Supervisors of Foreign Languages (NADSFL), and California Language Teachers Association (CLTA).

The Project Coordinator, Ms. Helen Joe-Lew, is a specialist in elementary Chinese bilingual programs. She holds a Bachelor of Arts degree in Chinese Language and Culture and two Master of Arts degrees in Multicultural Education and Education Administration. She is credentialed to teach in Chinese bilingual classes, K-9. She has 10 years of teaching experience in bilingual, two-way immersion and high school world language classes and 25 years in centralized services working with multilingual programs. She is also supporting the Korean immersion program until the position for the Korean Content Specialist is filled.

The Content Specialist for Japanese, Ms. Akiyo Hirose, leads regional professional development seminars for FLES teachers. She is a 2nd grade teacher at Clarendon Elementary School in San Francisco, credentialed to teach Japanese K-12 and also holds a Multiple Subject credential. She is developing FLES curriculum and benchmarks. Ms. Hirose is the California Representative for the National Network for Language Learning (NNELL), and is a member of CLTA and ACTFL.

The Content Specialist for Russian, Ms. Mila Teper, holds a Bachelor of Arts degree in Teaching Russian Language and Literature and a Master in Education in Foreign Language Education, and a Multiple Subjects teaching credential. Her teaching experience consists of teaching Russian Language and Literature to native speakers of Russian, teaching Russian as a Foreign Language to students, Pre-K-8th grade. Ms. Teper is currently developing Russian language curriculum and teaches Russian to K-1 students at Argonne Elementary School.

The Content Specialist for Mandarin, Ms. Wendy Cheong, is the district content specialist for Chinese programs. She is currently in charge of curriculum development and teacher training for the Chinese Immersion Programs in SFUSD. She has been a Chinese bilingual and ELD teacher in K-3 classrooms for the past 15 years. Ms. Cheong holds a Bachelor of Science in Psychology and a Master of Science in Organizational Psychology. A National Board Certified Teacher, she holds a Multiple Subjects credential with emphasis in Mandarin, Cantonese, and Spanish.

Teachers with the following qualifications will be recruited for the critical language programs:

- Multiple subject teaching credential or single subject in critical language for secondary
- Advanced or higher critical language proficiency according to ACTFL rating scale
- Appropriate certification to teach critical language
- Knowledge of the latest methodology and pedagogy in second language acquisition
- Ability to differentiate instruction to meet student needs

Dr. Thomas Bye will serve as project evaluator. A former high school foreign language teacher, he holds a Ph.D. in linguistics from UCLA. He has served as an education specialist for assessment and evaluation with the National Origin Desegregation (“Lau”) Center; as director of bilingual education as well as director of curriculum for a local school district; and as adjunct

faculty at St. Mary's College. For the past ten years, he has served as a curriculum, assessment, and evaluation consultant, evaluating a number of special projects for the SFUSD and other Northern California school districts, including several innovative professional development initiatives. He is the author of several secondary ELD programs for national publishers and is currently consulting with the United Arab Emirates on language assessment issues.

(d) Project Management Plan

CLIP will have a management plan that includes within its scope of responsibility: the assessment of students; the extension of language programs to additional grade levels and sites; the development, piloting, and implementation of curriculum and benchmark assessments; the recruitment of qualified staff and professional development; and the creation of systems to ensure high levels of accountability at every level and within every stakeholder group.

Major tasks and milestones, which are outlined in **Chart Four** on page 28, are organized around the goals and objectives of the project. The Multilingual Education/World Language Department will manage the project. The Department is part of the 21st Century Learning and Accountability strand in the Academics and Professional Development (APD) Division of SFUSD.

A Project Accountability Team (PAT) will help plan and provide oversight for all project activities over the life of the project. PAT will include two administrators and teachers representing each language served by project; the Senior Executive Director of APD; native-speaking parents representing each language group; the project director and coordinator; the external evaluator; and representatives from each partnering IHE.

Margaret Peterson, Multilingual Education Program Administrator, will be responsible for managing overall implementation of the project. Ms. Peterson will oversee all project planning,

implementation, and evaluation activities; supervise content specialists; ensure joint planning and monitoring with other district departments and with principals; serve as liaison to IHE staff; provide budget and reporting oversight; and serve as liaison to the Superintendent's Cabinet.

Other project staff will include a Project Coordinator and four Content Specialists. The Project Coordinator will organize and oversee *CLIP* initiatives and activities; work collaboratively with principals to ensure that programs are implemented effectively; monitor day-to-day budget expenditures; and ensure that all reporting requirements are met. Each content specialist will facilitate curriculum and assessment development work for each language; provide support for implementation of professional development activities; and will serve as liaisons to teachers and other staff at each project site.

The development of curriculum and benchmarks assessments for each language will be conducted in cycles that are coordinated with the extension of each language program (Section b, Chart Three).

Major tasks during the first year of the project will include the extension of each language program in accordance with Chart Three; will develop basic specifications and blueprints for benchmark assessments; will gather baseline student assessment data and develop language-specific targets for students; will develop long-range curriculum blueprints; will develop or revise of curriculum in accordance with program extension targets. The project will recruit, hire and train additional teachers; will plan and organize the first summer institute; and will begin the formation of PLCs. Finally, project staff will form the Accountability Team; will plan and hold community outreach meetings; and will conduct family and students surveys.

During year two, the project will extend each language program in accordance with Chart Three; will begin the development of benchmark assessments; and will continue the development and/or

revision of curriculum. Teachers will continue to participate in PLCs and in summer institutes and the project will continue to hire and train additional teachers. The project will begin to evaluate student outcomes and will gather data related to the program impact study (Objective 1.4)

During years three and four, the project will continue to extend each language program; will continue the development, piloting, and revision of benchmark assessments in accordance with Chart Three; and will continue to develop and/or revise curriculum. Teachers will continue to participate in PLCs and in summer institutes and the project will continue to hire and train additional teachers. Selected teachers will participate in study abroad programs. Specialized training will be provided to EPC staff. The project will continue to evaluate student outcomes and will begin making *Seal of Biliteracy* awards.

During year five, the project will complete the extension of new programs and will fully implement new curriculum and the benchmark assessment system. Teachers will continue to participate in PLCs and in study abroad programs. A summative evaluation of project outcomes will be conducted and findings from the special research study will be reported. The district will continue to issue *Seal of Biliteracy* awards.

Chart Four: Summary Schedule of Goals and Milestones

Objective	Milestones to achieve Goals and Objectives	Year 1	Summer	Year 2	Summer	Year 3	Summer	Year 4	Summer	Year 5	Summer	Responsible
		09-10		10-11		11-12		12-13		13-14		
→ Goal 1: Student Performance												
1.1	Baseline assessment data	◆										Evaluator
1.2	Annual assessments			◆		◆		◆		◆		Evaluator
1.3	<i>Seal of Biliteracy</i>					◆		◆		◆		School Board
1.4	Research study			◆		◆		◆		◆		SFSU
→ Goal 2: Curriculum, Assessment, and Expansion of Pathways												
2.1	Develop/revise curriculum		◆	◆		◆	◆		◆	◆		Teachers
2.2	Develop/revise benchmarks	◆		◆	◆		◆	◆		◆		Design teams
2.3	Extend pathways			◆		◆		◆		◆		Project Director
→ Goal 3: Professional Development for Highly Qualified Teachers												
3.1	Recruit teachers	◆		◆		◆		◆		◆		Human Resources
3.2	Summer Institutes		◆		◆		◆		◆			Stanford
	PLC			◆		◆		◆		◆		SFSU
	Study / work abroad				◆		◆		◆			Consulates
→ Goal 4: Accountable to Families and Community												
4.1	Community outreach meetings	◆		◆		◆		◆		◆		Project Coordin.
	Family and student surveys	◆		◆		◆		◆		◆		Project Coordin.
4.2	Student focus groups	◆		◆		◆		◆		◆		Content Specialist
	EPC training											

(e) Project Evaluation

A formative and summative evaluation will be conducted to determine the impact of the project on project goals and objectives. The purposes of the evaluation will be (1) to determine the impact of project initiatives on student outcomes; (2) to describe the accomplishment of organizational goals, objectives, and performance indicators and evaluate their effectiveness; and (3) to identify implementation features and context factors that impact implementation for purposes of planning and decision making. The annual performance reports will serve as an important vehicle for shaping the project as implementation unfolds.

The evaluation will be organized around the goals, objectives and performance indicators identified in Section (b) Quality of the Project Design. It is important to note that *CLIP* objectives 1.1 and 1.2 for Goal One are aligned with GPRA Objective 3 and *CLIP* objective 2.3 is aligned with GPRA Objective 2.

The evaluation of student outcomes will include the use of both test and non-test measures:

1. **National Online Early Language Learning Assessment (NOELLA)** is a proficiency-based, standards-aligned online assessment tool for students in grades 3–6 who are learning Chinese, Japanese, or Korean. Developed by the Center for Applied Second Language Study at the University of Oregon, the NOELLA will enable us to evaluate student progress over time in oral language, reading, and writing and to identify both individual and group areas of strength and weakness.
2. **Standards-based Measurement of Proficiency (STAMP)** is a web-based assessment tool designed for grades 7–12. The STAMP assesses student performance in reading,

writing, and speaking along a scale from Novice-Low to Advanced. Proficiency levels are aligned with ACTFL Performance Guidelines. The STAMP is externally scored and provides individual student, class, and program reports.

3. **LinguaFolio** provides a suite of online tools that enable students to assess their own language development and cultural learning experiences. Tools include a passport, which enables the student to self-assess and document language learning; a biography; and a dossier, which enables the student to collect / present work products and performances.
4. **Locally-developed benchmark assessments** developed by project teachers will enable the district to evaluate proficiency in each target language. This work builds on existing assessment work that district Chinese and Korean immersion teachers have done in grades K-2. Benchmark assessments will be aligned with ACTFL Proficiency Guidelines through the superior level.
5. **AP Examination** allows students to earn college credit and advanced placement in Japanese and Chinese. Currently, Chinese and Japanese AP exams are offered online and students are tested on their listening, speaking, reading and writing skills. In 2008, 1,538 students took the Japanese AP exam and 4,311 students took the Chinese AP exam. The Project Coordinator will identify appropriate literacy assessments for Korean and Russian until those AP exams are developed and released. It is expected that at least 75% of the students taking the AP exam will score a 3 or higher.
6. ***Seal of Biliteracy*** – To reflect our commitment to bilingualism/biliteracy for every student, the district provides a series of awards to students who complete continuous language study at the end of grades 5, 8, and 12 and who score at the target level of

proficiency required, according to ACTFL Proficiency Guidelines. Students must also score Proficient or higher on the California Standards Test/English Language Arts.

The evaluation of organizational outcomes will be, in part, by the *Guiding Principles for Dual Language Education*. This document, which was developed by the Center for Applied Linguistics (2007), provides detailed descriptors (or rubrics) that will enable us to identify degree of implementation (from “minimal” to “exemplary”) in each of seven strands (assessment and accountability; curriculum; instruction; staffing and professional development; program structure; family and community; and support/resources). Key organizational goals and objectives for the project, which are stated in Section (b), are derived from these strands.

A variety of qualitative methods will be used to evaluate the impact of implementation of Goal Two (program extension and curriculum/assessment development). To evaluate extension of instructional programs (Objective 2.3), our external evaluator will observe classrooms using a project-adopted observation tool, will examine project documents, and will meet quarterly with teachers and other staff to assess the effectiveness of implementation. The evaluation of curriculum and assessment development will be embedded in piloting activities and in PLC processes. During phase 1 of the project, our external evaluator will work with district and IHE partners to develop a strategy and timeline for evaluating curriculum and assessment development (Objectives 2.1 and 2.2).

The evaluation of Goal Three (professional development) will utilize methods that include structured teacher reflection, participation in PLC meetings, and participant surveys. Specific evaluation questions will focus on changes in classroom practice and on impact on student

outcomes. During project start-up, our external evaluator will collaborate with project and IHE partners on the selection of an evaluation strategy for Goal Three.

The evaluation of Goal Four (accountability to parents and the community) will rely on the use of online surveys and participant feedback to assess the perceived impact of instructional services on students and the effectiveness of school/community collaboration and involvement.

As noted in Section (b), a special study will be conducted to compare the academic achievement of immersion students with peer-alike non-immersion students on the California Standards Tests of English language arts and mathematics. The achievement of these students will be examined over the five-year life of the project. CST data on program and non-program students will be disaggregated according to variables such as level of language proficiency at entry, various demographic indicators, including home language, attendance, and participation in GATE and special education. SPSS Multiple regression, ANOVA's and other correlational analyses will be used to identify the most significant factors affecting achievement.

Evaluation processes and products will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. All stakeholders will be involved at some level in project evaluation activities. During the start-up phase of the project, a *CLIP* Accountability Team will review project goals and activities to frame specific evaluation questions related to each goal and to provide input on evaluation procedures and tactics. The Team will meet twice annually and will examine student achievement data, discuss and monitor implementation, and frame recommendations intended to ensure continuous improvement.

Appendix A

Program Type, Languages and Schools Served:

Program Type	NEW Chinese Immersion	Korean Immersion	Japanese FLES/WL	Russian FLES/WL
Elementary Schools	Jose Orega Starr King <u>De Avila</u>	Claire Lilienthal	Clarendon Rosa Parks	Argonne <u>Diane Feinstein</u>
Middle Schools	Hoover Marina <u>Site TBD</u>	<u>Claire Lilienthal</u>	Hoover Presidio <u>Site TBD</u>	<u>Site TBD</u>
High Schools	Galileo <u>Site TBD</u>	Lowell HS <u>Site TBD</u>	Lincoln Lowell Washington <u>Site TBD</u>	SOTA <u>Site TBD</u>
TOTAL Enrollment In 2014	1,050	250	1,990	1,010

Note: Underline indicates schools where new programs will be established.

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