

SFUSD High School Language Pathways

Summary of Programs and FAQs

10/19/16

High School Dual Language Immersion Programs

The high school SDLP (Secondary Dual Language Programs) also offer two periods of language instruction in the target language.

Summary of Immersion High School Programs

Language	School	Target Classes
Spanish	O'Connell	9/10 House - Spanish 4/AP Spanish Language and Spanish Ethnic Studies/World History 11th - Spanish for Careers and an Internship in Spanish 12th - Spanish at CCSF and an internship in Spanish
Mandarin	Lincoln	9th - Biology and Mandarin 3H 10th - Physics or Geometry (TBD) and AP Chinese 11th and 12th - Mandarin at CCSF and exploring internship options
Cantonese	Galileo	9th - Algebra and Mandarin WL by level 10th - Geometry and Mandarin WL by level 11th - Service Internship and CCSF Mandarin 12th - Service Internship and CCSF Mandarin

Language Course Placement & General World Language Questions

- 1) Have students who participated in SDLP in 7th & 8th grade satisfied the graduation requirement?**
Students who complete 7th and 8th grade dual immersion with a grade of C or higher have already satisfied the HS and UC/CSU requirement for World Language. Successful completion* of the 7th grade Pathway Language Arts course of the Secondary Dual Language Pathway (SDLP) should have 10 credits of a **Language Other Than English (LOTE)** Year Two transferred to the high school transcript (SFUSD only); 8th grade transfers 10 credits of LOTE Year Three. In high school, SDLP students should enroll in LOTE for Year Four or native speaker Year Three. * *Successful completion of a course requires a grade of C or better.*
- 2) Students have been learning content in the Pathway language for 9 years. Why would the first high school course be Native Year 3 and not something more advanced?** If students place into AP language on the 8th grade World Language Assessment they are eligible to take AP in 9th grade; however, the general consensus of high school academic counselors is that students should wait to take Advanced Placement (AP) until 10th grade because students in 10th grade are eligible to receive an extra point on their GPA for AP courses.

- 3) **What is the college level expectation in language?** Colleges expect students to complete Year 2 of High School World Language and recommend Year 3. Students who are bilingual and biliterate generally demonstrate a proficiency level that is much higher than the equivalent of Year 3.
- 4) **Would Presidio 8th grade Japanese students satisfy World Language requirement in High School?** The Japanese Bilingual Bicultural Program (JBBP) in K-5 has allowed students multiple entrance points throughout elementary school. As a result, there is wide variance in students' proficiency levels. The district plans to administer a placement test in Japanese for 8th graders enrolled in JBBP. Students who place at Year 3 or higher would be eligible to use "Principal's Certification" of World Language Proficiency and could graduate without taking any additional World Language courses in high school. Students who are eligible via assessment to take Japanese 2a and 2b will satisfy the 20 credit language requirement with 5 credits per semester in 7th and 8th grades.
- 5) **Could students take a different world language in high school?** If students are admitted to a high school through the "General Education" program, they may choose to take the language of their choice, or may choose to take other courses instead of language.
- 6) **What languages are available in which high schools currently?** In 2016-17, the following languages are offered across the district: Cantonese, Filipino, French, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, and Spanish
- Academy of Arts and Sciences (Spanish)
 - Balboa (Filipino, French, Mandarin & Spanish)
 - Burton (French, Mandarin & Spanish)
 - Civic Center (Spanish)
 - Galileo (French, Mandarin & Spanish)
 - Independence (Chinese, French, Spanish)
 - International Studies Academy (Spanish)
 - June Jordan (Spanish)
 - Lincoln (French, Japanese, Mandarin & Spanish)
 - Lowell (French, Hebrew, Italian, Japanese, Korean, Latin, Mandarin & Spanish)
 - Marshall (Mandarin & Spanish)
 - Mission (Mandarin & Spanish)
 - O'Connell (Spanish)
 - School of the Arts (Italian & Spanish)
 - Wallenberg (Mandarin & Spanish)
 - Washington (French, Japanese, Mandarin & Spanish)
 - Wells (Spanish)
- 7) **What dual-enrollment language courses at City College of San Francisco are available to SFUSD students?** CCSF provides several options for students who place at a higher Mandarin level than what is available to them at their high schools. Courses include *Mandarin for Fluent Cantonese Speakers*, *Advanced Intermediate Mandarin for Non-Native Speakers*, and *Intermediate Mandarin for Bilingual Students*. Students take a CCSF placement test to determine the appropriate course. Incoming 9th graders who score at an Advanced Placement level on the SFUSD World Language Placement test are eligible to attend a CCSF information and application session in spring for the fall semester. For more information, please visit sfusd.edu/earlycollege.
- 8) **What is the Mandarin Flagship Program at SFSU?** Launched in 2009, the [SF State Chinese Flagship Program](http://www.sfsu.edu/chinese) is an initiative for undergraduate students seeking careers related to China and the

Chinese-speaking world. Through intensive language instruction and cultural training at SF State and overseas, we work closely with our students to facilitate mastery and application of the language for long-term success. [The Language Flagship](#) is a national effort to change the way Americans learn languages. Flagship offers language programs at schools across the United States for undergraduate students in critical languages such as Arabic, Chinese, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu.

- 9) Why do middle and high schools choose different content courses? Why isn't this standardized across schools?** Because each school community has slightly different course offerings and teachers credentialed to teach in a language other than English in different subject matters, the SDLP will also be unique to each school. In addition, the languages are different and may lend themselves to different subject matter or opportunities.
- 10) What is the benefit of offering different subject matter (e.g. history, math, science) in the Pathway language?** A student who graduates with a Seal of Biliteracy is expected to communicate effectively on a variety of topics; therefore, the study of different content in the pathway language demonstrates full mastery and literacy in the target language. It is likely that one teacher, who has a credential in a single subject matter, would teach for two years in the SDLP, so that students may have two years of a similar content. e.g., a history teacher may teach World History in 10th grade, then US History in 11th grade.
- 11) Is the content course + language course required all 4 years?** Students admitted to the school via the SDLP will be required to take all courses offered. Schools are asked to offer language through Advanced Placement and four years of content in the target language, which may include off-campus offerings. Only those courses offered on campus will be required.
- 12) What would be the 11th grade or 12th grade SDLP Language course?** If the school offers a course for the SDLP in 11th or 12th grade, it might be a standard course such as AP Spanish Literature or an advanced language developed specifically for SDLP. If the course is offered, students admitted through SDLP must take it. SFUSD has developed a relationship with CCSF to dually enroll students in advanced Mandarin courses. We are working on a similar agreement with CCSF's Spanish Language Department. It would be recommended but not mandatory to take this course if it is offered off-campus.
- 13) Does the cohort move together throughout the day?** Students will travel together for only two periods of the day. The other four periods students would mix with the other students at the school.
- 14) In Middle School, students either take Visual and Performing Arts (VAPA) or a Pathway Language course...is that the same in High School?** In High School, one year (10 credits) of VAPA is required for graduation, so students will still have access to VAPA. In High School, two years of World Language are required, so all students take World Language unless they are able to demonstrate proficiency without taking a course. SDLP students will take an advanced language course while other students may start in Year 1 of World Language. In other words, students participating in SDLP take similar course sequences as students in the General Education (GE).
- 15) Do students need to take language during "zero period" (before school) in order to take an elective?** No. Both the language and content course are designed to replace similar courses taken in 9th and 10th grade, but that are taught in English in the GE strand. The advantage of the pathway is

that whereas college-bound students who are not already bilingual upon entry to high school would likely attempt to take four years of world language, SDLP students may be able to meet this same level after only two years, which would free up their schedules for additional courses.

16) What Math or Science options or other electives will be available? SDLP students would have access to the same courses as other students.

17) In what scenarios might the SDLP conflict with other offerings? The SDLP courses are called “singletons.” This means each course is the ONLY course of its kind, or a singleton. In 9th grade, there are few singleton courses so SDLP students would generally be able to take the same courses as GE students. In 11th and 12th grade, there may be other singleton courses (e.g. AP Calculus, Biotechnology, special Career Academy course, etc.) which conflict with the SDLP courses for two reasons:

- a) The singleton may only be offered during one particular period. If a student wants to take two courses which are both offered during the same period, it would not be possible.
- b) The SDLP course may be a course such as World History, and the student may wish to enroll in AP World History instead. This would not be permitted as students would be required to take the Pathway Language course. [Please note that although students perceive that taking as many honors and AP classes as possible will increase their likelihood of college admission, it could be that their participation in SDLP is what makes their college application or their high school experience **unique**, and therefore their application more competitive to universities.

18) Can SDLP students participate in a high school academy? It depends on course offerings. Some HS academies start in 10th grade, others in 11th. The SDLP Language course singleton may or may not conflict with the Academy singletons (*often 3 singletons in a Academy sequence per year*). If the SDLP content course singleton is the same subject matter as the Academy content (*such as US History*), it could be that students will not be able to take any of the Academy courses, if the 3 course Academy sequence is required. It is also possible that the SDLP will become an “Academy.”

Specific questions regarding Cantonese SDLP

The goal of the K-5/K-8/6-8 Cantonese SDLP is to introduce Mandarin as a World Language in upper elementary/middle school. Unlike Cantonese, Mandarin would be only the study of language, and not core academic content in Mandarin. Over time, the goal is to help students become trilingual (English, Cantonese, Mandarin) and biliterate (written English and Chinese).

19) Do the Cantonese and Mandarin programs merge? The Cantonese SDLP does not merge with the Mandarin SDLP. However, students in the Cantonese SDLP will take Mandarin language as well as Cantonese content. Those who are Mandarin fluent may take the Mandarin assessment to determine eligibility for the Mandarin SDLP. If eligible, they could participate in the Mandarin SDLP.

20) Shouldn't the Cantonese SDLP language course at the high school be Mandarin? The Cantonese SDLP will enroll students in a Mandarin course for Cantonese speakers. Students will be taught to bridge their Cantonese to Mandarin, and are expected to gain Mandarin fluency more rapidly than a student who does not know Cantonese and written Chinese.

21) Could you better utilize BCLAD teachers if Mandarin and Cantonese Pathways were at the same site? The Cantonese SDLP language course would be taught using Cantonese to transfer Mandarin, with some students possessing beginning levels of Mandarin. The Mandarin SDLP language course

would be an advanced Mandarin course. The Cantonese SDLP content course would be taught in Cantonese; The Mandarin SDLP content course in Mandarin. If a BCLAD teacher has credentials for Mandarin and Cantonese, that person could teach the two distinct courses. The district has many more teachers with credentials in either Cantonese or Mandarin, and only a handful with both.

22) Why teach content in Cantonese? Given the research on the benefits of primary language development on the school/family connection, identity, second/third language acquisition, and language development in general, SFUSD has made a commitment to the development of the primary languages of our English Learners. Cantonese is the home or primary language of vast majority of the Chinese speakers in SFUSD in San Francisco, about 35% of our students speak Cantonese. Secondly, students who have been studying Cantonese continue to study content in Cantonese to support their biliteracy development and English language acquisition and critical thinking while they simultaneously add on the learning of introductory Mandarin, streamlining the trilingual process. It's important to note that Cantonese also enables students (including those of non-Cantonese backgrounds) participating in Dual Language programs to obtain the richness of Chinese culture and historic roots through the learning of traditional characters, which in turn facilitates development of Mandarin for all students. Students who learn Cantonese are much more likely to study and learn Mandarin, opening up opportunities to communicate in all parts of the Chinese world, including Taiwan, Hong Kong, and Chinese communities around the world that continue to use traditional characters. It therefore accelerates both the learning of English for our English learners and Mandarin for all students who have studied Cantonese.

Funding

23) How is SDLP funded? The biggest expense is the cost of the SDLP courses. Because the SDLP courses replace courses students would normally be taking in English, there should be no cost to offer the classes in the Pathway Language instead. If class size is lower than the usual 34-36 students, particularly as a pathway is expanding, then additional funds will be requested for the 'missing' students. Materials for the courses are another expense. Funds will be requested centrally to pay for materials during the expansion years. Professional Development may be provided and funded through the Multilingual Pathways Department in the Division of Curriculum & Instruction, or another source. Through the PEEF fund, the site receives an additional .2 FTE to provide a pathway prep and development period for the school.

24) Where would funding come from for content courses such as Geometry/History/Health? Again, students would be taking these content courses in English, so the SDLP courses would be a no-cost replacement.

25) Do singleton classes cost extra money? No, singleton courses which are a graduation requirement do not cost extra money. A singleton course which may be enrichment or other non-graduation requirement would be an additional cost.

Teachers

26) How will you find content course instructors? Schools with content teachers with BCLAD credentials were considered in site selection. As teacher vacancies arise, sites will be encouraged to hire content teachers with BCLAD credentials who could be part of SDLP.

27) How will teachers be supported to teach 3-4 different courses, a challenging teacher program?

Teachers will be able to participate in professional development to prepare them to teach the new courses. In some languages, it may be possible to offer more than 1 cohort of 34 students. This would help a teacher to teach two sections of the same subject. SDLP teachers may develop multi-year relationships with SDLP students which would be an added benefit. It is likely that the language and content teacher would be different teachers.

28) Language & content scheduling is challenging. How will SDLP have staff buy-in? Will site faculty be part of decision? Staff in the relevant departments will give input into how the SDLP will evolve at each school site.

Partnerships

29) What extensions to the SDLP may be available beyond the high school? SFUSD has established a relationship with CCSF for concurrent enrollment in advanced Mandarin language courses so that students may earn college credits. This program articulates to [San Francisco's State Flagship Program](#). It may be possible to establish enrichment partnerships such as summer travel.

30) Will the district support study abroad for 1-2 semester in the target language? Any time away from SFUSD would be subject to existing guidelines.

31) What about partnership with local universities to ensure staffing? The Human Resources and Multilingual Pathways Department work with local universities with teaching programs to give input to their teacher development programs as well as to recruit teachers to work in SFUSD.

Students Want to Drop SDLP Courses

32) If students are failing or have failed a SDLP course, could they opt out of the SDLP? If a student does not want to participate in SDLP for any reason, including failing a course, s/he may submit a new Enrollment Application and request the General Education at the same school or another school. Admission to the GE would be subject to the school assignment process and seats available. Other students may have applied to the GE at the school and were not admitted, so changes to program must go through the SDLP. To help students make an accurate assessment of their likelihood of success, a language assessment will be given in 8th grade, prior to submission of enrollment applications for 9th grade. Students should make informed decisions about participating in the SDLP.

33) If a student fails a content course taught in the Pathway language, what will his/her schedule look like? Such as Geometry or US History, does that mean they are not able to move on to Advanced Algebra or American Government? Students who fail an SDLP content course would be treated similarly to other high school students in terms of credit recovery. Examples include summer school, online learning and evening school, all dependent on grade level and offerings available at the school. Students may be also able to take the failed class during the school day, depending on availability. Students would continue to the next content course in the Pathway language, (unless the course has a sequential pre-requisite like Math). Similarly, a student who fails the SDLP language course may need to repeat the same language course, if student does not demonstrate sufficient proficiency to be successful in the more advanced language course. (Sometimes students are proficient but do not complete assignments, etc.) Courses such as history do not have a prerequisite such as passing the previous grade level course.

- 34) Could students admitted to the General Education take the SDLP language as an elective?** In general, the SDLP courses will be for the cohort of students who are admitted to the school via the SDLP. However, if spaces exist in any courses in high school, in general, students would be able to take those courses. Note: many schools do not have sufficient numbers to offer advanced/native speaker courses.
- 35) If a student fails an SDLP content area class, can s/he retake the class in English?** Currently credit recovery evening, summer or online courses will be offered only in English.

Materials

- 36) What resources/materials/textbooks are available in the Pathway language at the HS level?** For most advanced language courses, there are adopted and other identified texts which are already in use in the district. Materials and resources for content courses will be identified and purchased after sites confirm which subjects will be offered. Some languages will be easier than others to find appropriate materials. Common Core Algebra and Geometry have been translated into Chinese.

Enrollment Processes

- 37) Are all students eligible for the high school SDLP?** Students who participate in Language Pathways enter with a range of language abilities. Some students are able to fully develop all four domains (reading, writing, speaking and listening), while others may not produce as much oral language, etc. This dynamic is more acceptable in lower grades, but in upper grades, students may fail a course if they are unable to demonstrate mastery. For this reason, students entering High School Immersion programs must demonstrate eligibility on the 8th grade World Language Assessment with a passing score of 65% or higher.
- 38) Do students in pathway receive priority over those who test in?** Students in the pathway receive a priority for continuing in the pathway.
- 39) Will two cohorts be opened if more than 34 students apply?** It is not uncommon for some high school classes to have very large class size, so it may be possible to offer 1 large cohort. The decision to add cohorts will be discussed as application and enrollment patterns are examined.
- 40) If not in pathway, can students take a language assessment in order to enter the program?** If students are not currently in the Pathway, they may take a language assessment at the EPC to become eligible and apply, although this does not guarantee placement in the program.

General Dual Language Pathway Questions

- 41) How does SDLP have fidelity to model if only 2 hours offered?** In 6th grade and older, the Dual Language Immersion model is to offer at least two courses in the Pathway Language. The SDLP would then adhere to the program model.
- 42) What are the expectations coming out of 8th? What level should they be? Are students capable of handling content in target language?** Students will hopefully place into Native Language Year 3 for

9th grade, and then take and pass the Advanced Placement (if available) in 10th grade. In regards to content, students are expected to be able to handle a variety of subject matter in the Pathway language.

43) Do we have success stories from other HS Programs? District staff are in contact with High School “Immersion” programs elsewhere and have modeled the SDLP based on the success of those programs. As part of professional development, SFUSD teachers and staff are in communication with other successful programs around the country. District staff participates in a California Consortium on Secondary Dual Language Programs conducted by the Confucius Institute at UCLA.