

SFUSD Middle School School Language Pathways

Summary of Programs and FAQs

10/19/16

Background

SFUSD has a variety of language pathway models. The K-8 language pathways fall into two categories, with the following formal titles and languages.

Secondary Dual Language Pathway (SDLP)

Teach core academic content in the Pathway Language Grades 6-8 in Cantonese, Korean, Mandarin & Spanish. Students in the Biliteracy or Dual Language Immersion programs are eligible to apply to the Secondary Dual Language Pathways.

Biliteracy Grades K-5

- (1) Cantonese
- (2) Spanish

Dual Language Immersion (DLI) Grades K-5

- 1) Cantonese
- 2) Korean
- 3) Mandarin
- 4) Spanish

Foreign Language in Elementary Schools (FLES)

Teach a World Language including culture

- 1) Japanese Bilingual Bicultural Program (JBBP)
- 2) Filipino FLES
- 3) Italian FLES

Current Middle School Secondary Dual Language Pathway (SDLP)

Language	School	Classes taught in target language
Cantonese	Alice Fong Yu	6th grade - math, Cantonese LA, Accelerated Mandarin 7th grade - Cantonese LA, Accelerated Mandarin 8th grade - Cantonese LA, Accelerated Mandarin
	Hoover	6th grade - Cantonese SS, Accelerated Mandarin 7th grade - Cantonese SS, Accelerated Mandarin 8th grade - Cantonese SS, Accelerated Mandarin
	Roosevelt	6th grade - Cantonese math, Accelerated Mandarin 7th grade - Cantonese math, Accelerated Mandarin 8th grade - Cantonese math, Accelerated Mandarin
	Marina	6th grade - Cantonese SS, Accelerated Mandarin
Spanish	James Lick	6th grade - Spanish language arts/Spanish SS 7th grade - Spanish language arts/Spanish SS

	Hoover	8th grade - Spanish language arts/Spanish SS 6th grade - Spanish language arts/Spanish SS 7th grade - Spanish CASTL - Culture Art Spanish Technology and Literature/Spanish SS 8th grade - Spanish CASTL - Culture Art Spanish Technology and Literature /Spanish SS
	Buena Vista/Horace Mann	6th grade - Spanish language arts/Spanish SS 7th grade - Spanish language arts/Spanish SS 8th grade - Spanish language arts/Spanish SS
	Everett	6th grade - Spanish Non-fiction Studies 7th grade - Spanish Non-fiction Studies 8th grade - Spanish Non-fiction Studies
	Paul Revere	6th grade -Spanish Social Studies
Mandarin	Aptos	6th grade - Mandarin LA/Mandarin SS 7th grade - Mandarin LA/Mandarin SS 8th grade - Mandarin LA/Mandarin SS
Korean	Lilienthal	6th grade - Korean LA/Korean Math 7th grade - Korean LA/Korean Math 8th grade - Korean LA/Korean Math

Middle School World Language Programs

Language	School	Classes taught in target language
Japanese	Presidio	6th grade - One or two rotations of elective wheel 7th grade - Advanced and Beginning Japanese 8th grade - Advanced and Beginning Japanese
Filipino	Denman	TBD
Spanish World Language	James Lick	Grade 7 - Spanish 1a Grade 8 - Spanish 1b
	Willie Brown	Grade 7- Spanish 1a Grade 6/7 - Spanish for Native Speakers
	Marina	Grade 7 - Intro to Spanish
	Presidio	Grade 7 - Spanish 1a Grade 8- Spanish 1b

High School DLP Programs

The high school SDLP programs also offer two periods of language instruction in the target language.

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 World Language by level 10th - Geometry and Mandarin WL by level 11th - Service Internship and CCSF Mandarin 12th - Service Internship and CCSF Mandarin

Feeder School Implementation and Language Pathway Expansion

- 1) Will there be a seat for my child who is elementary school biliteracy or DLI program at his or her middle school feeder?** If the Secondary Dual Language Program (SDLP) is offered at the middle school feeder, then your child may apply for either the General Education, the SDLP program, or both, listed in the order of **preference**. Your child will receive a middle school tie-breaker for both programs and will be assigned **as seats are available**. There may not be available seats for all eligible students who apply to the SDLP program.
- 2) Why can't more seats be added to the program?** There are several factors that limit a site's ability to add additional sections to the language pathways, the most significant being staffing. Because we are experiencing a teacher shortage, the decision to pause SDLP expansion was made so that qualified personnel and potential new hires can staff existing programs.
- 3) Can my child, who is enrolled in a language program now, apply for a seat in SDLP at another school and will he/she receive a preference into that program?** Your child may apply for any other school or program (if they are eligible) but will receive a middle school preference only to the middle school feeder and not to the program at another school.
- 4) Why can't more existing BCLAD teachers be assigned to teach in immersion programs?** The decision to teach in a language pathway must be voluntary. If teachers are forced into teaching assignments that do not feel comfortable with, we compromise the quality of the program and its outcomes. Our belief is that students should be offered the best instructional program possible and, in some cases, this means offering instruction in English instead of the target language. The district is incentivizing bilingual assignments in hopes of internally recruiting qualified candidates.

Language Pathway Schedules and Courses

- 5) **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.
- 6) **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.
- 7) **Why can't my child take Visual and Performing Arts (VAPA)** Most middle schools have a 7-period day schedule that has room for English language arts, mathematics, social studies, science, P.E., lunch, and an elective. For SDLP students, the elective period is the target language English language arts class, or in the case of the Cantonese pathway, Accelerated Mandarin World Language.

General World Language Questions

- 8) **Have students who participated in SDLP in 7th & 8th grade satisfied the language requirement for high school graduation?** Students who complete 7th and 8th grade SDLP 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.*
- 9) **Students have been learning content in the Pathway language for 9 years. Why would the first high school course be Native Year 3 or Year 3 Honors 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, some high schools prefer 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.
- 10) **What are the expectations colleges have for high school world 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.
- 11) **Would Presidio 8th grade Japanese students satisfy World Language requirement in High School?** The 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" under "Methods" 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.

12) 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)

Specific questions regarding Cantonese SDLP

The goal of the Cantonese Dual Language Pathways 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).

- 13) 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.
- 14) 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.
- 15) 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.

- 16) 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. 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, as opposed to the a student who only learns simplified characters. It therefore accelerates both the learning of English for our English learners and Mandarin for all students who have studied Cantonese.

Funding

- 17) 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.
- 18) 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.

Teachers and Staffing

- 19) How will you find content course instructors?** Schools with content teachers that have BCLAD credentials were considered in site selection for staffing language pathway positions. As teacher vacancies arise, sites will be encouraged to hire content teachers with BCLAD credentials who could be part of SDLP. Due to the teacher shortage, finding teachers who have a single subject credential and BCLAD in desired language is becoming increasingly more difficult.
- 20) 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. Some SDLP teachers are supported with an extra PEEF-funded preparation period in middle school.

- 21) **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

- 22) **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.
- 23) **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

- 24) **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 EPC. Students should make informed decisions about participating in the SDLP.
- 25) **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.

Materials

- 26) **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

- 27) **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.
- 28) **Do students in pathway receive priority over those who test in from outside the pathway?** Students in the pathway receive a priority for continuing in the pathway.
- 29) **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

- 30) **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.
- 31) **What are the expectations coming out of 8th? What level should they be? Are students capable of handling content in target language?** The goal is for students to graduate at the Intermediate - Intermediate High level upon graduation from K-8 Dual-Language Immersion Programs. Students will hopefully place into Year 3 Honors or Native Language Year 3 or AP Language for 9th grade. In regards to content, students are expected to be able to handle a variety of subject matter in the Pathway language.
- 32) **Do we have success stories from other SDLP Programs?** District staff are in contact with Secondary 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.