



Santa Clara County
Office of Education

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County Superintendent of Schools

Educating for Global Competence: The Value of Multilingualism



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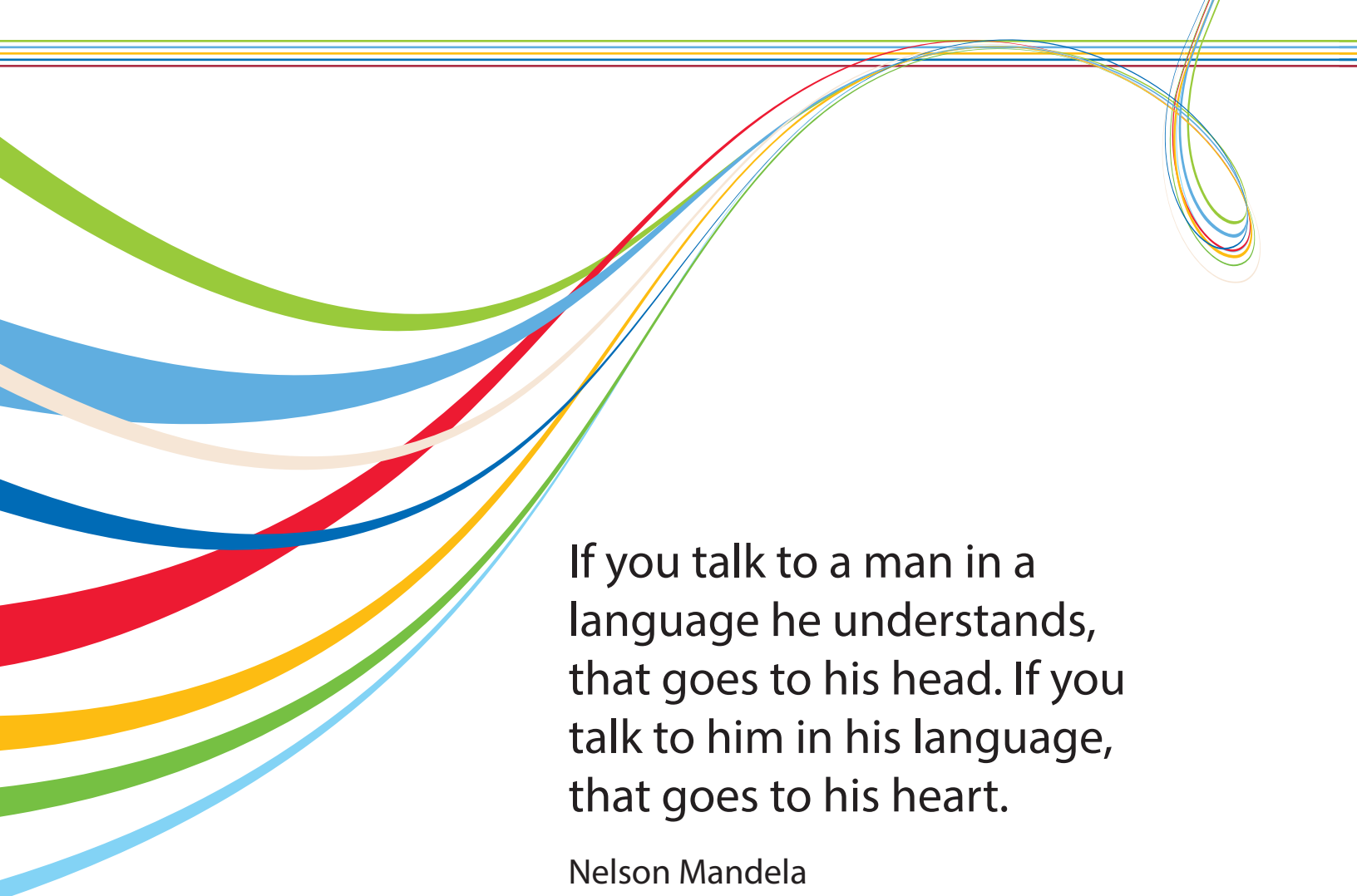
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For more information about the Biliteracy/World Languages Communications Toolkit,
visit <http://mes.sccoe.org/bwlct/>.

Table of Contents

Acknowledgments.	ii
Message from the Santa Clara County Superintendent of Schools	1
1. Why has the Santa Clara County Office of Education created the Biliteracy and World Languages Communications Toolkit?.	3
2. What is the toolkit?	4
3. What is the role of language in being globally competent?.	4
4. Why should students learn a second language?	5
5. What is the Seal of Biliteracy?.	6
6. What are Pathway Awards?	7
7. How can districts/schools establish Pathway Award programs?	8
8. What are the paths to reach biliteracy?.	9
9. What are the Pathway Awards criteria?.	9
10. What are the Seal of Biliteracy criteria?.	12
11. How do you communicate with the media about award programs and the value of multilingualism?	13
12. What resources are available?	14
Appendix A – Glossary of Terms	15
Appendix B – World Languages Taught in Immersion, Middle and High Schools in Santa Clara County 2016-17	16
Appendix C – Elementary School Pathway Oral Presentation Rubric	20
Appendix D – Middle School Pathway Oral Presentation Rubric	21
Appendix E – World Languages Proficiency Tests and Online Course Work Options	22



If you talk to a man in a
language he understands,
that goes to his head. If you
talk to him in his language,
that goes to his heart.

Nelson Mandela

Message from the County Superintendent

In the 21st century, biliteracy and multilingualism are essential to the global competence of our students.

Students today are far more connected to their peers around the world than at any other time in history. Accordingly, the Santa Clara County Office of Education (SCCOE) has committed itself to nurturing lifelong learners who will thrive in this ever-changing global economy.

Here at the SCCOE, the Multilingual Education Services program supports language and academic advancement for all students through its Seal of Biliteracy and Pathway Award programs. Instructional programs that promote the study of languages and cultures play a key role in eliminating the achievement gap for traditionally underserved students and provide better academic and social outcomes for all students.

Language programs support non-native English speakers as they continue to develop their native language while learning English, or even a third language. They also benefit native English speakers by encouraging them to learn a second or third language.

By awarding the Seal of Biliteracy to those individuals who have demonstrated proficiency in two or more languages, the SCCOE actively encourages students to develop and maintain multilingual skills, honor the diversity of world languages and cultures, and expand their worldview to recognize a multitude of perspectives.

The study of different languages and cultures enables students to collaborate with each other, think critically, exercise creativity and communicate confidently with their peers around the world. Students who are bilingual and multilingual will have a strong foundation for success in a variety of career paths and will contribute greatly to the vitality of the future economy.

The benefits provided by an education in language programs are infinite, and the SCCOE is dedicated to creating and promoting opportunities for all students to be successful in the acquisition of world language skills. Bilingual and multilingual students will have a distinct advantage in social, cultural and economic exchanges as they truly become global citizens.

I invite you to join me, the Santa Clara County Office of Education and our community partners in supporting our students' future success by creating more opportunities for language instruction in our schools and communities.

Respectfully,



County Superintendent of Schools



1. Why has the Santa Clara County Office of Education created the Biliteracy and World Languages Communications Toolkit?

The Santa Clara County Office of Education (SCCOE) is committed to serving, inspiring and promoting student and public school success. One of the SCCOE's three-year goals is to improve equitable education and reduce access discrepancies to high quality education for all students. To help address this goal, the SCCOE has developed a Communications Toolkit for building bilingual/biliteracy pathway awards and programs that promote the study of languages and cultures.

These programs have the potential to help eliminate the achievement gap for traditionally underserved students. All students, regardless of their language background, can succeed in learning another language and culture. Non-native English speaking students can benefit by maintaining and continuing development of their primary language while learning English or acquiring a third language. These programs will benefit native English speaking students by encouraging them to learn a second or third language in addition to developing academic literacy in English.

In the 21st century global society and economy, biliteracy and multilingualism, along with other distinct skills such as communication,

collaboration and critical thinking are crucial for global competence. Even though many educators understand the importance of promoting 21st century skills, intentional efforts are needed to offer students a range of opportunities that will build these essential skills. The SCCOE is committed to promoting and supporting opportunities for all students to acquire these skills by creating this communications toolkit.



“We should have EVERY CHILD speaking MORE THAN one language!”

— President Barack Obama

2. What is the toolkit?

The toolkit is a collection of resources including research, professional development modules, videos and online resources. These resources are designed for parents, teachers, administrators, school board members, community groups and business leaders who are interested in educating for global competence, establishing Pathway and Seal of Biliteracy Awards and expanding educational opportunities for all students.



3. What is the role of language in being globally competent?

The world for which we are preparing our students is quite different from the industrial world in which our schools were created. The education of our students is of critical importance so that they thrive and succeed in the 21st century global society and economy.

Children who are learning two languages and who have a familiarity with one or more cultures different from their own have the advantage of understanding the viewpoint of others and recognizing the importance of communicating effectively when tackling issues across the globe. The study of languages and cultures enables students to think more critically and creatively.

Global competence is the capacity and disposition to understand and act on issues of global significance.

Students' abilities to understand and adapt to a changing world are the foundation for global competence. According to the document, *Educating for Global Competence: Preparing Our Youth to Engage in the World*, published by the Council of Chief State Officers, EdSteps Initiative and Asia Society Partnership for Global Learning, there are four primary competencies that can be nurtured and developed through the learning process - investigating the world, recognizing perspectives, communicating ideas and taking action.

Each of these competencies is supported by engaging students in interdisciplinary topics or by emphasizing key curricular areas such as world languages, mathematics, English language arts, science, social studies and the arts.

Global Competencies in Action
21st century learners investigate important world issues, such as problems surrounding the use, distribution and drinkability of water today and in the future.

Globally competent students:

- Investigate the use of water in their community or part of the world
- Compare how different groups of people view water use and its distribution
- Communicate with others all over the globe while seeking solutions to the world's water problems
- Propose solutions and take actions to improve existing conditions
- Present solutions and actions to authentic audiences

4. Why should students learn a second language?

In order for all students to thrive and succeed in the 21st century, we must cultivate students' understanding of the complex, diverse and interdependent world in which they live. Learning a second or third language benefits a person in multiple ways.

Research shows that becoming bilingual has long-term cognitive, cultural and economic benefits. Enhanced working memory, mental or cognitive flexibility and protection from brain aging symptoms are some of the benefits of learning another language. Besides the self-fulfillment of knowing another language, being bilingual offers students the opportunity to develop relationships across cultures and provides economic opportunities in the future. Benefits can be seen for both non-native English speakers learning English as well as native English speakers learning a second or third language. Research from Early Edge California shows

Benefits of Second Language Learning

Academic Achievement

- Academic achievement in other subjects increased
- Higher academic levels on standardized tests achieved
- Skills transferred from one language to another
- Chances of college acceptance, achievement and attainment improved

Cognitive Ability

- Flexibility in thinking and problem solving ability enhanced
- Reasoning, multi-tasking and memory skills improved
- Age related mental decline such as Alzheimer's and dementia delayed

Language and Cultural Understanding

- Cultural awareness and competency enhanced
- Empathy for other groups across the world developed
- A more positive attitude developed toward the target second language and/or the speakers of that language
- Expansion of one's world view and cross cultural understanding
- Stronger understanding of one's native culture and language skills

Career Opportunities

- Career opportunities enhanced

Sources: American Council on the Teaching of Foreign Languages (ACTFL) and National Education Association (NEA)

that both native English and native Spanish speaking preschoolers who participated in dual-language programs outperformed their peers participating in English only programs. These students also had better outcomes later on, with lower high school dropout rates and increased performance relative to peers taught in an English only setting. Students in the United States will compete with students around the world, many of whom are receiving formal instruction in languages from a young age. Data from the U.S. Department of Education states that while 200 million Chinese students are studying English, only 24,000 American children study Chinese. At the same time, the majority of students participating in foreign language instruction study Spanish and French, with fewer than 1% of students studying languages such as Chinese, Hindi, Arabic, Japanese and Russian.

To be a leader in the globalized world, the United States needs diplomats, intelligence and foreign policy experts, politicians, military leaders, business leaders, scientists, physicians, entrepreneurs, managers, technicians, historians,

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

— Flora Lewis
American Journalist

Citizens Comfortable Conversing in a Second Language:

10%

10% native born U.S. citizens feel comfortable conversing in a language other than English

Source: 2010 U.S. Census

54%

54% of Europeans feel comfortable conversing in a second language

Source: European Commission, 2012

artists, and writers who are proficient in English and other languages. Knowing multiple languages opens additional career paths to employment and social opportunities. In addition to customary careers, knowledge of languages and cultures extends possibilities for employment to less traditional and more global careers. Language proficient individuals are employed in diplomacy, working to promote world peace, global business, health and education. These careers offer other bonuses as well, such as research, travel and problem solving. In addition to those advantages, being bilingual or multilingual leads to the ability to make greater contributions to a stronger, more dynamic nation and world.

“We want to raise our children so that they can take a sense of pleasure in both their own heritage and the diversity of others.”

— Fred Rogers

5. What is the Seal of Biliteracy?

The California Seal of Biliteracy is an award granted by the California State Superintendent of Public Instruction to eligible students who have met the criteria for demonstrating proficiency in one or more languages in addition to English by high school graduation. In addition to the State, districts and county offices of education also recognize students who meet the criteria established by each of these organizations.



Comprised of representatives from participating districts, the SCCOE's Seal of Biliteracy Consortium grants the Seal of Biliteracy to students who have studied and reached proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a statement of accomplishment for gaining competency in two or more languages, and it is viewed as an asset when applying for college admission.

In awarding the Seal of Biliteracy to graduating seniors who meet the requirements, the SCCOE seeks to:

- Encourage students to develop and maintain biliteracy and multilingual skills
- Recognize and honor our rich and diverse language assets
- Promote world language instruction in our schools
- Promote the development of language and cultural appreciation and cross-cultural understanding
- Encourage the development of dual language immersion programs, and world, native, and heritage language programs in schools
- Provide employers with a method of identifying people with language and biliteracy skills

6. What are Pathway Awards?

To encourage and support the study of languages, schools, districts and county offices have initiated a series of acknowledgments to encourage students to begin or continue the study of a second or third language.

Types of Awards:

Preschoolers may receive a participation award where they:

- Engage with books and print material in their primary and second languages
- Participate in meaningful oral language experiences in their primary and second languages
- Develop their primary and second languages with the support from school and home

Elementary students may earn either a Bilingual Service and Participation Award or Biliteracy Attainment Award at the end of elementary school.

Middle school students may earn either a Pursuit of Bilingualism Award or Biliteracy Attainment Award at the end of middle school.

High school students may earn the Seal of Biliteracy at the completion of high school.



“To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America’s continued global leadership will depend on our students’ abilities to interact with the world community both inside and outside our borders.”

— Committee for Economic Development

7. How can districts/schools establish Pathway Award programs?

For those schools and districts interested in establishing an award program, there are a series of steps that should occur. Below are some action steps that may help districts establish award programs.

1. Determine purpose of and commitment to award program
2. Survey stakeholders
3. Inform parents and community members, through meetings and newsletters, of the benefits of learning world languages and the Pathway Award programs
4. Establish a representative/advisory committee
 - clarify purpose and rationale
 - determine awards and levels
 - define criteria or adopt the SCCOE Seal of Biliteracy Consortium Criteria
 - draft board policy or resolution
5. Seek input on drafts of criteria and board policy/resolution from stakeholder groups
6. Present resolution for school board approval
7. Establish an outreach program
8. Develop evaluation rubrics and process to determine if students meet the award criteria
9. Create the process for identifying eligible students and district staff for implementing the award programs
10. Design and present awards
11. Establish budget to include testing costs, materials, monitoring costs, certificates and awards

For those districts interested in establishing a Memorandum of Understanding with the Santa Clara County Office of Education for the County Office Seal of Biliteracy or Pathway Awards, contact Yee Wan, Ed.D, Director, Multilingual Education Services, Santa Clara County Office of Education at yee_wan@sccoe.org or (408) 453-6825.

For those schools or districts interested in establishing their own award program, refer to the Resources section of the Biliteracy and World Languages Communications Toolkit at <http://mes.sccoe.org/bwlct/>.



“Discover languages, discover the world.”

— American Council on the Teaching of Foreign Languages

8. What are the paths to reach biliteracy?

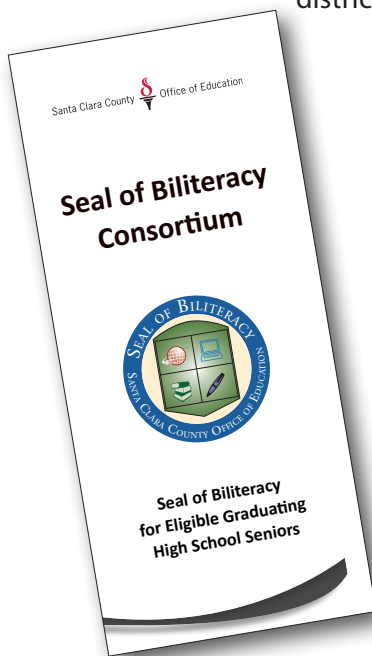
Opportunities for schools to design language programs in their schools

Multiple Paths to Multilingualism		
Foreign Language/World Language Study Programs		Dual Language Immersion Programs
K-6	6-12	K-12
Bilingual Programs (PreK-6)	Traditional world language classes in middle and high school	One-Way Immersion Two-Way Immersion
Foreign Language in Elementary School (FLES)	Spanish for Native Spanish Speakers	
Foreign Language Experience (FLEX)	Vietnamese for Native Vietnamese Speakers	
After school or weekend language programs	Study abroad	

Adapted from the World Language Plan, San Diego County Office of Education, 2012.

9. What are the Pathway Awards criteria?

The SCCOE's Seal of Biliteracy Consortium has thirteen member districts. Consortium members have created and adopted the Pathway Awards and the Seal of Biliteracy award criteria for their districts. Non-member schools and districts may choose some or all of these criteria or develop their own.



Elementary School Awards (Granted at the end of elementary school*)

Elementary school awards can be presented to students who are on the path to develop biliteracy (the “Bilingual Service and Participation Award”) or for attainment of a specified level of biliteracy (the “Biliteracy Attainment Award”).

(1) Elementary “Bilingual Service and Participation Award” (BSPA)

The intent of the Elementary School “Bilingual Service and Participation Award” (BSPA) is to encourage students along the path of bilingualism, and to place value on the continued use of two languages.

The criteria are:

- a. Attain age-appropriate proficiency in English Language Arts on the state testing system or local assessments.
- b. Be an English Only student, an I-FEP student (Initially Fluent English Proficient) or a Redesignated Fluent English Proficient student (RFEP – i.e. student formerly classified as English learner) or an EL student with a CELDT overall score of 4 or 5 in good academic standing.
- c. Complete 10 hours of community service using their target second language skills for translation in situations that do not require students to access confidential or private information about other students.
- d. Complete one of the portfolio requirements listed in 3 below (3a. 3b. 3c.).

(2) Elementary School “Biliteracy Attainment Award”

This award is designed to measure attainment of age-appropriate biliteracy for students who have been in Two-Way Bilingual Immersion, Dual Language or maintenance bilingual programs.

The criteria are:

- a. Earn a score of proficient or higher in English Language Arts on the state testing system or local assessments.
- b. Demonstrate proficiency in a language other than English (for example, on the California Standards-based Tests in Spanish (STS) score at the “Proficient” level or above, or on the Spanish LAS test score at level 4 or higher, or on the Aprenda test receive a sub-score in reading and language of 5 or higher, but with only one sub-score at a “5.”
- c. Be an English Only student, an I-FEP student (Initially Fluent English Proficient) or a Redesignated Fluent English Proficient student (RFEP – i.e. student formerly classified as English learner) or an EL student with a CELDT overall score of 4 or 5 in good academic standing.
- d. Complete two of the portfolio requirements listed in 3 below. (3a. 3b. 3c.).

(3) Elementary School Portfolio Requirements

- a. Write two essays, one in English and one in the target second language and receive a score of proficient or higher using the district’s writing rubric:
 - Prompt #1 in English: Write an opinion essay persuading or explaining why bilingualism is important to you personally, to your community and to the world.
 - Prompt #2 in the target second language: Write a personal narrative describing how you intend to use your bilingual skills in the future.
- b. Make an oral presentation in the target second language identifying five careers where bilingualism is important and explaining why and how bilingualism is a benefit in those careers. Receive an average score of “3” or above with no more than two areas receiving a score of “2” or below as the criteria for reaching proficiency in the Elementary Pathway Oral Presentation Rubric. (See Appendix C).
- c. Read ten books (at grade level) independently in English and ten books independently (at grade level) in a target language and maintain a reading log signed by teacher to verify the accomplishment.

* Grant awards at the end of elementary school, depending on the school’s grade level configuration.

Middle School Awards (Granted at the end of 8th grade)

Middle school awards can be presented to students on the path to biliteracy (the “Pursuit of Bilingualism Award”) or for attainment of a specified level of biliteracy (the “Biliteracy Attainment Award”).

(1) Middle School “Pursuit of Bilingualism Award”

This award is designed to reward engagement in pursuit of language skills in two or more languages, to affirm positive attitudes towards multilingualism and to validate use of multiple languages for all students. Requirements include:

- a. Participate in the study of a world language, for example world language classes at school, online language courses and afterschool or weekend language programs for one year.
- b. Earn a score of proficient or higher in English Language Arts on the state testing system.
- c. Be an English Only student, an I-FEP student (Initially Fluent English Proficient) or a Redesignated Fluent English Proficient student (RFEP – i.e. student formerly classified as English learner) or an EL student with a CELDT overall score of 4 or 5 in good academic standing.
- d. Complete requirement 3b of the Portfolio requirements below.

(2) Middle School “Biliteracy Attainment Award”

This award is designed to set a standard for high level biliteracy attainment for students in a Two-Way Bilingual Immersion or Dual Language program. All students, English Only and English learner, would have to meet the following performance standards. Requirements include:

- a. Earn a score of proficient or higher in English Language Arts on the state testing system.
- b. Earn a score of proficient on the California Standards-based Tests in Spanish (STS) or District Assessment of grade-level competency in a language other than English.
- c. Demonstrate proficiency in a language other than English (for example, on the Spanish LAS test score at a 6/8 or equivalent, or on the Aprenda test receive a sub-score in reading and language of 6.5 or higher, but with only one sub-score at a “6”).
- d. Earn an average grade of B or higher in English courses and in world language or native speakers’ courses.
- e. Meet the redesignation criteria for Redesignated Fluent English Proficient (RFEP) for students who are English learners.
- f. One of the portfolio requirements listed in 3 below.

(3) Middle School Portfolio Requirements

- a. Write an essay about one of the two topics below in the target second language and receive a score of proficient or higher using the district’s writing rubric:
 - Argumentative essay explaining why knowing multiple languages is important.
 - Personal Narrative describing your participation or your knowledge gained at two cultural events (each one a minimum of one hour) targeting the second language being studied.
- b. Make an oral presentation in a target language identifying the importance of cultural understanding and explaining why being culturally respectful is a benefit in the 21st Century. The student should be monitored by a teacher or counselor during the process of creating the presentation and must receive “3s” or above in all areas on the Middle School Oral Presentation Rubric. (See Appendix D).

10. What are the Seal of Biliteracy criteria?

The Seal will be awarded to graduating seniors in Santa Clara County school districts who have mastered standard academic English and at least one other language.

Students wishing to receive the Seal of Biliteracy must be verified by their home district and meet the following requirements:

- 1) Complete all English Language Arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.
- 2) Pass the California Standards Test (CST) in English Language Arts administered in grade 11 at the proficient level or above.
- 3) Be proficient in one or more languages in addition to English as demonstrated through one of four options (a-d).
- 4) If the primary language of a grade 9-12 pupil is other than English, he or she shall do both of the following in order to qualify for the Seal of Biliteracy:
 - Attain an overall proficiency level of early advanced on the California English Language Development Test (CELDT). A participating school district may administer the CELDT an additional time as necessary.
 - Meet the requirements above as stated in 1, 2, and 3 (a-d).

Language Proficiency Options

- a) Pass a foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher.
- b) Complete the district's approved consecutive four-year course of study in the same foreign language, and attain an overall GPA of 3.0 or above in those courses (verified by transcript).
- c) If no AP examination or off-the-shelf language test exists and the district uses its own language examination, the school district must certify to the Superintendent that the test meets the rigor of a four-year high school course of study in that foreign language.

If a district offers a language examination in a language in which an AP examination or off-the-shelf examination exists, the district language examination must be approved by the Superintendent.
- d) Pass the SAT II foreign language exam with a score of 600 or higher.

Students who are competent in two languages but do not fit one of the four eligibility options above should contact their district's Seal of Biliteracy representative.

11. How do you communicate with the media about award programs and the value of multilingualism?

When communicating the importance of biliteracy and award programs to the media, it is important to make global competence connections and emphasize the relationship between multilingualism, global competence and a person's competitiveness in a global society. Biliterate individuals who hold positions that require multilingual skills can advocate the value and need for language programs.

Communicating about the Seal of Biliteracy, Pathway Awards and the value of biliteracy should center on these programs' abilities to help students set goals, receive affirmation of their accomplishments and inform schools and employers of their possession of a critical skill—biliteracy.

Communication methods for various audiences include:

- Information sessions
- Brochures
- Media outlets including newspapers, radio stations, television stations, public service announcements
- Videos
- City and county proclamations
- Website



12. What resources are available?

State Seal of Biliteracy Resources: California Department of Education
<http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Sample Award Criteria

Olsen, L. Californians Together presents the Seal of Biliteracy Program. Californians Together. Retrieved from <http://www.californianstogether.org/docs/download.aspx?fileId=209>

Biliteracy awards. Los Angeles Unified School District. Retrieved from http://notebook.lausd.net/portal/page?_pageid=33,1187819&_dad=ptl&_schema=PTL_EP

Seal of biliteracy. Santa Clara County Office of Education. Retrieved from <http://mes.sccoe.org/ell/Pages/Seal-of-Biliteracy.aspx>

The seal of multilingual proficiency. Stanislaus County Office of Education. Retrieved from http://www.stancoe.org/scoe/iss/seal_of_multilingual_proficiency/resources.html

Sample Board Resolutions and Board Policies

Biliteracy seal. San Diego County Office of Education. Retrieved from: <http://www.sdcoe.net/lis/english-learner/Pages/biliteracy-seal.aspx>

Board policies, resolutions and support. Californians Together. Retrieved from <http://www.californianstogether.org/reports/>

Sample policies. Seal of Biliteracy. Retrieved from: <http://sealofbiliteracy.org/resources/sample-board-resolution>

Implementing the Seal of Biliteracy Webinar

<http://www.schoolsmovingup.net/cs/smu/view/e/5181>

For additional tools available in the Biliteracy and World Languages Communications Toolkit, please visit <http://mes.sccoe.org/bwlct/>.



Appendix A – Glossary of Terms

After School or Weekend Language Programs – Religious institutions, community groups and cultural groups offer programs for language learning and cultural enrichment.

Bilingual Programs – Bilingual programs use two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable a student to achieve competency in English. The curriculum emphasizes concepts and knowledge in the primary language of a student, while the student also acquires English language skills.

Foreign Language in Elementary School (FLES) – The goal of a FLES program is that students will acquire functional proficiency in listening, speaking, reading and writing a second language. Integrated throughout the program is also the goal of acquiring an understanding of other cultures. The time spent in second language instruction can vary from 5% to 50% of the day depending on the program model.

Foreign Language Experience (FLEX) – The goal of a FLEX program is to develop an interest in different languages and to inspire future language study in students. Students in FLEX programs learn basic words and phrases in one or more languages, develop listening skills, cultural awareness and linguistic awareness, while maintaining a limited proficiency in the new language(s).

Spanish for Native Spanish Speakers (SNS) – SNS courses offer Spanish-speaking students opportunities to study Spanish formally in an academic setting in the same way that native-English-speaking students study English Language Arts. Spanish-speaking students participate in SNS courses for a number of reasons. These may include a desire to reactivate the Spanish they have learned in the past and develop it further; to learn more about their language and cultural heritage; to acquire literacy skills in Spanish; to develop or augment academic language skills in Spanish; to enhance career opportunities or to fulfill a foreign language requirement.

Traditional World Language Classes in Middle and High School – The goal of traditional world language classes is to acquire a basic working knowledge of the language. In many classes it is textbook-based, with an emphasis on grammar and translation, along with memorization of vocabulary and dialogues. There may or may not be a strong cultural component.

Two-Way Immersion Programs – Two-way immersion programs integrate native English speakers and speakers of another language, providing instruction in both languages for all students. Two-way immersion programs promote bilingualism and biliteracy, grade-level academic achievement and positive cross-cultural attitudes and behaviors in all students.

Vietnamese for Native Vietnamese Speakers – See Spanish for Spanish Speakers.

World Language – World Language and Foreign Language are used interchangeably.

Appendix B - World Languages Taught in Immersion, Middle and High Schools in Santa Clara County 2016-17

District/School	Language
Alum Rock Union School District	
Adelante Dual Language Academy, K-8	Spanish Immersion, Advanced Spanish (grades 6-8)
Cambrian School District	
Ida Price Middle	Spanish
Campbell Union School District	
Campbell Middle	Spanish
Monroe Middle	Spanish
Rolling Hills Middle	Spanish
Sherman Oaks Charter, K-6	Spanish Immersion
Campbell Union High School District	
Branham High	French, Mandarin, Spanish
Del Mar High	French, Spanish
Leigh High	French, Mandarin, Spanish
Prospect High	French, Mandarin, Spanish
Westmont High	French, Spanish
Cupertino Union School District	
Cupertino Language Immersion Program (Alternative Program Located at Meyerholz Elementary)	Mandarin Immersion
Cupertino Middle	French, Spanish
Cupertino Language Immersion Program (Alternative Program Located at Miller Middle School)	Mandarin Immersion
Hyde Middle	French, Spanish
Kennedy Middle	French, Spanish
Lawson Middle	French, Spanish
Miller Middle	French, Japanese, Spanish
East Side Union High School District	
Escuela Popular, K-8	Spanish
Andrew Hill High	French, Spanish, Vietnamese for Vietnamese Speakers
Evergreen Valley High	French, Spanish, Vietnamese for Vietnamese Speakers
Independence High	French, German, Spanish, Vietnamese for Vietnamese Speakers
James Lick High	French, Spanish
Mt. Pleasant High	French, Spanish
Oak Grove High	French, German, Spanish
Overfelt High	French, Spanish
Piedmont Hills High	French, Spanish
Santa Teresa High	French, German, Japanese, Spanish
Silver Creek High	French, Japanese, Spanish, Vietnamese for Vietnamese Speakers
Yerba Buena	French, Spanish, Vietnamese for Vietnamese Speakers
Evergreen School District	
Chaboya Middle	Spanish

District/School	Language
Fremont Union High School District	
Cupertino High	Chinese, French, Japanese, Spanish
Fremont High	Chinese, French, Japanese, Spanish
Homestead High	Chinese, French, Japanese, Spanish
Lynbrook High	Chinese, French, Japanese, Spanish
Monta Vista High	Chinese, French, Japanese, Spanish
Gilroy Unified School District	
Las Animas Elementary	Spanish
Rod Kelley Elementary	Spanish
South Valley Middle School	Spanish
Christopher High	French, Spanish
Gilroy High	French, Spanish, Spanish Immersion
High School/Community College	French, Japanese
Loma Prieta Joint Union School District	
C.T. English Middle	Spanish
Los Altos School District	
Blach Jr High	French, Spanish
Egan Jr High	French, Spanish, Mandarin
Los Gatos Union School District	
Fisher Middle	French, Spanish
Los Gatos-Saratoga Joint Union High School District	
Los Gatos High	French, Japanese, Spanish
Saratoga High	Chinese, French, Spanish
Milpitas Unified School District	
Milpitas High	Chinese, French, Spanish
Morgan Hill Unified School District	
San Martin/Gwinn Elementary	Spanish
Britton Middle	Spanish
Murphy Middle	Spanish
Live Oak High	French, Spanish
Sobrato High	French, Spanish
Mount Pleasant School District	
Ida Jew Academies Charter, K-8	Spanish Immersion
Mountain View Whisman School District	
Castro Elementary	Spanish Immersion
Gabriela Mistral Elementary	Spanish
Crittenden Middle	Spanish
Graham Middle	Spanish
Mountain View-Los Altos Union High School District	
Los Altos High	French, Latin, Mandarin, Spanish
Mt View High	French, Japanese, Mandarin, Spanish

District/School	Language
Oak Grove School District	
Anderson Elementary	Spanish
Bernal Middle	French
Herman Middle	Spanish
Palo Alto Unified School District	
(Mandarin may be offered at one of the middle schools and the board is considering a proposal to offer Exploratory Language at the middle schools.)	
Escondido Elementary	Spanish Immersion
Ohlone Elementary	Mandarin Immersion
Jordan Middle	French, German, Japanese, Spanish, Spanish Immersion
Stanford Middle	French, German, Japanese, Spanish
Terman Middle	French, German, Japanese, Spanish
Gunn High	French, German, Japanese, Mandarin, Spanish
Palo Alto High	American Sign Language, French, Japanese, Chinese, Spanish
San Jose Unified School District	
Almaden Elementary	Transitional Bilingual, Spanish
Anne Darling Elementary	Transitional Bilingual, Spanish
Bachrodt Charter Academy	Spanish Immersion
Canoas Elementary	Transitional Bilingual, Spanish
Empire Gardens Elementary	Transitional Bilingual, Spanish
Galarza Elementary	Transitional Bilingual, Spanish
Gardner Academy	Spanish Immersion
Grant Elementary	Transitional Bilingual, Spanish
Horace Mann Elementary	Transitional Bilingual, Spanish
Olinder Elementary	Transitional Bilingual, Spanish
River Glen School, K-8	Spanish Immersion
Trace Elementary	Spanish Immersion
Washington Elementary	Transitional Bilingual, Spanish
Willow Glen Elementary	Spanish Immersion
Burnett Middle	Spanish
Castillero Middle	Spanish
Bret Harte Middle	French, Spanish
Hoover Middle	Spanish, Spanish Immersion
Muir Middle	Spanish
Willow Glen Middle	French, Spanish, Native Speaker Spanish
Downtown College Prep	Spanish
Gunderson High	French, Spanish
Leland High	French, Japanese, Sign Language, Spanish
Lincoln High	French, Spanish, Native Speaker Spanish, Spanish Immersion
Pioneer High	Spanish
San Jose High Academy	Portuguese, Spanish, Native Speaker Spanish, IB Spanish
Willow Glen High	French, Spanish, Native Speaker Spanish

District/School	Language
Santa Clara County Office of Education	
Bullis Charter	Mandarin, Spanish
VOICES Charter, K-8 <ul style="list-style-type: none"> • Morgan Hill • Mt. Pleasant 	Spanish
Santa Clara Unified School District	
Mayne Elementary	Spanish Bilingual Program
Scott Lane Elementary	Spanish Bilingual Program
Santa Clara High	French, German, Spanish
Wilcox High	French, Japanese, Spanish
Saratoga Union School District	
Redwood Middle	Spanish
Sunnyvale School District	
San Miguel Elementary	Spanish
Columbia Middle	Spanish
Sunnyvale Middle	Spanish
Union School District	
Union Middle	Spanish

World Languages Offered at Community Colleges

De Anza	Foothill
Arabic, Cantonese, French, German, Hindi, Italian, Japanese, Korean, Mandarin, Persian, Russian, Sign Language, Spanish, Urdu & Vietnamese	Chinese, German, Japanese & Spanish
Evergreen	San Jose
French, Sign Language, Spanish & Vietnamese	Arabic, Chinese, French, Japanese, Sign Language, Spanish & Vietnamese
Mission	West Valley
Arabic, Chinese, French, Italian, Japanese, Portuguese, Russian, Spanish & Vietnamese	Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian, Sign Language & Spanish

Compiled by the Learning Multimedia Center, August 2013

Appendix C – Elementary School Pathway Oral Presentation Rubric

Student Name: _____

Oral Presentation Date: _____

Rater Name: _____

		1	2	3	4	Total
Content	Organization	Audience cannot understand presentation because there is no sequence of information. <input type="checkbox"/>	Audience has some difficulty following presentation because student jumps around. <input type="checkbox"/>	Student presents information in a logical sequence which audience can follow. <input type="checkbox"/>	Student has a good hook and presents information in a logical, interesting sequence which audience can easily follow. <input type="checkbox"/>	
	Subject Knowledge	Student does not appear to have a grasp of information; cannot answer questions about subject. <input type="checkbox"/>	Student is comfortable with information but exhibits a limited level of subject knowledge. <input type="checkbox"/>	Student is at ease with information, answers questions satisfactorily, and has a moderate level of subject knowledge. <input type="checkbox"/>	Student demonstrates full knowledge (more than required) and can answer and elaborate on most/all questions asked. <input type="checkbox"/>	
Vocal Skills	Enthusiasm	Student shows absolutely no interest in the topic. <input type="checkbox"/>	Student shows some interest in the topic. <input type="checkbox"/>	Student shows positive feelings about the topic presented. <input type="checkbox"/>	Student demonstrates positive feelings about the topic during the entire presentation. <input type="checkbox"/>	
	Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for the audience to hear. <input type="checkbox"/>	Student's voice is low-medium, incorrectly pronounces some terms, audience still has some difficulty hearing presentation. <input type="checkbox"/>	Student's voice is clear and pronounces most words correctly. Most audience members can easily hear the presentation. <input type="checkbox"/>	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. <input type="checkbox"/>	
Non-verbal Skills	Eye Contact	Student reads with no eye contact. <input type="checkbox"/>	Student occasionally uses eye contact, but still reads most of presentation. <input type="checkbox"/>	Student maintains eye contact with the audience during most of the presentation. <input type="checkbox"/>	Student's speech is memorized and notes are hardly, if at all, used. <input type="checkbox"/>	
	Posture	Student slumps or leans during presentation. <input type="checkbox"/>	Student sways or fidgets during much of presentation. <input type="checkbox"/>	Student occasionally sways or fidgets, but stands up straight with both feet on the ground most of the time. <input type="checkbox"/>	Student stands straight and still with both feet on the ground. <input type="checkbox"/>	
Extra (not required)	Visual Aids	posters photos <input type="checkbox"/>	props slideshow <input type="checkbox"/>	power point video <input type="checkbox"/>	artifacts other <input type="checkbox"/>	
					Average Score	

Note: Student must receive an average overall score of "3" or above and no more than two areas receive a score of "2" or below to achieve proficiency.

Appendix D – Middle School Pathway Oral Presentation Rubric

Student Name: _____

Oral Presentation Date: _____

Rater Name: _____

	1	2	3	4	Total
Content	Requirements for the presentation were met at a minimum level. Information is surface only, general or incomplete. <input type="checkbox"/>	The presentation attempts some explanation for the student's topic. Some relevant details included. <input type="checkbox"/>	The presentation attempts some explanation for the student's topic. The student has developed the presentation with attention to the topic. The presentation includes details and/or reasons to support the student's thinking <input type="checkbox"/>	The presentation makes it clear the student has engaged in an in-depth study of the topic. Specific evidence and relevant details are used to support the student's thinking. <input type="checkbox"/>	
Organization	Organization is hard to follow. <input type="checkbox"/>	Organization is functional. <input type="checkbox"/>	The presentation is well organized. <input type="checkbox"/>	The presentation is logically developed and well organized with transitions. <input type="checkbox"/>	
Vocal Delivery	Delivery was ineffective. Rate was too rapid or too slow. <input type="checkbox"/>	Articulates inadequately. Rate is appropriate. <input type="checkbox"/>	Articulates appropriately. Rate varies at appropriate times. <input type="checkbox"/>	Vocal expressiveness enhances the presentation, articulation contributes to the clarity of the delivery. Rate adds to effectiveness. <input type="checkbox"/>	
Nonverbal Expression	Very limited eye contact. Nervousness became a distraction. <input type="checkbox"/>	Attempts eye contact. Maintains physical poise. <input type="checkbox"/>	Use of gestures or facial expression contributes to the presentation. Appears calm and in control. Makes eye contact with the audience. <input type="checkbox"/>	Enhances presentation through animated gestures. Facial expression contributes to the delivery. Exudes confidence through posture and direct eye contact. <input type="checkbox"/>	
Visual Aids can include: ppt, photos, video, artifacts, props.	Visual aids are not organized or easy to follow or not used at all. <input type="checkbox"/>	Has clear and mostly supportive visual aides. <input type="checkbox"/>	Creates interesting, supportive and clear visual aides. <input type="checkbox"/>	Creates engaging, original, provocative, clear visual aides. <input type="checkbox"/>	
Average Score					

Note: Student must receive an average overall score of "3" or above and no single score is at "2" or below to achieve proficiency.

Appendix E – World Languages Proficiency Tests and Online Course Work Options

Below are the types of language proficiency tests and course work options that will support students in meeting the Seal of Biliteracy language criteria. The check mark indicates that a test for the language selected is available.

	Language														
Language Proficiency Assessments	Arabic	Armenian	French	German	Italian	Japanese	Korean	Latin	Mandarin (Simplified)	Mandarin (Traditional)	Portuguese	Russian	Spanish	Tagalog	Vietnamese
Advanced Placement (AP) <ul style="list-style-type: none"> Once a year Students can take the test without taking the course Register for the exam: https://apstudent.collegeboard.org/home 			✓	✓	✓	✓		✓	✓				✓		
International Baccalaureate (IB) <ul style="list-style-type: none"> Tests only for students enrolled in and attending IB-authorized schools (Languages shown on chart are for IB schools in Santa Clara County) More than 16 languages are available as part of the language and literature program. Webpage: http://www.ibo.org/diploma/curriculum/ 			✓								✓		✓		✓
Aventa Online Advanced Placement (AP) Courses <ul style="list-style-type: none"> \$349 per semester course if taught by Aventa certified teacher Webpage http://aventalearning.com/curriculum/advanced-placement 			✓										✓		
Aventa Online Advanced High School World Language Courses <ul style="list-style-type: none"> \$319 per semester course if taught by Aventa certified teacher Webpage: http://aventalearning.com/curriculum/world-languages 			✓	✓									✓		
Standards-based Measurement of Proficiency (STAMP) Online Assessment <ul style="list-style-type: none"> Ages 7-16 Students can take the test year round Webpage: http://www.avantassessment.com/ 	✓		✓		✓	✓		✓	✓				✓		





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