

2007 Golden Bell Awards

Please read the Golden Bell brochure and official entry form carefully. All instructions must be followed or the entry may be disqualified. This form may be duplicated. Programs must be operating in CSBA member school districts or county offices of education. School districts and county offices of education may submit up to three (3) entries.

For Office Use Only
Reference No.

Community Heritage Language Program			
PROGRAM TITLE			
Folsom Cordova Unified School District		Sacramento	
SCHOOL(S)		COUNTY	
Folsom Cordova Unified School District		Sacramento	
DISTRICT OR COUNTY OFFICE OF EDUCATION		19,000	
909 Mormon Street		DISTRICT ENROLLMENT	
916 985-7700 ext. 176		95630	
DISTRICT OR COUNTY OFFICE ADDRESS		ZIP	
Folsom		916 985-0648	
CITY		FAX	
DISTRICT OR COUNTY OFFICE PHONE NO.		916 985-0648	
Patrick Godwin		Teresa Stanley	
SUPERINTENDENT		BOARD PRESIDENT	

Lead Person responsible for submitting the entry form (*can answer program-specific inquiries*):

Judy Lewis	Director of State and Federal Programs (retired)	985-7700 ext. 176
NAME	TITLE	PHONE NO.
909 Mormon Street, Folsom	jlewis@fcusd.org	
ADDRESS	EMAIL ADDRESS	SUMMER PHONE NO.

NOTE: In the event this entry is awarded a Golden Bell, the lead person may be contacted by others to share further information regarding the winning program.

(SIGNATURE) BOARD PRESIDENT	DATE
(SIGNATURE) SUPERINTENDENT	DATE
(SIGNATURE) CURRICULUM DIRECTOR OR ADMINISTRATOR RESPONSIBLE FOR PROGRAM AREA	DATE

NOTE: Each program will be judged in only one grade/level category and one program category. Entries may be disqualified if more than one or if no category or subject area is checked.

<p>GRADE/LEVEL CATEGORY: (check only one)</p> <p><input type="checkbox"/> Pre-Kindergarten/K-8</p> <p><input type="checkbox"/> Jr. High/Middle/Intermediate School</p> <p><input type="checkbox"/> High School</p> <p><input type="checkbox"/> Multi-Level/Districtwide</p> <p><input checked="" type="checkbox"/> Multi-District/Countywide/Statewide/Nationwide/International</p>	<p>PROGRAM CATEGORY (check only one):</p> <p><input type="checkbox"/> Curriculum (circle one)</p> <ul style="list-style-type: none"> • Career Technical Education • English/Language Arts/Reading • History/Social Science • Mathematics • Science • Visual and Performing Arts • Other Content Areas <p><input type="checkbox"/> English Language Acquisition</p> <p><input type="checkbox"/> Instruction</p> <p><input type="checkbox"/> Early Childhood Education</p> <p><input type="checkbox"/> Professional Development and Teacher Recruitment/Retention</p>	<p><input type="checkbox"/> Accountability/Assessment</p> <p><input type="checkbox"/> Bridging the Achievement Gap</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Invigoration or Invigorating High Schools</p> <p><input type="checkbox"/> Partnerships and Collaboratives</p> <p><input type="checkbox"/> Student Services</p> <p><input type="checkbox"/> School Safety</p> <p><input checked="" type="checkbox"/> Parental/Community Involvement</p> <p><input type="checkbox"/> County Offices of Education</p> <p><input type="checkbox"/> Special Education</p> <p><input type="checkbox"/> Focus Middle Grades</p>
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Failure to complete each of the following areas will result in disqualification.

1. When was the program initiated in the district? (month/year) September / 1992

2. Describe the program in 40 words or less:

"Bring us 20 kids and a teacher." Since 1992, the Ukrainian, Russian, Armenian, and Spanish communities have done that, and now more than 600 children attend school for 32 Saturdays a year, learning to read and write their home languages.

3. In the space provided below (printed in type no smaller than 10 point and single-spaced), please address the following points: a) the program goals and objectives; b) the need the program was developed to meet; and c) how the program is innovative or exemplary. (A three-page narrative, described below, must also be completed.)

- (A) Collaborative relationship between the schools and immigrant communities focused on an outcome that is relevant for them. Primary language literacy and pride in heritage among recent immigrants. Use of home language to teach students key concepts and vocabulary that are important to regular school success.
- (B) Support the immigrant communities' desire for primary language literacy instruction and create a vehicle for meaningful district-community collaboration. Improve English learner academic performance by building vocabulary via the primary language. Engage native country instructors in developing meaningful programs. Offer a regional program.
- (C) Few other programs are community-directed or regional in nature. Over 15 years, the reputation of the programs has grown in the communities. The Ukrainian model, for example, has been replicated in Pennsylvania, South Dakota, Washington, and Kentucky. Staff were also invited to take part in the first US visit by President Yushchenko and his wife in 2005, and participated in a national network meeting of Ukrainian community schools (this one is the largest).

4. In the three-page narrative (printed in type no smaller than 10 point and double-spaced), please address the following specific topics, in addition to providing a complete description of the program:

- How the program has made a difference for students
- Why the program is innovative or exemplary
- How the program is sustainable
- How the program is connected to the district or county office vision and is supported by the district or county office

Entries will receive bonus points if they meet the following criteria:

- Communicates with relevant stakeholders
- Commits to ensuring the needs of all students are met
- Concepts can be replicated

GOLDEN BELL ENTRY CHECK LIST

Please review carefully all instructions for submitting entries and ensure that:

- The program meets all eligibility requirements and has been in operation two years prior to the deadline for receipt of the official entry form.
- All areas of the entry form are complete, including all necessary names, addresses and phone numbers.
- The superintendent, board president and responsible administrator signatures are included.
- The three-page narrative is printed in type no smaller than 10 point, double-spaced and attached to the entry form.
- Three high-resolution, digital color photos are included or e-mailed.
- Three additional copies of the application/narrative are included.
- The official entry form will be received or postmarked no later than **Friday, June 22, 2007**.

Mail or fax complete application forms to:

Golden Bell Awards
California School Boards Association
P.O. Box 1660
West Sacramento, CA 95691-1660
FAX: 916-371-3407

Additional information or entry forms may be obtained by calling CSBA at (800) 266-3382 or by e-mail at: ldurant@csba.org

All entries must be received or postmarked by **Friday, June 22, 2007** in order to be considered.

For the detailed call for entries outlining the program categories and judging criteria, go to www.csba.org/pa/GoldenBell/2007.

Folsom Cordova Unified School District **Community Heritage Language Programs**

Success: Sixteen years ago, a new Ukrainian religious refugee community began to have classes in a church. Fifteen years ago, Folsom Cordova Unified School District recognized their need and also the potential advantages that could come from a mutually beneficial community-school project, and offered to provide classroom space and help with materials if the community could identify twenty students and an effective teacher. The Ukrainian model then expanded to Russian and Armenian schools and six years ago, to the Spanish-speaking community, just as that group began to settle in the area in large numbers. Funding support has waxed and waned over time, with the greatest developmental support coming from six years' of refugee grant funding. Parents now contribute about \$50,000 per year to share the costs of the program, demonstrating how important the program is to them. (In fact, we have parents who drive a considerable distance to participate—one boy came from Modesto for 32 Saturdays a year for 8 years—with no absences!) Data from last year suggest that the program is also important for the regular school success of participants—for example, among the Spanish students, 22% of those who attended Saturday School improved one or more levels on the state testing (California Standards Test, English Language Arts), compared to only 7% of those who did not attend.

Innovative/Exemplary Program: The Ukrainian, Russian, Armenian, and Spanish Saturday Schools are unlike any others in several respects. Children do not have to be residents of the district, so that as families move for jobs or better housing the children can continue in the program. The program is organized by native educators who also work in public schools, creating a high-standards, accountable curriculum with impressive outcomes. Students may elect to take the New York University exam after the 8th level, and earn college credits for foreign language proficiency (thus far more than 60 Ukrainians have earned 12 college credits). In most cases, local districts use the completion letter to excuse students from their high school foreign language requirement for graduation. The schools are different from each other, to meet the needs of the differing populations; for example, the Spanish kids use the Spanish version of the regular reading program, so that children preview the vocabulary and concepts of the upcoming stories. Staff have developed an adjunct program for recently-arrived Russian-speaking refugee high schoolers, in which they

learn (through Russian and English) about 1,300 of the most frequently used vocabulary in high school and college materials, again, in Saturday classes.

Sustainable: Although the program has had short-term refugee grant assistance, it is now supported by district categorical funds and parent donations, and is a joint venture. If the district funding were to dry up, the community would need to make a decision about whether parent fees could support the entire cost of the program. The framework of the programs—32 lesson plans for up to 8 levels, assessments, and custom materials are available for reproduction, reducing the costs for continuation of the program.

Connection to District Vision: Working with the parent community connects to the visions of the state, county, and district in that strong student engagement and performance is tied to the degree of involvement of parents in children’s educational experiences. In this case, the district has identified areas in which the parent community is better prepared to offer important services and both facilitates and supports such efforts. While the curriculum for each of the four schools is tailored, there is greater and greater correspondence between what is selected for study and what is important to know for the California State Standards. For example, the 8th level Ukrainian literature selections book has a glossary that explains and highlights the concepts of personification, plot, and character, concepts that students need to know for success in the mainstream language arts programs. Selections chosen for 2nd level reading in Ukrainian contain passages that align with 3rd grade science concepts. Beginning readers learn to read words in the primary language that are translations of the high frequency vocabulary needed for understanding English text. Support from the district is evident in choices made; for example, Economic Impact Aid and Title 3 Immigrant funding is used to support the coordination of the program even though many of the students who attend are not district residents. We understand that much of the success of the programs is due to the “village gathering” concept—that people will travel some distance to regularly meet with others who share a similar background and interests. Without the village, our district’s families and students would not have the program available to them.

Communication with Stakeholders: Because this is a true partnership between the various immigrant communities and the district, communication is a necessary central component to its actual operation. For example, Russian radio may mention the program, or interested parents may stop one of the instructors at

church or in the grocery store. Program instructors are also on the district payroll as regular or variable employees and the program coordinators are district employees. This makes communication about the sharing of classroom space—the largest hurdle to the program’s success—easier and more effective. As in any true collaboration, there is sacrifice and benefit for both sides. The wider community seems to learn about the program from thin air; we’re not sure how the word about the Ukrainian school reaches Canada or Pennsylvania or South Dakota, or Australia, or the Ukraine. What we do know is that Nadia Kalinyuk, the program coordinator, will receive a letter or phone call or email asking for information or assistance.

Meets needs of all students (underserved populations): To respond appropriately to ALL populations, the district has to understand the needs and motivations of EACH population. This programs are open to all but is based on and responds to the needs that uniquely characterize the different immigrant populations. This results in a powerful message that is important to success in this country: “we’ll help you help yourselves.”

Replicability: The Ukrainian program has 8 levels and typically enrolls about 325 students; the Russian 6 levels and 125 students; the Armenian 5 levels and 80 students; the Spanish 6 levels and 125 students. Each level has 32 lesson plans, with beginning, interim, and final assessments. Materials have been written and printed for each lesson, and teachers find it easy to teach a 4 hour class and assign homework. While there is annual revision for each of the lesson plans, the materials are available to any entity that wishes to start a program. In fact, the Ukrainian curriculum has been used by communities in Pennsylvania, South Dakota, Washington, Kentucky, and staff have been asked to assist with starting up other Russian programs. The success of the programs rest on the willingness of parents to devote Saturdays to heritage language school and to help with homework during the week, to children who are willing to get up early on Saturdays to go to school to study, to instructors who give up 32 Saturdays a year, and to the host principals and teachers who are willing to deal with the inconvenience of sharing classrooms. For new language groups, the curriculum framework and procedures can serve as the basis for developing lessons and materials in other languages.



School of Ukrainian Studies, June 2007, ready to recite



Parents helping with Spanish Saturday School, 2006



Armenian Saturday School boys checking report card, 2007