

Folsom Cordova Unified School District
Application Renewal and Performance Report
August 2000-February 2001

Refugee School Impact Program
Community Heritage Language Saturday Schools

Nadezhda Kalinyuk <nkalinyu@fcusd.k12.ca.us>
Judy Lewis <jlewis@fcusd.k12.ca.us>

Activities and accomplishments during 2000-01 school year

Activity A: Ukrainian Saturday School

32 Saturday classes at Williamson Elementary School; 14 classes for levels 1-8, with students 20-25 in each class, meeting for 4 hours per Saturday for 128 hours of instruction between August 2000 and June 2001, 306 students.

What has been done?

1. teachers' meeting (at the beginning of the school year Aug. 19, and each trimester Nov. 18, Mar. 17, May 5); parent conference Sep. 9, Feb. 10, May 12;
2. teachers' supplies (\$50 per Saturday School teacher, \$100 per Williamson teacher whose classrooms have been used);
3. purchased books for library;
4. purchased 6 banduras for elective class;
5. purchased instructional and reading materials by level for teachers;
6. developed class curriculum by levels, including entered tests and exit written/translation and oral exam for 8th grade, reading books for 7th and 8th grades;
7. started editing Ukrainian School magazine Ridne Slovo (The Native Word), the sample is attached;
8. school assemblies (Sep. 9., April 1., graduation ceremony June 2). By June 2001 24 Ukrainian students will earn high school credits;
9. parents involved to help during the sessions and recesses;
10. time for teacher planning, collaboration, and training (community and regular teachers);
11. facility support for Saturday use (custodian, storage, copier use, consumables, and additional administrator hours, as required for emergencies or other additional duties).

Activity B: Armenian Saturday School

32 Saturday classes at Cordova Meadows Elementary School; 4 classes for levels 1-3, with 20-24 students in each class, meeting for 4 hours per Saturday (128 hours of instruction) between August 2000 and June 2001, 87 students.

What has been done?

1. teacher's meeting (planning, organization for following school year); - prepared all kind of office forms: registration card, teacher's in-out sign form,

- parents rights and responsibility, student behavior form, student cum, ELLIS sign in-out for parents;
2. prepared curriculum by levels 1-3, typed, organized;
 3. developed Armenian curricular and instructional materials for levels 1-3 (typed, organized);
 4. purchased reading materials for check out (school library) and instructional materials for teachers,
 5. time for teacher planning, collaboration, and training (already had 3 teacher's meetings: Sep. 16, Nov. 11, March 10);
 6. facility support for Saturday use (custodian, storage, copier use, consumables, and additional administrator hours, as required for emergencies or other additional duties);
 7. organized computer learning center with ELLIS program;
 8. used reading materials in Armenian to improve English reading comprehension.

Activity C: Russian Saturday School (an enhancement over the original proposal)

First year organized at White Rock Elementary; 32 Saturday classes for 1-4 levels, with 20-24 students in each, meeting for 4 hours per Saturday for 128 hours of instruction between August 2000 and June 2001, 84 students.

1. organized computer learning center /ELLIS;
2. teacher's meeting (3 times per year);
3. parents involved in school activity, helping teachers and doing yard duty;
4. set-up curriculum for 4 levels, typed and organized lessons plans;
5. school assemblies (at the beginning and at the end of the school year);
6. facility support for Saturday use (custodian, storage, copier use, consumables, and additional administrator hours, as required for emergencies or other additional duties);
7. organized library for students to check out the books;
8. purchased instructional and reading materials for teachers;
9. paid for Saturday teachers school supplies -\$50 per each, and \$100 per each regular White Rock teacher whose rooms are used.

Activity D: Translation and interpreting services:

1. Part-time translator and parent coordinator for Armenian at Cordova Meadows Elementary, with computer, printer, fonts, and Adobe Acrobat for making and distributing translations in print or electronically to any platform, and for developing Armenian instructional materials for use in the Saturday School program; assist parents on ELLIS program.
2. Part-time translator and parent coordinator for Ukrainian, located at Williamson Elementary, with computer, printer, fonts, and Adobe Acrobat for making and distributing translations in print or electronically to any platform and for developing Ukrainian instructional materials for use in the Saturday School program; assist parents and Saturday school teachers on ELLIS program.
3. Part-time translator and parent coordinator for Russian, located at White Rock Elementary, with computer, printer, fonts, and Adobe Acrobat for making and distributing translations in print or electronically to any platform, and for developing Russian instructional materials for use in the Saturday School program; assists parents on ELLIS program.

4. Translators help develop multilingual phone and message capabilities at the sites. Multilingual answering machine not accomplished.
5. Translators develop multilingual signage at the school and a visual environment that includes the cultures of the parents and children.
6. Translators assist with inservice for regular staff and demonstrate to community members positive regard for and effective communication across cultures.

Activity E: Parental education

This project expands access to the multimedia computer-based English language development and accent reduction software, ELLIS (English Language Learning and Instruction System) providing one additional computer station at Cordova Meadows, one at White Rock and three additional computer stations at Williamson for students' use during the week and parents' use during the week and on Saturdays.

Activity F: Staff inservice training (career development ladder)

Six participants for 2000-2001 have been provided tuition and materials support for completion of college courses leading to the goal of California-credentialed teacher, two others work on ELLIS to build skills necessary to begin study at the community college. The participants have completed one college course per month for 11 months, and are continuing on until the project ends or the money runs out.

Problems

Describe any deviation from original project plan including actual/anticipated slippage in task completion dates and special problems encountered or expected. Use this report section to advise Project Officer and Grants Management Specialist of assistance needs. Deviations from original proposal:

1. Added Russian Saturday School (School of Russian Studies) in September 2000 for 80 students. Waiting list of 100.
2. Fewer participants than expected taking the rigorous university program.
3. Remodeling of school sites displaced the translator and equipment for several months, but services continued from the Transitional English office.
4. Used a portion of the funding for check out library materials to purchase child-sized banduras, for Ukrainian music elective, taught by a world-recognized bandura musician.

Significant findings and events

(to be used by project officer, or reported to regions, States, other agencies, Program Directors/Commissioner, Assistant Secretary, Secretary, etc.)

The evaluation data submitted in August 2000 did not include current multiple measure data, which was not tabulated by the district until October 2000, and the data will not be included in the statewide report. Other performance data was used. However, our multiple measure data is now available, although inconsistent across the grades, and the report can be re-submitted; please advise.

Dissemination activities

(itemize and include a copy of any newspaper, newsletter, magazine articles or other published materials)

See attached copies:

1. National Ukrainian newspaper (Ukrainian Weekly, Sunday July 30, 2000): Cites this School of Ukrainian Studies as the second largest in the US, with 300 students.
2. Ukrainian webpage: pictures and text of the School of Ukrainian Studies bandura students.
3. Ukrainian magazine for: 1) parents to use in working with students during the week; 2) to disseminate information to others in the community about the school (article on how the program got started).
4. Information submitted to the Heritage Language Schools database at Center for Applied Linguistics.
5. Videobroadcast on public access television announcing the classes.
6. Presentation by students at Mills Middle School to district administrators (February 2001) included spontaneous testimonial to value of Saturday school for Armenians.

[Interesting commentary by Spanish aide who works with English learners of all languages throughout the district is another example of how the project's impact is disseminated: "How do the Ukrainians and Russians do the Saturday Schools? I notice that their kids are doing better on the tests than our Spanish-speaking kids. It's important to teach the ideas at Saturday school that they need during the week, for example, how to write a paragraph. Axxx and I think we can do this for Spanish kids." Although not eligible for refugee grant funding, we will proceed with the Spanish Heritage Language Saturday School, funded from other immigrant funds. Our offer has been: bring us 20 kids with parent commitment for attendance and helping, and a community teacher, and we'll help you with the facility and other costs.]

Other Activities

1. Cultural presentations for schools;
2. Saturday school school assembly (we already had 2 and will have graduation ceremony June 2, 2001);
3. Bandura performance for community on May 20, 2001 ("Kids' Day")
4. Preparation of curriculum materials that have been requested by other heritage language programs.
5. Distribution of translated forms in Adobe Acrobat (pdf) format; posting of forms on district website for printing by anyone.

Activities planned for next reporting period

1. See above; activities are ongoing; update will be provided in August 2001.
2. Expand Armenian classes to 100 (5 classes of 20) for 2001-02.
3. Expand Russian classes to 120 (6 classes of 20) for 2001-02.
4. Find a way to provide multilingual answering machine capabilities at sites.
5. Recruit additional participants for career ladder.
6. Expand use of ELLIS with parents.