



Folsom Cordova Unified School District
TRANSITIONAL ENGLISH PROGRAMS
10836 Gadsten Way, Rancho Cordova CA 95670
916.635.6815, fax 916.635.0174

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David P. Dolson
Refugee Assistance Program
Fax: 916.319.0138

Attached is the Report of Semi-Annual Progress for the Refugee Assistance Program (February to August, 2004).

Once again, thank you for making this possible. The impact of the program grows each year, and has expanded to the establishment of a similar program for Spanish language. There are waiting lists, as the reputation of the program grows.

The Ukrainian curriculum has won praise from fellow Ukrainians around the country and from Canada. Four other states are now using the 8 levels of 32 lessons to start up their own Ukrainian heritage language programs.

The fact that Ukrainian families are choosing to buy houses in Rancho Cordova, to be closer to the Saturday School at Williamson, speaks strongly of the program's importance to the community.

We are nervous about continuing the program after the end of the Refugee Assistance Program. Hopefully, you'll advise us of other opportunities.

Sincerely,

Judy Lewis, Director, State & Federal Programs

Nadezhda Kalinyuk, Special Program Coordinator

Folsom Cordova Unified School District (34 67330)
Community Heritage Languages Program
 (Saturday School Classes for Ukrainian, Russian, and Armenian)

Semi-annual Progress Report
 February 2004 - August 2004

1. Major activities and accomplishments during this period.

What interventions (activities) are proposed to meet the scholastic needs of the refugee students (as identified in A2 above)? What material resources are available to support implementation? What material resources will be acquired and/or developed as part of the program?

Grant activities, Progress Report, August 15, 2004

Need	Activity	Material resources to be developed/refined	Progress, Feb.1, 2004 – September 1, 2004
Increase mother tongue literacy.	32 4-hour Saturday School classes per year for 350 Ukrainian, 200 Russian, and 200 Armenian refugee children 6-16 years old.	1. 32 lesson guides for 8 levels and 3 languages. 2. Assessments for 8 levels, 3 languages. 3. Instructional materials for 8 levels, 3 languages.	All students successfully completed second semester of 2003-2004 school year. No one left behind. Ukrainian: 346; Russian: 143; Armenian: 78. 28 Ukrainian students and 16 Armenian graduated (8 levels).
Increase students' understanding of high frequency words in English.	Same.	4. Incorporate materials that use Ukrainian, Russian, and Armenian words that are equivalent to high frequency words in English.	Teachers continue to use and develop materials that teach the English HFW equivalent for words learned in the home language. Samples available.
Increase students' understanding of key science and social science words.	Same.	5. Incorporate materials that use Ukrainian, Russian, and Armenian words that are equivalent to key vocabulary used in the Science and Social Studies standards (example: latitude, atom).	Use of science-aligned reading in Ukrainian, Russian, and Armenian helped the students better understand and succeed during their regular English classes (according to teachers). This year, Russian key vocabulary lessons for science concepts were completed. Samples available.
Increase students' understanding of key English Language Arts vocabulary	Same.	6. Incorporate materials that use Ukrainian, Russian, and Armenian words that are equivalent to the key vocabulary used in the English Language Arts standards (example: personification, voice).	Glossaries at the end of each level's literature books show ELA concepts in Ukrainian and equivalent English terms with explanations. Samples available.

Increase students' skills in writing structures .		7. Incorporate English writing structures into lessons designed to improve mother tongue literacy skills.	Beginning from the 2 nd level, when grammar starts to be taught in community schools, all lesson plans for grammar have been revised to allow students to compare and contrast with English grammar.
Increase refugee parents' understanding of American schooling and home activities related to texts.	32 1-hour classes for 30 parents in 3 languages.	8. Develop 32 lesson guides that cover parents' rights and responsibilities, behavior code and consequences, state intervention when abuse/neglect is suspected, at-home activities recommended by Scott-Foresman math, and by the reading program that will be adopted by the district in March 2003. To the extent possible, acquire and adapt available instructional materials for immigrant parents. Develop authoritative responses to parents' questions about schooling.	Parents receive Saturday School rights and responsibilities that are similar to the regular program's procedures. The materials for the 32 1-hour classes were developed and translated, but plans for the 1-hour classes have been put on hiatus, due to decreased grant levels. The RefugeeWorks group is very interested in the lessons , and hope to secure funding to further their use. The district plans to hold periodic meetings for parents, and some of these "School Smart" materials will be used.
Increase refugee parents' English proficiency .	32 1-hour classes for 90 parents.	9. Through the district's Adult Ed department, offer 3 ESL classes on Saturdays. 10. Continue opportunities for 30 parents to use ELLIS software.	Parents continue to use ELLIS software. Plans for the 1-hr ESL classes during Saturday school were scrapped, due to decreased funding levels. Most district parents attend adult ESL or Los Rios ESL classes.
Increase the number of refugee teachers credentialed to teach in California's schools.	4 slots for 5 classes towards completion of American BA, and 4 slots for 5 classes towards completion of credential program at National University	11. Develop procedure for Title-I compliant internship program (e.g., Project Pipeline) to bring candidates with BA plus CBEST into the classroom in Folsom Cordova USD.	Starting in August 2004, one of the Armenian teachers began teaching at Mills Middle School . The new CTC Individualized Internship Certificate (II-A) allows teachers to meet the requirements of NCLB.

Provide students with opportunity to earn university credits through language proficiency examination.	Organize and proctor group testing for proficiency following completion of Level 8 (New York University Extension).		2 students who took the Ukrainian proficiency exam (New York University), completed it successfully, earning 12 university credits. The grant ended payment for the off-site testing (\$250 per student), so the participation rate was about 7% of the prior year.
Translation for parents at 3 sites	3 19 hr/wk translators to develop school/district translations and to provide clerical support to the Saturday School program (in-kind).	12. Various district forms produced in pdf format and posted on the district's website.	Recent additions to the website include updated Parents' Rights, Student Conduct Code, Report Cards for grades K-6 , Attendance and Truancy letters, and other commonly used notices. The Ukrainian magazine and curriculum materials are available on the school's website (www.ukrherschool.org)
Program coordination	40-hr/wk program coordinator (in-kind); 0.2 FTE program administrator; evaluation and data management (in-kind).	13. Project database collection forms, periodic reports, cross-match with district SASI files, annual power point reports, project student and parent forms and handouts, periodic magazine, teacher training, student assessment tracking, library materials checkout forms, and so on.	Program coordination was enhanced with the involvement of a stipended district administrative intern. All 3 schools ran very well, according to regular principals. All wanted to continue their participation, and two additional principals volunteered their schools for the Spanish program. The high quality of the program has attracted parents and students from other school districts , sometimes from 100 miles away. Some families moved to the FCUSD area because of Saturday schools. As a shortage of spots for new registration occurred, school secretaries made waiting lists. (This year Ukrainian school has students from Modesto, Davis, San Francisco areas.) High school students, who get their senior project for

			community service , prefer to come to Saturday school and complete their assignments there. (From the beginning of this school year, 8 students already completed). (High school teachers encouraged them to go to Saturday School to complete this job) High school student from Ukrainian Saturday School participated in Bilingual Tutor Program for ESL students.
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Products developed/revised during this period:

Ukrainian curriculum

All levels: Teachers revised and renewed their lesson plans, adjusting for student performance and greater alignment to mainstream concepts.

Level 2: Translated 2nd grade science key vocabulary.

Level 3: Translated 3rd grade science key vocabulary

Level 4: Translated 4th grade science key vocabulary

Ukrainian Magazine No. 6: contains at-home activities, information about Ukraine and Ukrainians in English, information about American Educational System and district policy, how to prepare your child for Kindergarten.

Russian curriculum:

Level 7: Developed history and geography of Russia (reading practice).

Level 8: developed program of 32 lesson plans, assessment, homework assessment packet, student materials for grammar, literature, history and geography of Russia.

Armenian curriculum:

No further development during this period.

Videotaped last day of school (school assembly and graduation ceremony) at Ukrainian school, and it was shown on cable access TV.

Produced calendar for students/parents, showing pictures, events, parent information.

"School Smart" lessons (Ukrainian, Russian, Armenian)

- Added "Get ready for Kindergarten"
- Fact-checked student conduct (suspensions/expulsions)
- RefugeeWorks concept paper.

2. **Problems.** Revisions to work plan

- With another decrease of the grant amount, we had to eliminate some activities. Priority was given to community school teacher pay, custodial pay for using the schools, materials and development/revision of curriculum.
- The "Refugees to Teachers" career ladder support was eliminated.
- Armenian staffing was reduced, due to declining enrollment.
- The Russian program has been increased (added level 7 in 2003-04, and level 8 in 2004-05).
- The offering of parent classes for ESL and "School Smart" continue on hiatus.
- Parents of out-of-district students continue to pay a fee (\$20/month/child). We are conserving grant funds, because we see the end of the program after 2004-05, and want to continue through 2005-06, if possible.
- We have continued grant funding of the translators, but have decreased the proportion of the coordinator's salary paid from grant funds.
- There were only two people working on curriculum development and revision during the summer 2004. We have not further refined and fact-checked the School Smart lessons.

3. **Significant findings or events.**

- General Counsel of Ukraine (Embassy, San Francisco), Valeriy Hrebenyuk, and vice-counsel Taras Kuzmich visited Williamson May 15, 2004. Also: Yuriy Olynyk, Head of Ukrainian Heritage Club of Northern California, and Counsel of Ukraine (San Francisco Embassy), Konstantin Kudrik.
- Vera Danilishin, an educator from San Ramon, California, visited school with her assistant Lidiya Kovalchik to observe lessons and obtained curriculum for levels 1-2 to start a program in San Ramon.
- Two students earned 12 New York University extension credits; they completed level 8 (Ukrainian), about 1,000 hours of instruction.
- Parents provided \$27,000 in student fees (out-of-district families).
- Program model has been expanded to Spanish, funded from Title 3 Immigrant funds, at a 4th school site (85 students in 4 levels currently).
- Principals are recognizing the academic different and engagement of students who do and do not attend Saturday School programs, and are committed to continued use of their facilities on Saturdays.
- Two new housing developments have had many Ukrainian purchasers. At least a few have mentioned a desire to be closer to the Ukrainian Saturday School as a reason for their choices.
- The stipended-coordinator improved the programs' operation by strengthening procedures and ensuring communication with regular school staff. She also helped anticipate and resolve inevitable problems.

4. Dissemination activities.

- *Requests for Ukrainian curriculum.* Philadelphia (one community) and Washington (2 communities), San Ramon, California (one community), South Dakota (one community) have obtained the Ukrainian curriculum for up to 8 levels to begin classes in their communities.
- The Ukrainian Heritage website has posted photos and information about the Saturday School program (www.ukrherschool.org), and requests for information and contacts with others from Ukraine, other parts of the U.S., and Canada have followed. Visitors from Ukraine attended the spring assembly and visited the program.

5. Other Activities (see website www.ukrherschool.org/Events2003.html)

- March 20, 2004 – Celebration of Ukrainian poetry (Shevchenko and other Ukrainian Poets).
- March 27, 2004 - Shevchenko Celebration in San Francisco, Ukrainian School Bandura Ensemble participation.
- April 3, 2004 - Ukrainian Easter Eggs Museum-Exhibit and workshop, presentation of Ukrainian culture/art.
- May 15, 2004 - Graduation ceremony, end of school year assembly.
- May 15, 2004 – Participation in “Kids Day” Rancho Cordova Community (School choir, dance and Bandura assemblé).
- August 28, 2004 – Ukrainian festival in Sacramento (students of Ukrainian School participate).

6. Activities planned for next year

- Continue with implementation of grant activities, with a priority on maintaining classes and improving instruction.
- Find reasonable ways to share curriculum with others (cost of reproduction).
- Expand openings for Russian students; Level 8; encourage graduates to take the NYU exam to earn credits.
- Continue to work with Armenian staff and community to ensure this program is still a community-driven program, rather than a school-offered program.
- Continue with additional coordinator oversight through a stipended administrative intern.
- Seek out continuation funding for 2005-06 and beyond. Investigate pros and cons of establishing a charter school that includes heritage language instruction. Identify foundations with a mission to support maintenance of home languages. Establish district support to absorb the costs of the coordinator and translators/secretaries after the end of the grant, and ask parents of all students to pay fees. Develop public awareness report that can be used to communicate impact of the programs.

Attachments:

1. Magazine #6 (copy)
2. 3rd Grade Science Vocabulary (English-Ukrainian)
3. Photos from the school website
4. Flyer about Ukrainian Festival in Sacramento

5. Flyer about Rancho Cordova Multicultural Party
6. Article from magazine "Native word" #5 about Ukrainian students' participation in California Language Teachers Association conference.
7. Ukrainian Quarterly, article about Ukrainian school graduation 2003-2004.
8. Book about Russian Saturday School (updated).
9. Flyer about presentation at conference sponsored by RefugeeWorks.
10. Brochure for parent involvement.