

Adopted by the Board of Education at its Regular Meeting of March 23, 2010

San Francisco Unified School District
San Francisco, California

Superintendent's Proposal

102-23Sp2 - In Support of a Policy Allowing Biliteracy Endorsements on Student Diplomas

REQUESTED ACTION: *That the Board of Education of the San Francisco Unified School District adopt a policy that allows students to earn a Seal of Biliteracy or World Language Proficiency on their diploma if they demonstrate proficiency in speaking, reading, and writing in one or more languages in addition to English.*

BACKGROUND:

On December 12, 2006, the SFUSD Board of Education formalized their commitment to multilingualism with a historic Resolution, *Preparing All Students for a Multilingual/Multicultural World* authored by Board Commissioners Eric Mar, Dan Kelly, and Norman Yee. This resolution called for taking full advantage of the rich "linguistic and cultural diversity and assets" of San Francisco to provide the opportunity for every student, pre-kindergarten through twelfth grade, to become multilingual and multicultural and to graduate with proficiency in English and at least one other language. The preface to the Resolution articulated a powerful commitment:

The world we live in has become increasingly smaller and people of different languages and cultures are being brought ever closer. Preparing students for our world of multilingualism and multiculturalism has become an integral and indispensable part of the educational process. — SFUSD Board Resolution

Furthermore, on May 26, 2009, the SFUSD Board of Education passed the A-G SFUSD Graduation Requirements, Resolution 94-28Sp2. In order to recognize and encourage linguistic proficiency and cultural literacy at high levels of academic competency, San Francisco Unified School District shall present a *Seal of Biliteracy or Seal of World Language Proficiency*, a biliteracy endorsement on a student's diploma, to each graduating high school student who meets the A-G requirements and demonstrates proficiency in listening, speaking, reading, and writing in one or more languages in addition to English. The Board Policy is attached for adoption and the attached Draft Administrative Regulations are for informational purposes only since they are not adopted by the Board of Education, but are administratively approved.

Superintendent's Proposal
102-23Sp2

2/23/10

3/23/10

- Referred by order of the Chair on 2/23/10 to the Rules, Policy, and Legislation Committee.
- Taken up by the Rules, Policy, and Legislation Committee on 3/15/10. Forwarded to the Board with a positive recommendation by general consent of the Committee.
- Adopted on 3/23/10

Article 6: Instruction

Section: Seal of Biliteracy

The Board of Education is committed to preparing every student who enrolls in our schools to graduate from high school college and career path ready. Students will have the skills, capacities, and dispositions necessary to participate fully in the 21st century economic, scientific, political, cultural, and intellectual life of our global society. Achieving high levels of academic competency in both English and at least one other World Language is an integral part of making the vision of student success a reality.

Therefore, in order to encourage and recognize linguistic proficiency and cultural literacy, San Francisco Unified School District shall present a *Seal of Biliteracy or Seal of World Language Proficiency*, as an endorsement on a student's diploma, to each graduating high school student who demonstrates proficiency in listening, reading, speaking and writing in one or more languages in addition to English.

Purpose of the Seal of Biliteracy

1. To recognize students who attain a high level of proficiency in two or more languages
2. To provide employers and universities with biliterate students who are able to perform high level academic and professional tasks in another language as well as English
3. To assign high status to students who demonstrate biliterate competence in English and in at least one additional World Language
4. To revitalize, promote and encourage the development of effective dual language immersion, world language, heritage language pathways in Pre-kindergarten – 12 grade that prepare students to successfully interact in the global marketplace of the 21st Century
5. To build on student strengths, recognizing that home language and culture are valued resources that contribute to academic success

The Superintendent shall develop regulations to implement this policy.

HISTORY/AUTHORIZATION: