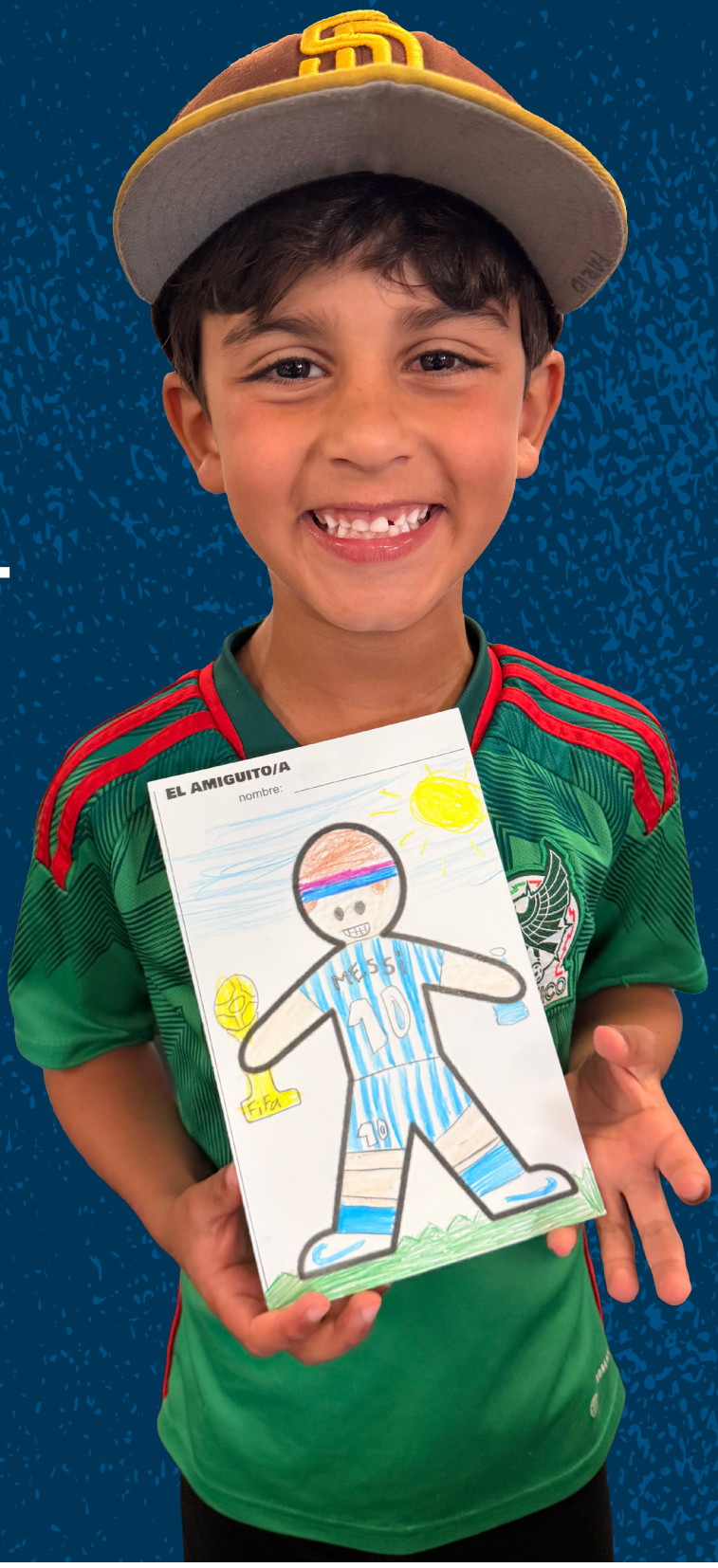
2026

Project World Language+ Closeout Report



san diego county office of EDUCATION
FUTURE WITHOUT BOUNDARIES℠

Coronado Unified School District

DEPARTMENT OF WAR EDUCATION ACTIVITY

Project WL+

Establishing, expanding, and improving world language study for military-connected grade TK-12 students in Coronado Unified School District.

Federal Grand ID Number: HE1254-21-1-2006
Closeout Report of Activities
Program years: 2021-2026
Dates of activities: 8/1/2021-6/30/2026

August 25, 2026

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Acronyms

ACTFL	American Council on the Teaching of Foreign Languages
BCLAD	Bilingual, Cross-Cultural, Language and Academic Development
CLTA	California Language Teachers' Association
CUSD	Coronado Unified School District
DoWEA	Department of War Education Activity
FLEX	Foreign Language Experience
PL	Professional Learning
SDCOE	San Diego County Office of Education
STAMP	STAndards-based Measurement of Proficiency
TOSA	Teacher on Special Assignment
WL	World Language
WL+	Project World Language Plus
WLARP	World Language Advancement and Readiness Program



Executive Summary

Project World Language Plus (WL+) was established through a $2.34 million Department of War Education Activity (DoWEA) World Language Advancement and Readiness Program (WLARP) grant to expand world language opportunities for military-connected students in Coronado Unified School District (CUSD). The grant sought to establish a fully articulated TK–12 world language pathway, increase military-connected student participation in world language learning, improve student language proficiency, and expand student attainment of the California State Seal of Biliteracy. Over four years, Project WL+ transformed world language learning in CUSD by creating a comprehensive elementary-to-high school pathway while strengthening secondary instruction and increasing awareness of and interest in biliteracy across the district.

The San Diego County Office of Education (SDCOE) conducted a comprehensive mixed-methods evaluation throughout the life of the grant. The evaluation included classroom observations, student and family surveys, teacher and student focus groups, language proficiency data, State Seal of Biliteracy data, enrollment records, and ongoing participation in project planning and community events. This closeout report examines the extent to which Project WL+ met its intended outcomes, identifies key accomplishments, and offers recommendations to support long-term sustainability.

Project WL+ at a Glance

GRANT PERIOD
2022–2026

GRANT AWARD
$2.34 million

STUDENTS SERVED
TK–12

ELEMENTARY STUDENTS SERVED IN FLEX (2025–26)
1,072

MILITARY-CONNECTED PARTICIPATION (2025-26)
66%

STAMP PROFICIENCY
19% → 47%

SENIORS EARNING THE SEAL
19% → 41%

MILITARY-CONNECTED SENIORS EARNING THE SEAL
7% → 29%

MAJOR ACCOMPLISHMENTS

Project WL+ met or exceeded its primary grant objectives and established the essential components of a sustainable TK–12 world language pathway.

- Established a comprehensive TK–12 world language pathway. CUSD successfully implemented FLEX Spanish instruction across grades TK–6 while sustaining and strengthening secondary world language opportunities. By the conclusion of the grant, 66% of military-connected students participated in the world language pathway, exceeding the project's target and maintaining participation rates comparable to or higher than those of all students.
- Created strong early language-learning experiences. Across four years of implementation, elementary students consistently reported positive experiences in FLEX Spanish classes. Students described engaging, culturally rich instruction that fostered confidence, enjoyment, and interest in continuing language study. Classroom observations similarly documented students actively developing language skills alongside cultural understanding.
- Improved student language proficiency and biliteracy outcomes. Student proficiency on STAMP assessments increased substantially during the grant period, with grades 9–12 proficiency increasing from 19% at baseline to 47% by the final year of the project. The percentage of graduating seniors earning the California State Seal of Biliteracy also increased from 19% to 41%, while the percentage of military-connected seniors earning the Seal increased from 7% to 29%.
- Strengthened community awareness of biliteracy. The project successfully established biliteracy as a visible district priority through family outreach, recognition events, advisory committee engagement, and ongoing communication. Student awareness of the State Seal of Biliteracy reached 94% among surveyed secondary students, and family awareness and interest increased substantially over the course of the grant.



KEY LESSONS LEARNED

The evaluation identified several important lessons that extend beyond CUSD.

First, creating a high-quality elementary language experience can build strong student confidence and enthusiasm for continued language learning. FLEX students consistently demonstrated positive language-learning identities and increasing interest in continuing along the TK–12 pathway.

Second, instructional change requires sustained investment in professional learning. While teachers reported meaningful shifts in their understanding of proficiency-based instruction and assessment, focus groups and classroom observations highlighted the need for more interpersonal communication in introductory secondary courses. These instructional practices will be important to sustain student participation in world language courses through high school.

Finally, sustained communication with students, families, and the broader community proved essential to building awareness of biliteracy and increasing participation in world language learning. Recognition events, advisory structures, and consistent messaging contributed to strong community investment in multilingualism that positions the district well for continued success beyond the grant period.

RECOMMENDATIONS

The evaluation recommends that CUSD:

1. Sustain the TK–6 FLEX Spanish program and protect collaborative planning structures for elementary teachers.
2. Continue professional learning that supports authentic interpersonal communication and greater instructional coherence across the secondary world language pathway.
3. Continue engaging students and families around biliteracy and the State Seal of Biliteracy to maintain strong participation and awareness.

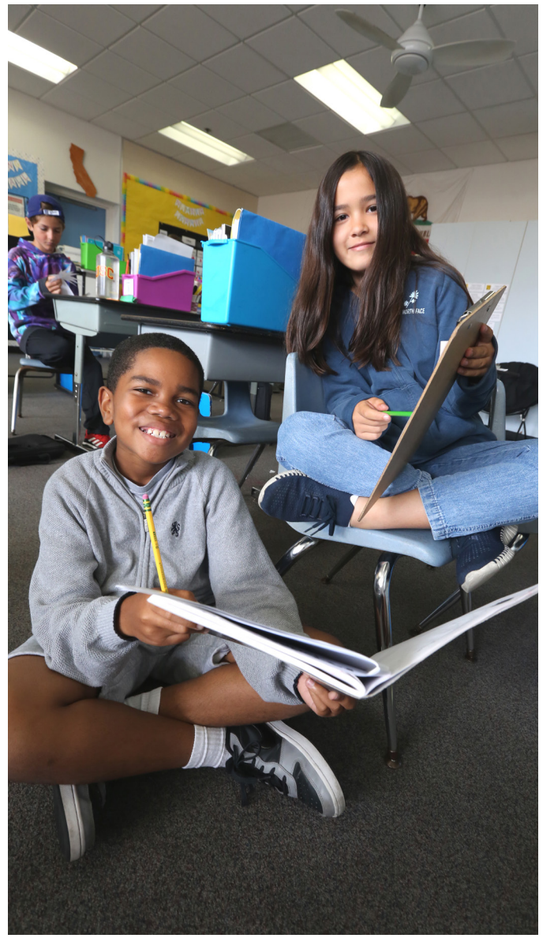
Project WL+ concludes with a strong foundation for long-term sustainability. The district successfully established a comprehensive TK–12 world language pathway, expanded opportunities for military-connected students, increased language proficiency and Seal of Biliteracy attainment, and built community support for multilingualism. The evaluation also highlights the importance of continued investment in instructional improvement so that future cohorts of students experience an affirming, language-rich world language program from elementary school through graduation.

Project Background

The Department of War Education Activity (DoWEA) maintains a goal to support student excellence and students' successful transition to college, career, and life. DoWEA allocated roughly $20 million in grant funds for its World Language Advancement and Readiness Program (WLARP), which supports DoWEA's aim to "educate, engage, and empower military-connected students to succeed in a dynamic world" through the establishment, improvement, and expansion of language programs. Coronado Unified School District (CUSD) was awarded $2.34 million in grant funds to establish a TK-12 language pathway, focusing on increasing language enrollment and access for military-connected students within CUSD.

According to DoWEA, a military-connected student is defined as an elementary or secondary school student who is: (i) a dependent of a member of the Armed Forces; (ii) a dependent of a civilian employee of the Department of Defense; or (iii) a dependent of a person who is not a member of the Armed Forces or a civilian employee of the Department of Defense but who is employed on Federal property. Research on Military Connected students has illustrated they are at higher risks of experiencing specific emotional, social, and academic challenges associated with the socio-ecological contexts of their schooling and community, if not mediated by a positive school environment (De Pedro et al., 2011; Astor et al., 2013; Baumann and Rensburg, 2020). Each year, roughly 40% of CUSD's student body identifies as military-connected. CUSD is committed to supporting its military-connected students thrive both as students and global citizens.

Project World Language Plus (WL+) set out to establish a world language TK-12 pathway to graduate students who are globally competent and equipped with proficient world language skills. At the elementary level, a weekly Spanish exposure program was the initial step in creating a Foreign Language Experience (FLEX) program. FLEX programs provide a foundation for world language study before formal world language coursework begins, with the goals of "exposure, enrichment, and language experience" (California Department of Education, 2025). At the secondary level, Project WL+ continued to improve and expand world language offerings, increasing and sustaining student engagement in language learning and enrollment in language courses, with a particular focus on increasing enrollment of military-connected students. Additionally, Project WL+ aimed to increase and sustain student achievement of the California Seal of Biliteracy upon graduation. The goal of Project WL+ was a fully articulated, vertically aligned World Language TK-12 pathway for all CUSD students.



Evaluation Methodology

The evaluation of Project WL+ was led by the SDCOE Evaluation Team. The evaluation included three phases (planning, formative, and summative), and data collection and reporting spanned the phases. The formative and summative phases have been driven by the logic model developed during the initial planning phase of this evaluation (Appendix A). Additionally, the evaluation team has collaborated with key partners to develop data collection protocols. The evaluation team's approach focuses resources on the collection of rich and varied data types, both qualitative and quantitative, and has engaged a team with expertise in coordinating findings from these different types of data in all phases of the project.

The evaluation of Project WL+ was organized around key evaluation questions co-constructed in partnership with the program leadership. These questions were both formative and summative in nature, supporting the ongoing development and implementation of Project WL+ while also supporting the program leadership's understanding of the project's impact. A comprehensive list of formative and summative evaluation questions with accompanying data sources can be found in the appendix (Appendix B). This report focuses on the project's summative evaluation questions to assess overall impact, encourage sustainability, and inform next steps:

1. **To what extent did the project meet its goals?**
2. **What aspects of the project are successful?**
3. **What can we learn from the project?**



Methods

Observations

The evaluation team conducted quarterly observations of instructional activities in years 2-5. In partnership with program leadership and SDCOE world language learning experts, the Evaluation Team leveraged existing research-backed instructional frameworks, including the California World Languages Framework and guidance from ACTFL, to design a Project WL+ Observation Tool (Appendix C). This tool was designed as a single-point rubric, organized around core characteristics of high-quality world language instruction. After each observation, the evaluation team produced a short memo for the World Language Department and CUSD leadership, summarizing the strengths and growth areas aligned to program goals. The evaluation team additionally conducted observations of professional learning activities and curriculum planning meetings to assess the ongoing learning and development of CUSD world language teachers. The evaluation team participated in quarterly World Language Advisory Committee meetings and observed community events, such as the Biliteracy Awards.

Survey

To collect information from students and families about their perceptions of world language learning, the TK-12 world language pathway, biliteracy, and the State Seal of Biliteracy, the evaluation team designed and administered a survey to students in grades 4-6, secondary students, and all CUSD families. The grades 4-6 student survey focused on FLEX program implementation. The secondary student survey focused on world language engagement, retention, and State Seal of Biliteracy awareness. The secondary family and community survey focused on State Seal of Biliteracy awareness, general perceptions of the CUSD World Language program, and their aspirations for world language learning in CUSD. The elementary family and community survey focused on State Seal of Biliteracy awareness, general perceptions of the TK-6 FLEX program, and their aspirations for world language learning across the district. Surveys are included as appendices (Appendix D).

Assessment Data

To assess whether literacy proficiency is improving over time, we gathered STAMP results annually. The grant's project director ensured data from each assessment was provided to the evaluation team, who then calculated the average score for all students in each grade and use the grade level scales to determine to what extent student performance changed over the course of this grant, disaggregated by military-connected status. STAMP data indicated the number of students eligible for the State Seal of Biliteracy.

Focus Groups

The evaluation team conducted focus groups with multiple audiences over the course of this project. These focus groups were organized around findings from the yearly survey and enrollment trends, to help the evaluation team better understand the unique work and experiences of individual stakeholders and, as data collection progresses, provide context around findings from the surveys and administrative data. Focus group audiences included secondary world language teachers and world language students. Protocols from each focus group are included in the appendix (Appendix E-F). The evaluation team employed content analysis to identify emergent themes. From this, the evaluation team crafted analytic memos, including findings and recommendations, for program leadership.

Evaluation Findings

Coronado Unified School District's (CUSD) Project WL+ achieved its primary goals of establishing a fully articulated TK–12 world language pathway, increasing student and family awareness of the State Seal of Biliteracy, and sustaining military-connected student participation in the world language pathway. Throughout the grant period, the program met or exceeded the yearly outcome measures established at the outset of the project while demonstrating continued growth beyond baseline. Project WL+ concludes with a strong foundation for sustaining high-quality world language programming that prepares students to become globally competent graduates with proficiency in multiple languages. The following findings highlight CUSD's accomplishments and summarize lessons learned over the course of implementation.

PROGRAM SUCCESSES

Implementation of a Comprehensive TK–12 World Language Pathway

Over the life of this grant, CUSD fully implemented its TK-12 world language pathway, creating an elementary school program and expanding the middle school program. Initially, CUSD implemented its FLEX Spanish program in both elementary schools, serving a total of 1,072 students during the 2025–26 school year. Of those 1,072 elementary students, 495 are military-connected. CUSD additionally fully implemented the FLEX program in sixth grade, allowing students to engage in world language learning from TK through grade 12. Across all CUSD schools, 66% of military-connected students participated in the world language pathway, compared to 62% of all students during the 2025-26 school year.

Both Bilingual Cross-cultural Language and Academic Development (BCLAD) certificated teachers remained in their elementary school placements during the 2025–26 school year, building on their curriculum design work over the prior years together. Both teachers presented on the WL+ program regionally throughout California and at a national conference for language educators. They have been recognized by the San Diego County Office of Education Multilingual Education and Global Achievement department for their dedication to biliteracy. Additionally, they were awarded a Cal Coast Cares Foundation Educator Grant in 2026 to continue implementing engaging project-based curriculum in FLEX classrooms. The Project WL+ Teacher on Special Assignment (TOSA) was selected as the 2026 California Language Teachers Association (CLTA) Teacher of the Year. With the support of the TOSA, the two FLEX teachers collaboratively designed instruction for grades TK–6. The creation of this FLEX instructional team represents a major achievement for CUSD and has proven essential to the success of the TK-12 world language pathway.

Positive Student Experiences in FLEX Spanish

Over the life of this grant, students have consistently reported positive experiences in FLEX classes. On a survey administered between May and June 2026 across grades 4–6 (n = 412), elementary and 6th grade students reported positive and educational experiences in FLEX Spanish class, consistent with 2024-25 and 2023-24 findings. In the 2026 administration of the survey, 6th grade students reported the most positive perceptions of Spanish learning, including higher levels of engagement, confidence, and positive attitudes than students in grades four and five, suggesting students approaching high school continue to maintain positive perceptions of language learning and may be well-positioned to continue language study in future grades.

FLEX students continue to report enjoying Spanish class while developing both cultural understanding of Spanish-speaking countries and foundational Spanish language skills. When asked what they liked best about Spanish class in an open-ended response, FLEX students overwhelmingly described games, interactive activities, and hands-on projects. Cultural learning experiences were also commonly mentioned, including Día de los Muertos, ofrendas, food tastings, traditions, celebrations, clothing, and cultural practices from Spanish-speaking communities. As one student shared, encapsulating common sentiments across all years of survey administration, "I liked the games that we played with other peers and [my teacher]. Learning Spanish is also very helpful in life so you can talk to Spanish speaking people." Quarterly classroom observations similarly documented students' development of both language skills and cultural knowledge. Student interest in continuing along the CUSD world language pathway also increased over the course of the grant, providing encouraging evidence that early language experiences are supporting continued participation.

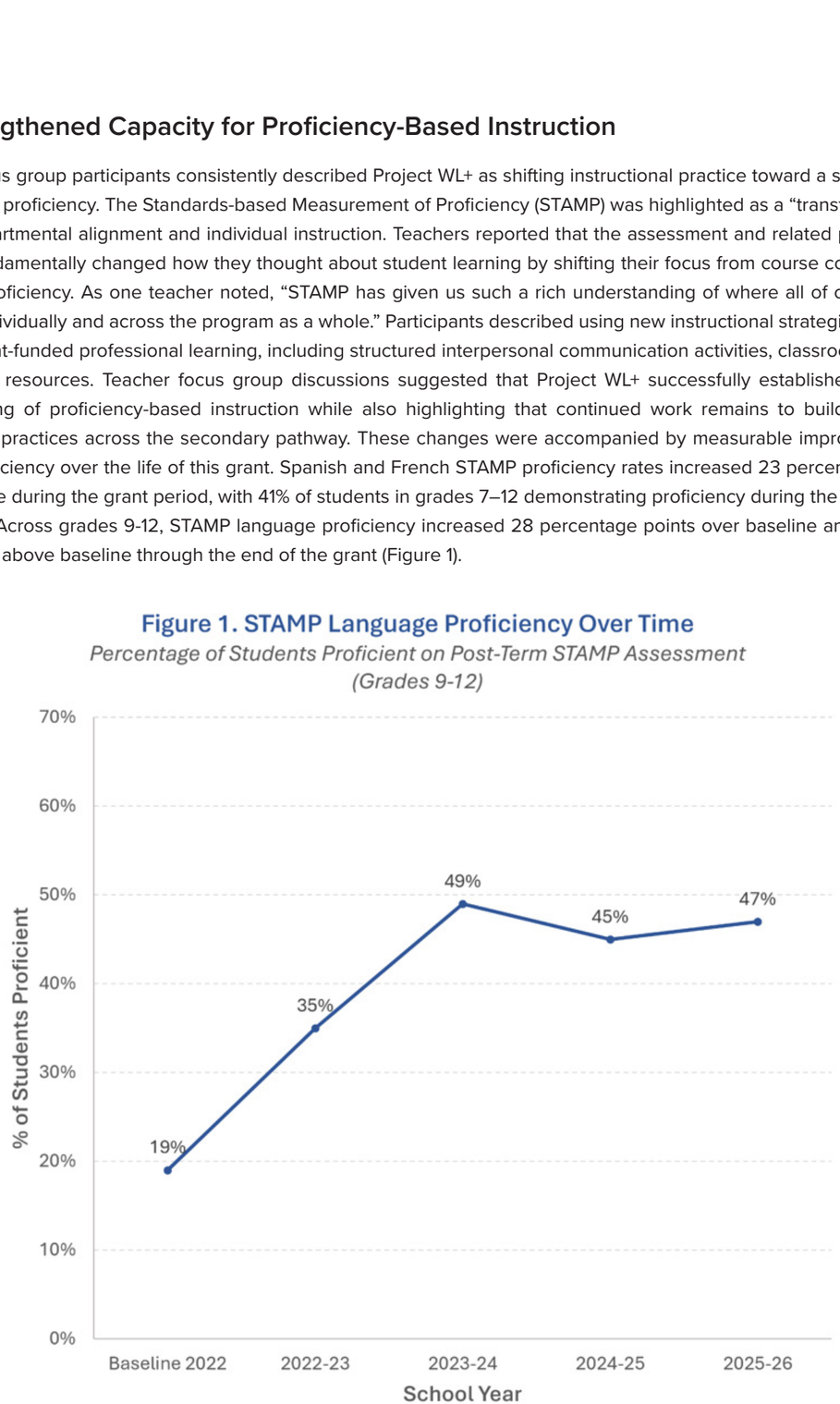


Strengthened Capacity for Proficiency-Based Instruction

Teacher focus group participants consistently described Project WL+ as shifting instructional practice toward a shared focus on language proficiency. The Standards-based Measurement of Proficiency (STAMP) was highlighted as a "transformational" tool for departmental alignment and individual instruction. Teachers reported that the assessment and related professional learning fundamentally changed how they thought about student learning by shifting their focus from course completion to language proficiency. As one teacher noted, "STAMP has given us such a rich understanding of where all of our students are, both individually and across the program as a whole." Participants described using new instructional strategies acquired through grant-funded professional learning, including structured interpersonal communication activities, classroom libraries, and reading resources. Teacher focus group discussions suggested that Project WL+ successfully established a shared understanding of proficiency-based instruction while also highlighting that continued work remains to build consistent instructional practices across the secondary pathway. These changes were accompanied by measurable improvements in student proficiency over the life of this grant. Spanish and French STAMP proficiency rates increased 23 percentage points over baseline during the grant period, with 41% of students in grades 7–12 demonstrating proficiency during the final year of the project. Across grades 9-12, STAMP language proficiency increased 28 percentage points over baseline and remained substantially above baseline through the end of the grant (Figure 1).

Figure 1. STAMP Language Proficiency Over Time

Percentage of Students Proficient on Post-Term STAMP Assessment (Grades 9-12)

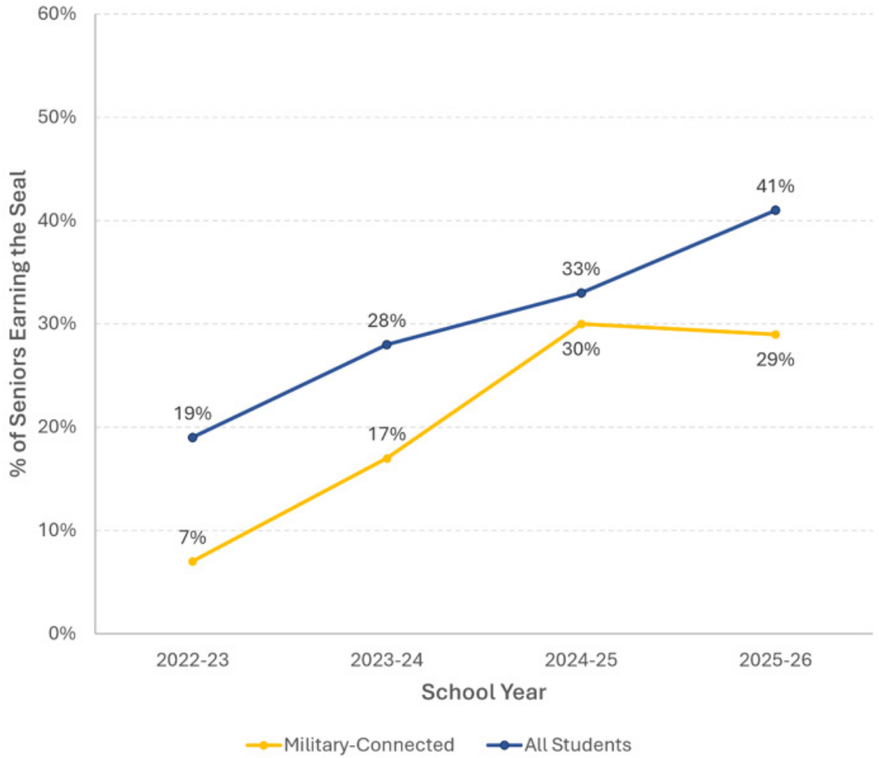


Growth in Biliteracy Recognition and Achievement

Students are also earning the State Seal of Biliteracy at sustained rates. While the formal evaluation tracked the percentage of military-connected seniors who earned the State Seal of Biliteracy, seal attainment also increased substantially across the district over the course of the grant. The percentage of graduating seniors earning the State Seal of Biliteracy increased from 19% in 2022–23 to 41% in 2025–26, while the percentage of military-connected seniors earning the seal increased from 7% to 29% over the same period (Figure 2). By 2025–26, military-connected State Seal of Biliteracy eligibility had increased 17 percentage points over baseline. These findings reflect the project's sustained efforts to publicize the seal and communicate to students that they are capable of reaching proficiency in multiple languages. Ninety-four percent of students surveyed in 2026 across grades 7-12 reported knowing about the State Seal of Biliteracy, while 84% expressed interest in earning the distinction. Although the evaluation team monitored seal eligibility as the formal evaluation outcome, the total number of students earning the State Seal of Biliteracy also increased substantially during the grant period, from 52 students in 2022–23 to 106 students in 2025–26.

Figure 2. State Seal of Biliteracy Attainment Over Time

Percentage of Graduating Seniors Earning the State Seal of Biliteracy



Strengthening Community Investment in Biliteracy and Language Learning

Throughout the grant period, the program consistently engaged the CUSD community through communication, recognition, and collaboration. The quarterly World Language Advisory Committee continued to provide guidance to the district's world language program. The Biliteracy Awards and Cultural Fair continued to celebrate multilingualism across the district, with consistently positive feedback and strong attendance. Multilingual families have described the recognition as highly meaningful. As one high school parent shared of the 2026 awards, "It was so special and we're grateful as a family. Because of your work our daughter will have the brilliant opportunity of a lifetime." CUSD has also sustained interest in summer language learning opportunities, with 21 students earning more than $33,000 in scholarships through the Council on International Educational Exchange. These efforts reflect the depth of CUSD's success communicating the importance of biliteracy and language learning across the community.

LESSONS LEARNED

Supporting Persistence Through Student Engagement

With a clear focus on communicating world language opportunities to both families and students, CUSD sustained student participation in world language courses during the 2025–26 school year across TK-12. Elementary and middle school world language participation remained consistent with prior years. High school world language enrollment, however, decreased from 49% in 2024–25 to 43% in 2025–26. Decreases were observed across all high school course levels and in both Spanish and French.

Teacher focus group participants emphasized that students' early experiences in introductory world language courses play a critical role in whether they continue studying a language. As one teacher shared, "My goal as a Spanish 1 teacher is simply to make the experience as positive as possible so students feel capable and believe they can succeed." This perspective aligns with classroom observation findings over the life of this grant, secondary student survey responses, as well as findings from student focus groups held in 2024, suggesting an opportunity to continue strengthening instructional experiences in lower-level world language courses.

During classroom observations across lower- and upper-level world language courses, the evaluation team most frequently observed authentic interpersonal communication in TK–6 FLEX classrooms and upper-level world language classes. As one student noted in the 2024 student focus group, it wasn't until Spanish 3 that the student experienced "more communication" and "more conversations." In the 2026 administration of the secondary student survey, 51% of respondents said a major – and most reported – challenge to world language learning was that there were "not enough opportunities to practice." As one student wrote as a free response to this survey question, "Speaking practice is intimidating."

Students enrolled in introductory world language classes were much less likely to be observed engaging in authentic interpersonal communication tasks during quarterly instructional observations over the life of this grant. Instead, instruction more frequently emphasized grammar, listening to the teacher, and formal presentations. While all modes of communication are essential to language learning, secondary instruction was more often centered on interpretive and presentational communication than interpersonal communication. Expanding opportunities for authentic interpersonal communication in introductory secondary courses may help reinforce the positive language-learning identities students develop in FLEX and support continued participation throughout the secondary pathway.



Recommendations

The following recommendations build on program strengths to support long-term sustainability.

1. Maintain TK-6 FLEX Spanish Classes and Protect FLEX Collaborative Planning

The creation of the elementary Spanish pathway was a major investment by CUSD and continues to require resources after funding for this project concludes. CUSD should ensure the full TK-12 pathway continues, with special attention to the newly created TK-6 FLEX classes. Collaborative planning time has been essential to the success of the FLEX teachers and should remain a core component of their instructional load. The success of the FLEX Spanish classes has been overwhelmingly clear since CUSD established the elementary Spanish program during the 2022-23 school year. If possible, CUSD should consider how to expand the FLEX Spanish program to offer even more language learning opportunities to TK-6 students, potentially increasing the number of times students have Spanish each week.

2. Offer Professional Learning to Continue Instructional Improvement at Secondary Level

Professional development should continue supporting secondary world language teachers in providing opportunities for students to develop communication skills through authentic interpersonal communication experiences across all levels of study, with particular attention to introductory world language courses. Greater alignment in instructional practices across the TK–12 pathway will help students experience continued success in language learning and as a result pursue advanced world language coursework in high school. The strong interest and positive language learning identities developed by FLEX students provide an important opportunity for the district to sustain enrollment growth and continue increasing State Seal of Biliteracy attainment as these students progress through middle and high school.

3. Continue Family Engagement to Maintain and Strengthen Interest in Biliteracy and Seal Attainment

The project's sustained communication efforts resulted in substantial increases in family awareness of and interest in the State Seal of Biliteracy, providing an important foundation for long-term sustainability. In fall 2022, 42% of families reported knowing their child could earn the State Seal of Biliteracy. By spring 2026, 79% of secondary parents reported awareness of the seal and 91% reported interest in their child earning it. Among elementary parent respondents, 39% reported awareness of the State Seal of Biliteracy, while 85% indicated interest in their child earning the Seal. Similar to prior years, family interest in the seal exceeds awareness, suggesting that families value multilingualism and biliteracy even when they are not fully familiar with the state recognition.

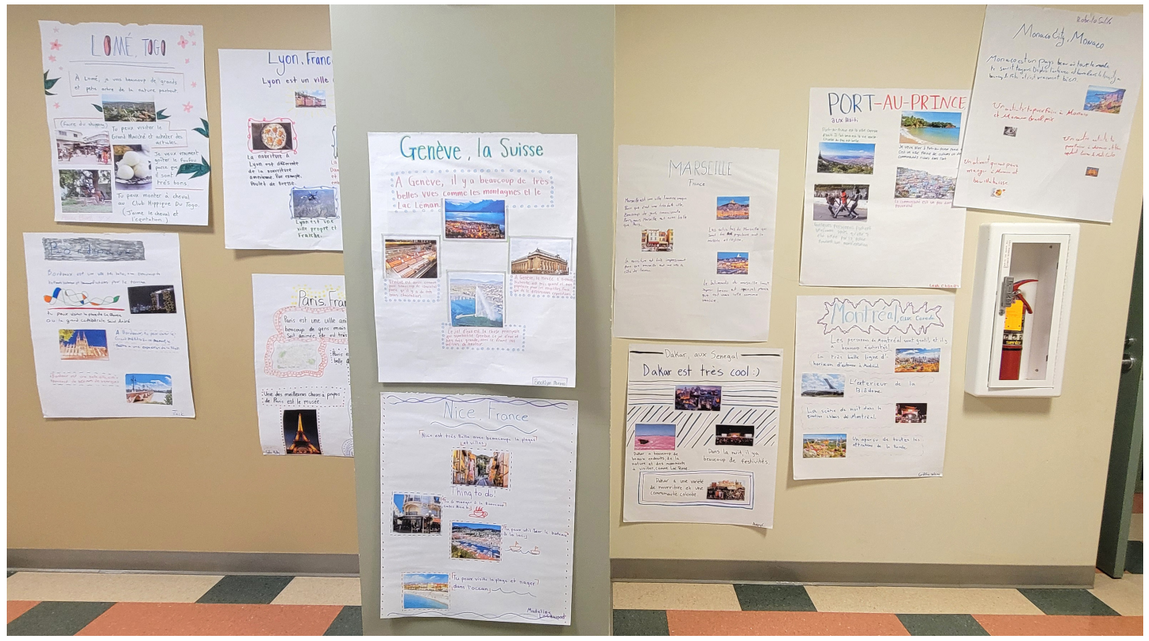
The growth in family awareness of the State Seal of Biliteracy represents one of the project's strongest indicators of sustainable impact beyond the life of the grant. The systems, communication strategies, and recognition structures established through Project WL+ provide CUSD with a strong foundation for continuing to expand participation in world language programs and support future generations of students pursuing biliteracy. Parents across all grades continue to report higher interest in the State Seal of Biliteracy than they do knowledge of the seal. This represents an opportunity for CUSD to continue to communicate the importance of biliteracy even after the life of this grant, especially in elementary grades, where parent awareness of the seal is much lower. The Biliteracy Awards and Cultural Fair, summer experience opportunities, and consistent communication from CUSD encouraging biliteracy and multiculturalism should continue in order to maintain and strengthen the awareness this grant established.

Conclusion

Project WL+ successfully established a comprehensive TK–12 world language pathway that expanded access to language learning for all students while maintaining a focus on military-connected students. Over the course of the grant, CUSD implemented a new elementary FLEX Spanish program, expanded world language learning into 6th grade, strengthened proficiency-based assessment practices, increased awareness of the State Seal of Biliteracy, and sustained high levels of military-connected student participation in world language learning. The evaluation also documented meaningful gains in student language proficiency, substantial increases in State Seal of Biliteracy attainment, and consistently positive student experiences in the elementary program. Together, these findings demonstrate that Project WL+ met and exceeded its primary goals while establishing structures to support multilingualism across the district.

The evaluation also highlights that building a high-quality, vertically articulated world language pathway is an ongoing process. Teacher focus groups, classroom observations, surveys, and student feedback suggest that the project successfully established important foundations for instructional coherence while identifying opportunities to decrease instructional variability and increase opportunities for authentic interpersonal communication. These findings reflect the natural progression of long-term instructional improvement and provide a clear direction for continued work beyond the grant period.

Perhaps most importantly, Project WL+ fostered a districtwide culture that values multiculturism, cultural competence, and biliteracy. Through sustained community engagement, recognition of student achievement, investment in teacher learning, and expanded opportunities for students from elementary school through graduation, CUSD has created the conditions for future generations of students to pursue language learning and global citizenship.



Acknowledgements

The evaluation team extends its gratitude to the Department of War Education Activity for funding this initiative. Additionally, we are grateful for the support and partnership provided by CUSD staff and teachers. In particular, the evaluation team would like to thank the CUSD World Language Department, who acted as a collaborative partner in all stages of this work. We also thank CUSD students and families, who inspire us to ensure all students have access to meaningful learning experiences and without whom none of this work is possible. This report synthesizes the project's narrative, achievements, and lessons learned to guide future initiatives and sustain the positive impacts on military-connected students' world language learning and achievement.



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Appendix A: Logic Model

INPUTS	ACTIVITIES	OUTPUTS	INITIAL OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
DoWEA funded grant	Recruit for positions	2 BCLAD teachers, 1 Spanish teacher hired, TOSA position created	Increased student knowledge of Spanish language and culture of Spanish-speaking countries	Increased participation in WL courses in grades 6-12 and/or in dual-enrollment WL courses	Increased percentage of students achieving proficiency in speaking, listening, reading, and writing on WL assessments
Curriculum materials	Purchase materials (authentic texts, other curriculum necessary)	Professional development schedule	Increased student interest in Spanish language learning in higher grades	Increased percentage of students – particularly military-connected – sustaining WL learning into middle and high school	Increased and sustained percentages of students – particularly military-connected – obtaining the Seal of Biliteracy
District-based team (TOSA, teachers, district representative)	Develop FLEX curriculum and K-12 pathway, with expanded course offerings.	# teachers attend PL	Increased awareness in K-5 families of FLEX program and K-12 pathway to biliteracy available	Increased positive attitudes in students and community regarding global competency	Overall increase in global competence across the district
Team meetings	Develop PL	# planning meetings	High levels of K-5 students enrolling in Spanish in middle school	Increased family and community understanding of and support for the Seal of Biliteracy	Increased family and community support for biliteracy
Assessment tools	Outreach activities to parent and community around WL+, K-12 pathway, and California Seal of Biliteracy	# K-5 Spanish students	Increased secondary teacher understanding of WL Standards	Increased secondary teacher capacity to improve language acquisition	
Meeting time and professional learning calendar	Develop extracurricular WL activities.	# new courses and clubs	Increased vertical articulation & collaboration between elementary & secondary WL teachers		
State and ACTFL guidance	Adjust middle school schedule	# community partnerships developed			
Research base		# family/community engagement events			
Community resources and funds of knowledge		Language assessments administered.			
California Seal of Biliteracy		Students and families surveyed			

Appendix B: Evaluation Questions

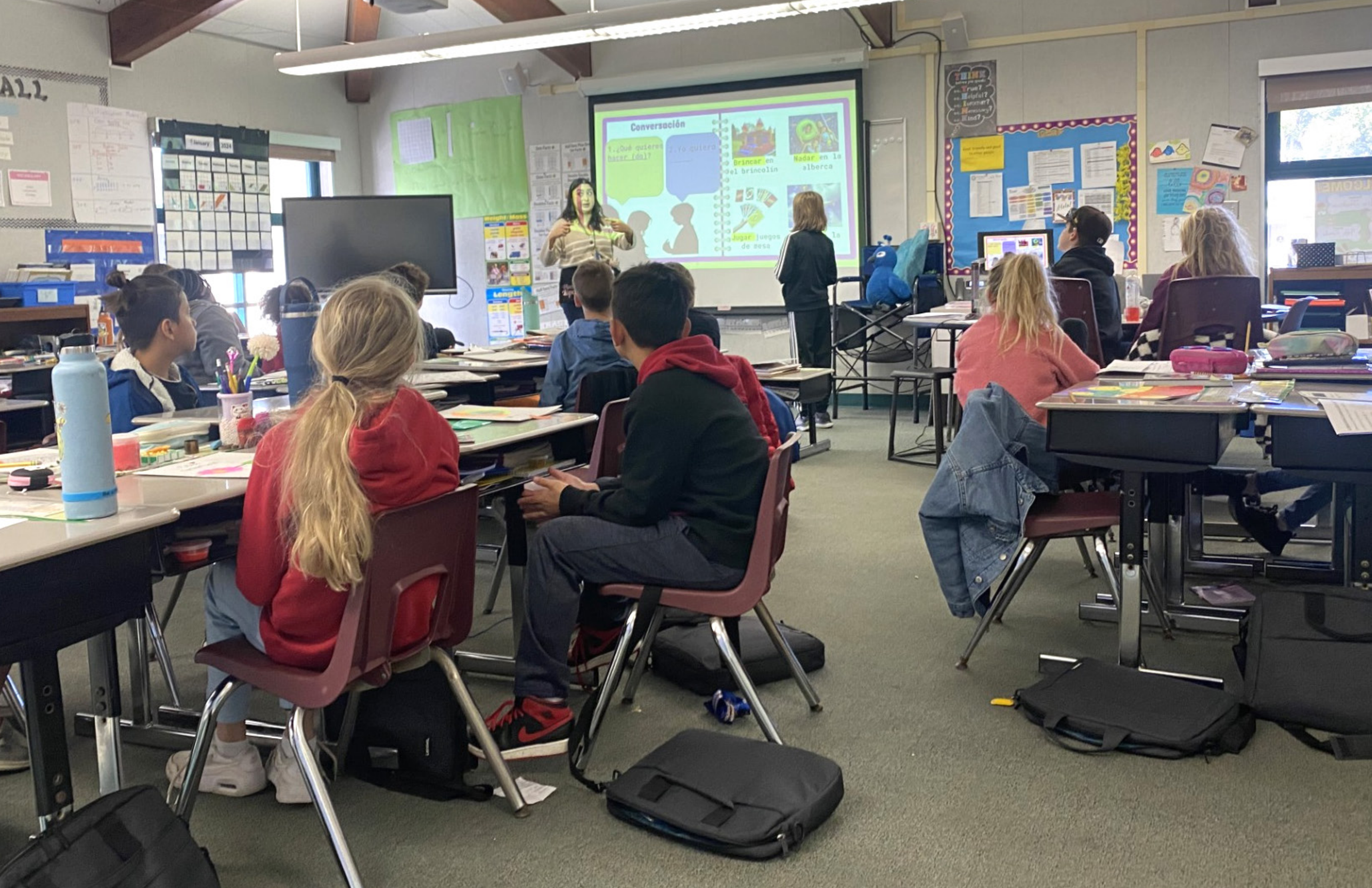
FORMATIVE EVALUATION QUESTIONS

No.	Question	Data Sources
1	To what extent are students (military-connected) improving and sustaining world language learning?	Local world language assessment, document review
2	What are the challenges or barriers to success and how did the project address these barriers?	Key informant interviews, focus groups
3	What is being implemented, and how?	Document review, observations, key informant interviews
4	What are the potential recommendations for moving forward with sustainability?	Key informant interviews, focus groups
5	To what extent are parents and community members engaged in the project and its goals?	Observations, surveys, document review

SUMMATIVE EVALUATION QUESTIONS

No.	Question	Data Sources
1	To what extent did the project meet its goals?	Local world language assessment, document review, Seal of Biliteracy rates
2	What aspects of the project are successful?	Observations, document review, surveys, focus groups
3	What can we learn from the project?	Observations, focus groups, key informant interviews, surveys




Conversación
1. ¿Qué quieres hacer (de)?
2. Yo quiero
Brincar en el brincolín
Nadar en la alberca
Jugar juegos de mesa



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