

Mandarin Immersion School

A strategy for Academic Achievement

Why Mandarin Dual Immersion

Parent Interest

A diverse offering for our families and the district

A research based way to improve the academic performance for all of our students. Research shows significant “closing the gap” academic achievement for English Language Learners as well as “closing the gap” benefits for African American students.

For this reason, our program is open to everyone and we will work diligently to ensure a diverse representation of students.

Research to support African American Achievement in Dual Immersion

“Research shows dual-language programs may actually enhance students’ learning in English. A multi-year study of students enrolled in two-way dual-language programs in North Carolina between 2007 and 2010, **found that low-income black children in these programs scored higher in reading and math than their classmates of the same race and socioeconomic background who were being taught in one language. By fifth grade, these students were reading as well as their monolingual peers in the grade above them,** according to the [study](#) conducted by George Mason University researchers.

Based on this research, Brito sees dual-language programs as a viable intervention for students who are struggling in school — not just as enrichment for children who are already performing at grade level.” From the Hechinger Report “Race and Equity” November 2016.

Research to support ELLs in Dual Immersion

“Groups of English learners attending one-way bilingual classes typically reach grade level achievement in second language by 7th or 8th grade, scoring slightly above grade level through the remainder of their schooling. With the stimulus of native English speaking peers in two-way bilingual classes, groups of English learners typically reach grade level achievement in second language by 5th or 6th grade, reaching an average of the 61st NCE or the 70th percentile by the eleventh grade.

This is truly astounding achievement when you consider that this is higher achievement than that of native-English speakers being schooled through their own language, and who have all the advantages of nonstop cognitive and academic development and sociocultural support....Yet English learners can outpace native-English speakers year after year until they reach grade level in their second language, when they are schooled in a high quality enrichment program that teaches the curriculum through their primary language and through English.”

From George Mason University Study Winter 2004

Projected Enrollment

2017-2018

Students: 72 @ Three classes of 24

Expand by 72 students each year.

Staffing:

1 Administrator (with other duties as assigned)

3 Teachers

Front Office and support services as needed

Lunch and Custodial support

Facilities - Objectives

We want to house students in a location that could accommodate annual enrollment increase

We want to take into consideration geographic locations of other proposed and/or existing language immersion programs (Washington, Stewart, Richmond/San Pablo corridor) to create a district-wide program

We need minimal upfront capital costs

We need to coordinate with Facilities Master Plan recommendations (housing the Wilson Elementary School at Portola site during reconstruction)

We do not want to displace existing programs

Options Considered for Location of School

North Campus	Significant capital costs to ready for kindergarten and to become a school
DeJean Middle	Capacity available but grade levels not aligned
Kennedy HS	Capacity available but grade levels not aligned (Kennedy grew in enrollment this year)
Stege Elementary	Insufficient capacity to accommodate annual enrollment growth

Options Considered for Location of School

Crespi Middle School	Capacity available but grade levels not aligned
El Sobrante site	Displacement of current program and capital investment
Alvarado School	Displacement of current program and capital investment
Portola site	Has the capacity, potential for enrollment growth; grade levels aligned with Wilson during co-location.

Mandarin Immersion School at Portola site

Portola site meets the facilities objectives

There is no current long-term solution for the Portola site

Facilities Master Plan identifies Portola site as temporary site for Wilson ES

Wilson ES student enrollment is approximately 460

It is anticipated that Wilson ES would move to Portola campus during summer of 2018 subject to timing of code updates, incorporation of educational specification revisions, and Division of State Architect approval

Wilson students and staff will be able to fit on the Portola campus during the co-location based on estimated timelines for construction

Estimated Costs

Staffing costs would be the same regardless of location unless an “existing school” was converted to Mandarin (approximately \$600,000)

Startup costs for supplies, instructional materials, etc. would come out of one-time fund balance as approved in December (approximately \$200,000)

Playground and outdoor community space improvements would be paid through MRAD (approximately \$200,000)

Facilities costs at Portola are minimal. The projected cost to modify/improve existing portables would be covered by developer fees (approximately \$200,000)

Bond funds would NOT be used for this project with the exception of funds ultimately needed to co-locate Wilson ES, i.e. PGE service upgrades; replacing portables that were removed for other district purposes

Proposed Kindergarten Daily Schedule

Regular Schedule

8:30 to 9:30	MLA 1
9:30 to 9:50	Recess
9:50 to 10:35	ELD/MLD
10:35 to 11:00	MLA 2
11:00 to 11:40	Lunch/Recess
11:40 to 12:10	MLA 3/Social Studies
12:10 to 12:40	ELA
12:40 to 1:00	PE
1:00 to 1:20	Calendar Math
1:20 to 2:20	Math & Universal Access

Minimum Day Schedule

8:30 to 9:30	MLA 1
9:30 to 9:50	Recess
9:50 to 10:35	ELD/MLD
10:35 to 11:00	MLA 2
11:00 to 11:40	Lunch/Recess
11:40 to 12:20	Math
12:10 to 12:40	ELA
12:20 to 1:45	Science

Art and Music are embedded into other blocks through thematic instruction

Proposed Language Instruction Model

Grades	Instruction in Mandarin	Mandarin Subjects	English Subjects
K-2	90%	Mandarin Language Arts, Mandarin Language Development, Math, Science, Social Studies, Music, Art, Physical Education	English Language Arts, English Language Development
3-4	70%	Mandarin Language Arts, Mandarin Language Development, Math, Science, Social Studies, Music, Art, Physical Education	English Language Arts, Math, English Language Development
5-6	50%	Mandarin Language Arts, Mandarin Language Development, Math, Science, Social Studies, Music, Art, Physical Education	English Language Arts, Math, English Language Development, Science, Social Studies

Proposed Assessments

Assessments in Mandarin	Assessments in English
<ul style="list-style-type: none">• Level Chinese (reading level assessments)• Better Immersion unit assessments• ELLOPA/STAMP4Se (aligned with nationally recognized proficiency guidelines for foreign languages)• Math district benchmark assessments translated into Mandarin (gr. K-2)• Translated district assessments will be used for other content taught primarily in Mandarin when feasible.	<ul style="list-style-type: none">• ELA district benchmarks (gr. K-6)• Math district benchmarks (gr. 3-6)• ELD benchmarks• STAR• ELA unit assessments• CELDT/ELPAC• SBAC (gr. 3+)• Other mandatory state assessments in English• District assessments in English will be used for all other content that is taught primarily in English

Proposed Core Instructional Materials

Subject	Mandarin	English
Language Arts & Language Development	Better Immersion (gr. K-5) Mei Zhou Hua Yu (gr. 6)	California Treasures
Science, Math, Social Studies	District Adoptions (Translated)	District Adoptions

District adopted texts that are translated into Mandarin will be used for core instruction and may be supplemented with additional materials as appropriate.

Proposed Mandarin ACTFL Proficiency Level Targets

Grade Level	Interpersonal (Communication)	Interpretive (Listening)	Interpretive (Reading)	Presentational (Speaking)	Presentational (Writing)
K	Novice Mid	Novice High	Novice Low	Novice Mid	Novice Low
1	Novice High	Intermediate Low	Novice Mid	Novice High	Novice Mid
2	Novice High	Intermediate Mid	Novice Mid	Novice High	Novice Mid
3	Intermediate Low	Intermediate Mid	Novice High	Intermediate Low	Novice High
4	Intermediate Low	Intermediate High	Intermediate Low	Intermediate Low	Intermediate Low
5	Intermediate Mid	Advanced Low	Intermediate Mid	Intermediate Mid	Intermediate Low
6	Intermediate High	Advanced Low	Intermediate High	Intermediate High	Intermediate Mid

Recommendation

Approve General Fund Budget for Staffing, Instructional Supplies and One Time Set-up Costs of \$800,000 from fund balance

Approve MRAD Budget for Playground and outdoor community space of \$200,000

Approve Developer Fee Budget of \$200,000 for facility

Approve the formation of a new Mandarin Immersion School at the former Portola campus located at 1021 Navellier Avenue, El Cerrito, CA (CDE requires the address of the new school in the establishment of a new CDS code)