



**SAN FRANCISCO** UNIFIED SCHOOL DISTRICT

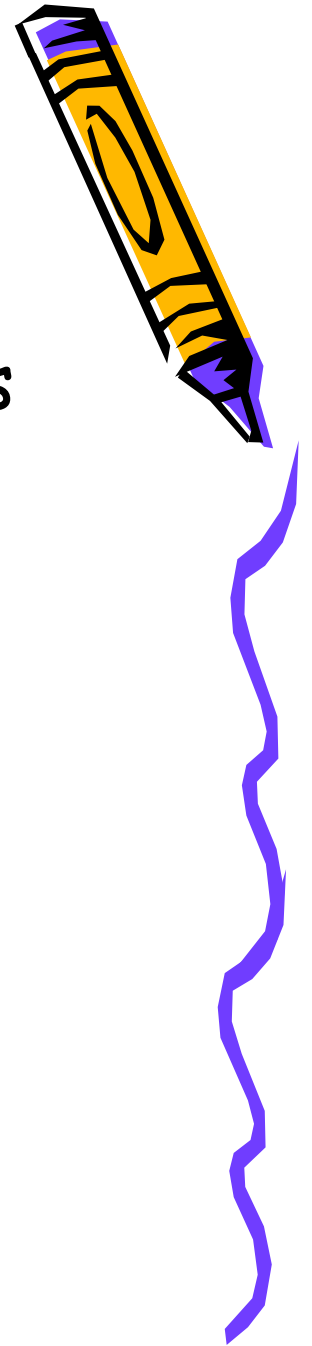
# SFUSD Presents

The  
Chinese Immersion School  
on Tuesday, April 14, 2009



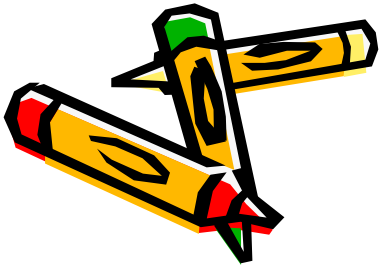
# Agenda

- Vision, Purpose and Goals
- Program Design, Support and Resources
- Curriculum
- Staffing
- Facilities and Tours
- Supports - Scheduling, Transportation, After School Program
- Enrollment Information
- Questions



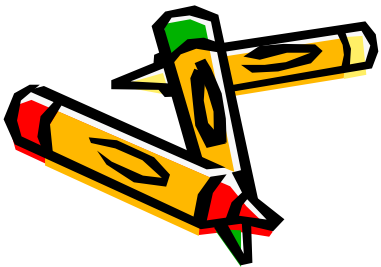
# Rationale

- Kindergarten requests have been increasing for the past 3 years and most schools are at capacity
- Class size expansion to 22 provides additional space but not enough
- Demand for Cantonese immersion programs far exceed the existing capacity
- A need to expand language programs for the large population of Cantonese speaking students



# Why Cantonese Dual Language Immersion?

Cantonese is the home language of the vast majority of Chinese students in San Francisco. It's the dominant second language in San Francisco.



# Introducing Mandarin as a Third Language

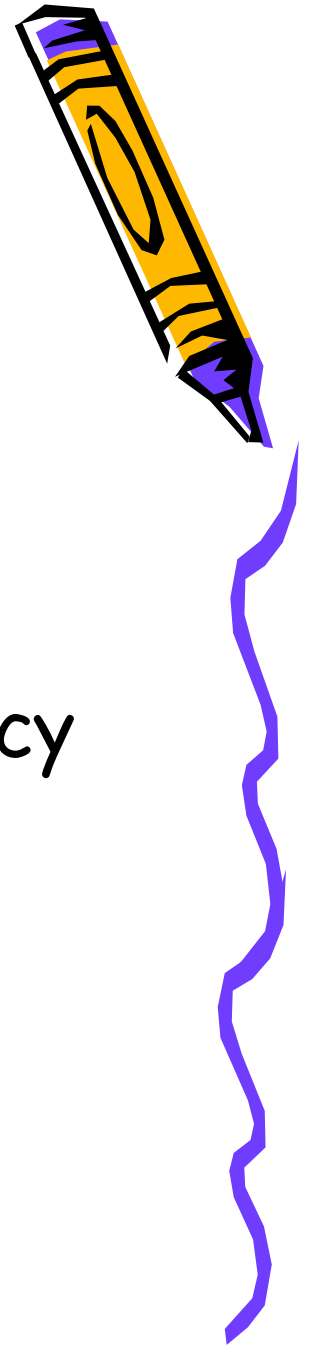


- The goal is to introduce Mandarin in later grades while continuing to develop Cantonese. Mandarin is the language of business and important for students to be prepared to participate in the global economy.
- The written language of Mandarin and Cantonese is identical.



# What is Dual Language Immersion?

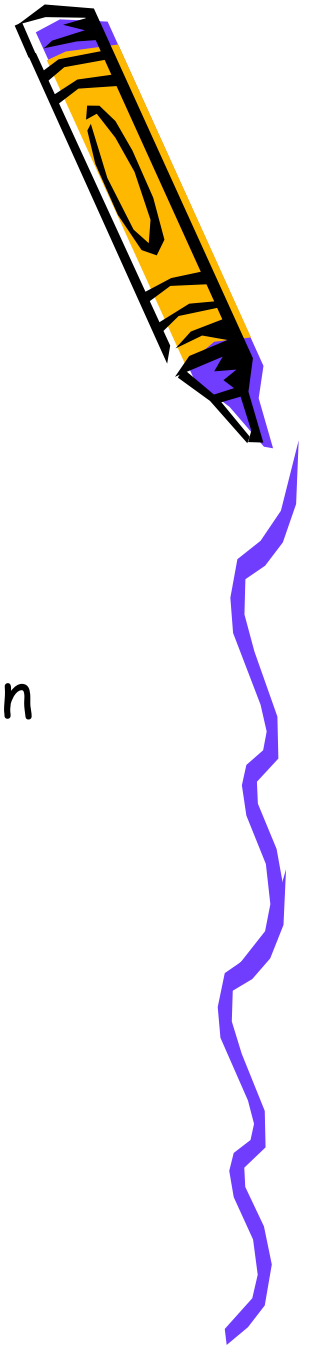
- Uses two languages for instruction
- Serves English Learners and English native speakers
- Goal includes high levels of proficiency in new language and in home language
- Use of English gradually increased (Additive bilingualism)



# What are the benefits of Dual Language Immersion?

## For English Learners

- Academic achievement is not postponed while learning English
- English learners in dual language programs outperform peers in other types of programs in English reading and other subjects
- High bilinguals are more successful readers
- High proficiency in two languages facilitates learning additional languages

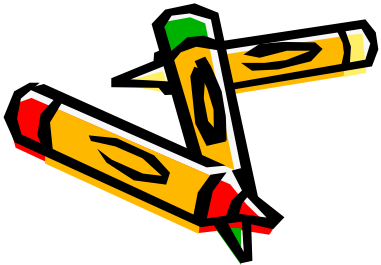


# What are the benefits of Dual Language Immersion?



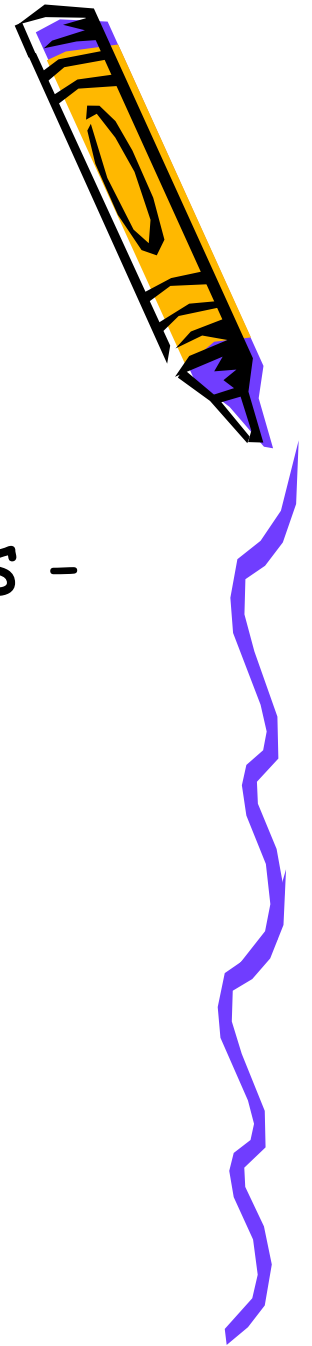
## For English Native Speakers

- Learning a language to high levels of competence requires time
- Most students begin language learning in secondary school, which only allows for relatively short sequences of language study
- Higher levels of proficiency over the long term
- Mental flexibility and divergent thinking
- Ability to shift between symbolic code systems



# Dual Language Immersion Goals

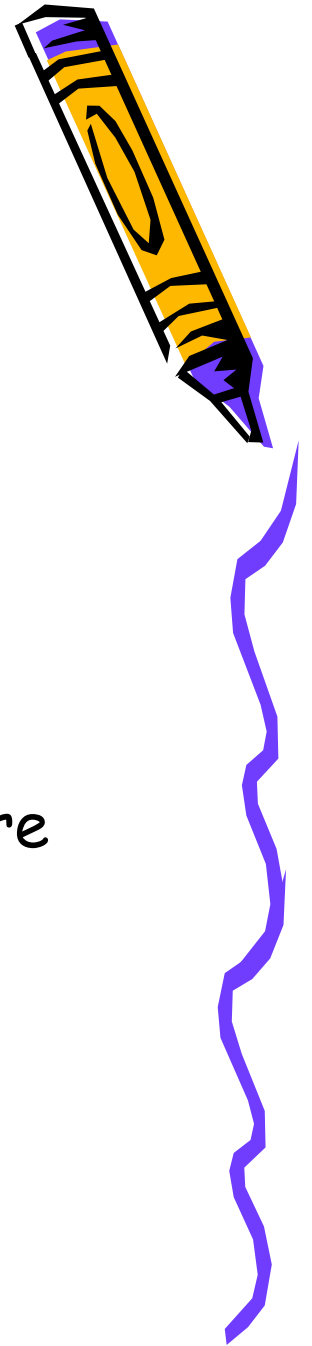
- Proficiency in English
- Proficiency in the target languages -  
Cantonese and Mandarin
- Academic achievement
- Intercultural competence



# Dual Language Immersion Program Design

## Student Population:

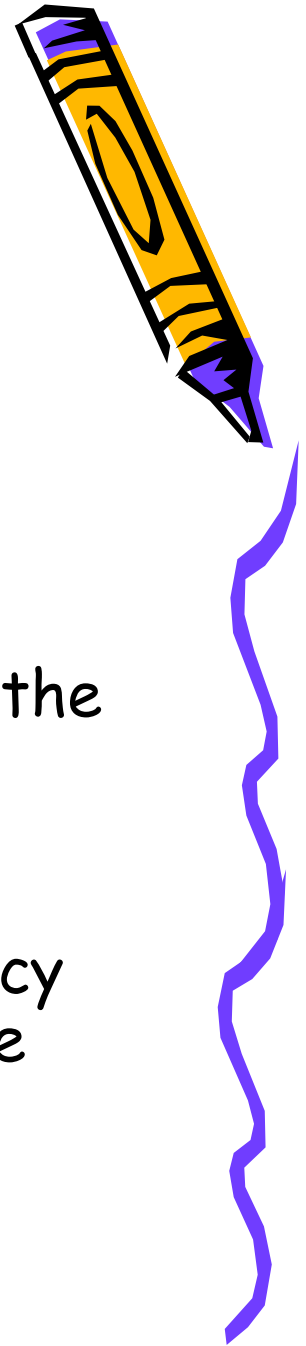
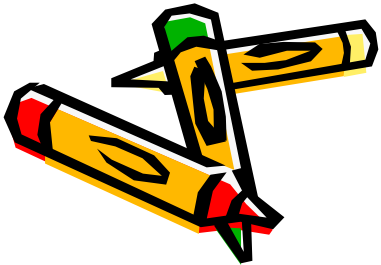
- English Learners whose home language is Cantonese
- Bilingual students who speak Cantonese and English
- Heritage language students who themselves are English speakers but whose home language background includes Cantonese
- Native English speakers



# Dual Language Immersion Program Design

Language Requirements - District will make every effort possible to assign an appropriate balance of students:

- English Learner students who are proficient in the target language (2/3 to 1/2)
- Fluent English speakers (1/3 to 1/2)
- The District will assess the student's proficiency in his/her home language using primary language tests in Chinese

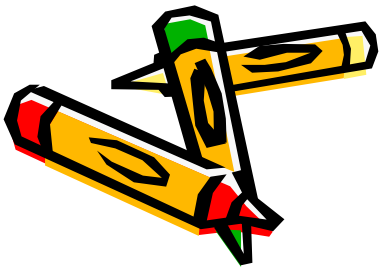


# Dual Language Immersion Program Design



## Instructional Time

- In kindergarten, 80:20 model in target language
- Percentage of English instruction increases year to year
- In later grades, Mandarin will be introduced to begin building trilingualism for students
- In fifth grade, 50:50 in Chinese/English
- ELLs: daily ELD at students' proficiency level and SDAIE strategies to access core curriculum



# Instructional Minutes Model



## Cantonese Two Way Immersion Model

Wk	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	
K	Language Arts/ELD (60)				Math: Chinese (1:00)				Chinese/SS/Sci/Art (2:30)										PE (15)	<ul style="list-style-type: none"> <li>Cantonese 80%</li> <li>English 20%</li> </ul>	
1st	Language Arts/ELD (1:30)				Math: Chinese (1:00)				Chinese/SS/Sci/Art (2:00)										PE (15)	<ul style="list-style-type: none"> <li>Cantonese 70%</li> <li>English 30%</li> </ul>	
2nd	Language Arts/ELD (1:30)				Math: Chinese (1:00)				Chinese/SS/Sci/Art (2:00)										PE (15)	<ul style="list-style-type: none"> <li>Cantonese 70%</li> <li>English 30%</li> </ul>	
3rd	Language Arts/ELD (1:45)				Sci (15)	Math: Chinese (1:00)				Chinese/SS/Sci/Art (1:30)										PE (15)	<ul style="list-style-type: none"> <li>Cantonese 60%</li> <li>English 40%</li> </ul>
4th	Language Arts/ELD (1:45)				Sci (45)		Math: Chinese (1:00)				Chinese LA/SS/PE/Art (1:00)				Mandarin (00)		<ul style="list-style-type: none"> <li>Cantonese 40%</li> <li>Mandarin 10%</li> <li>English 50%</li> </ul>				
5th	Language Arts/ELD (1:45)				Sci (45)		Math: Chinese (1:00)				Chinese LA/SS/PE/Art (1:00)				Mandarin (00)		<ul style="list-style-type: none"> <li>Cantonese 40%</li> <li>Mandarin 10%</li> <li>English 50%</li> </ul>				
Wk	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	

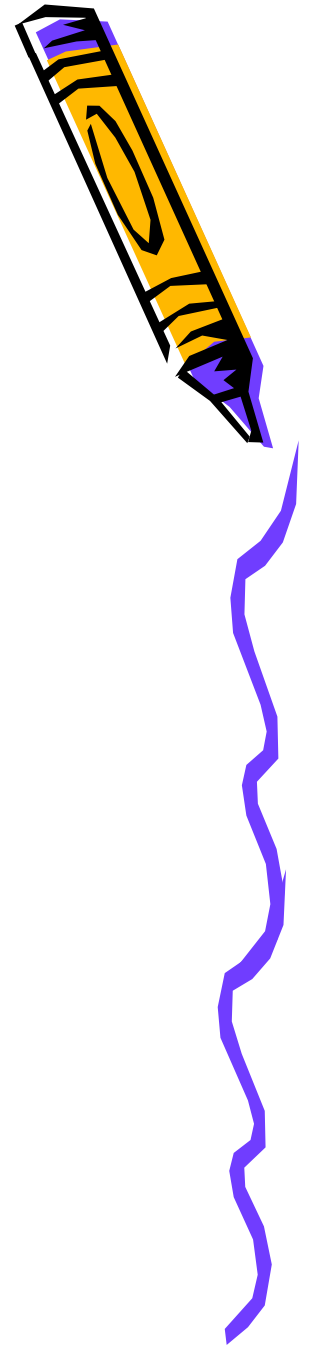
**DRAFT**

March, 2009

# Program Design

## ❖ BILITERACY

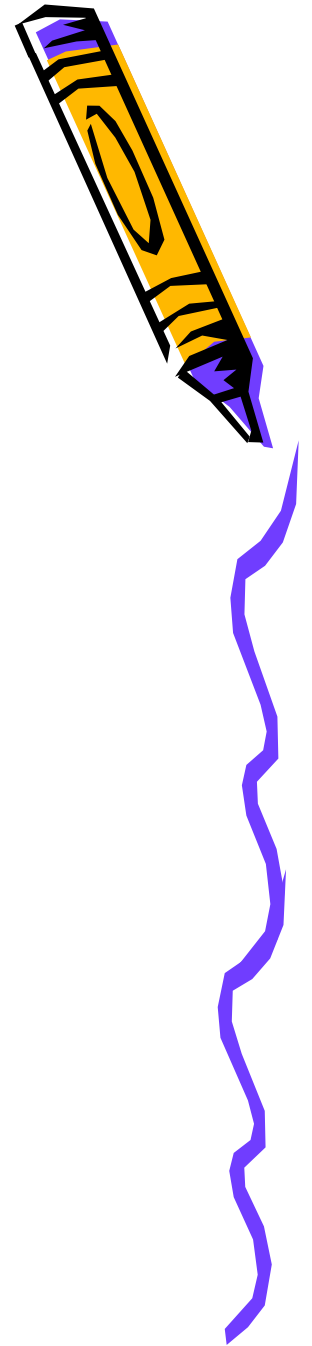
- ENGLISH
- CHINESE



# Program Design

## ❖ TRILINGUALISM

- ENGLISH
- CANTONESE
- MANDARIN



# Curriculum

## ADOPTED CHINESE LANGUAGE ARTS:

- 青田 Greenfield materials-  
Kindergarten
- 美洲華語課本 Mei Zhou-Grades 1-8



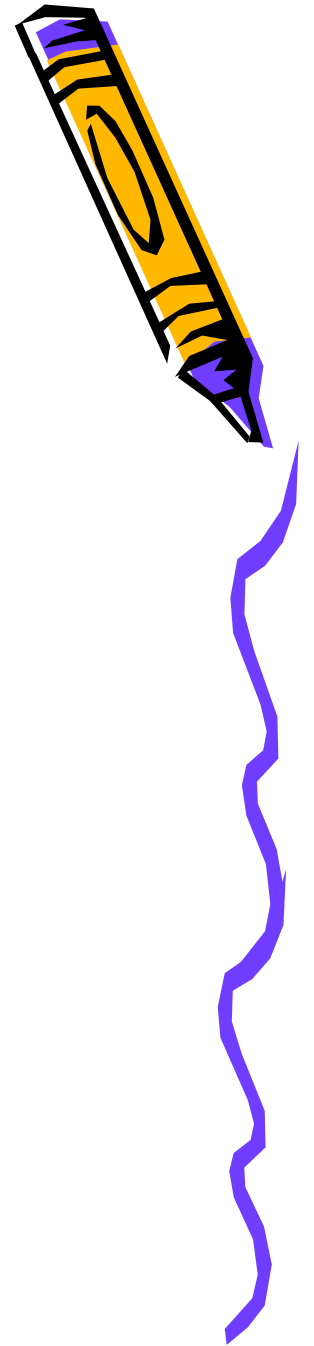
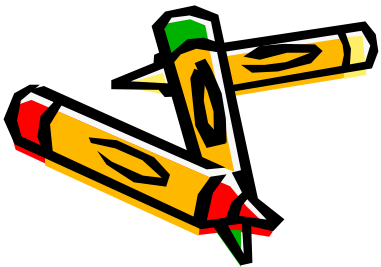
# Other Adopted Curriculum

**ENGLISH LANGUAGE ARTS**

**SCIENCE**

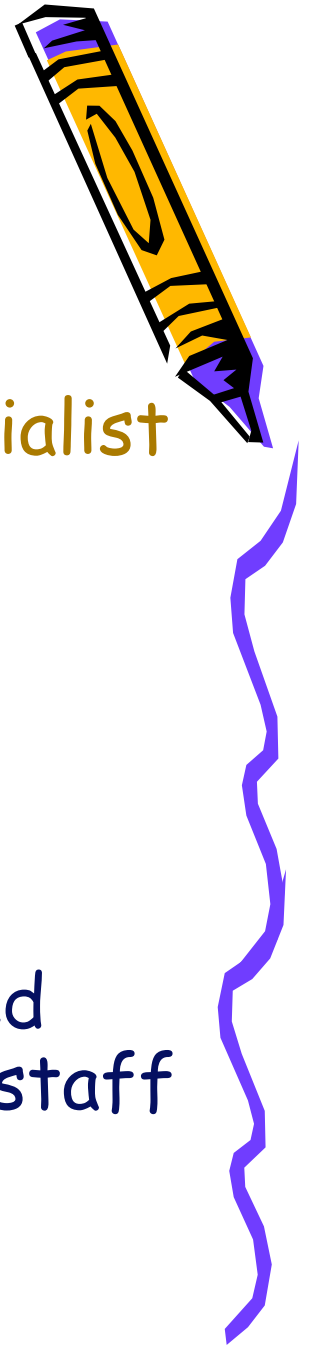
**SOCIAL STUDIES**

**MATH**



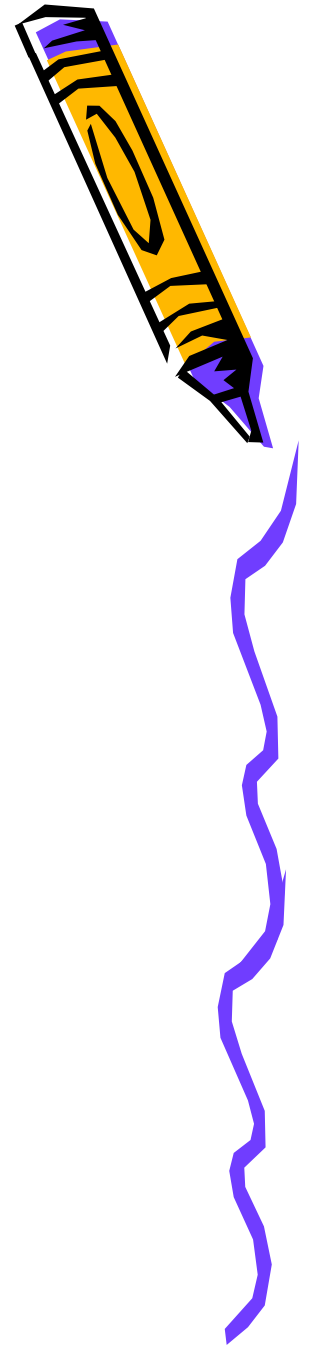
# Program Support and Resources

- The district will provide a content specialist to launch and support the program
- On-going professional development: modeling lessons and coaching
- Professional Learning Community formed with other Chinese immersion program staff



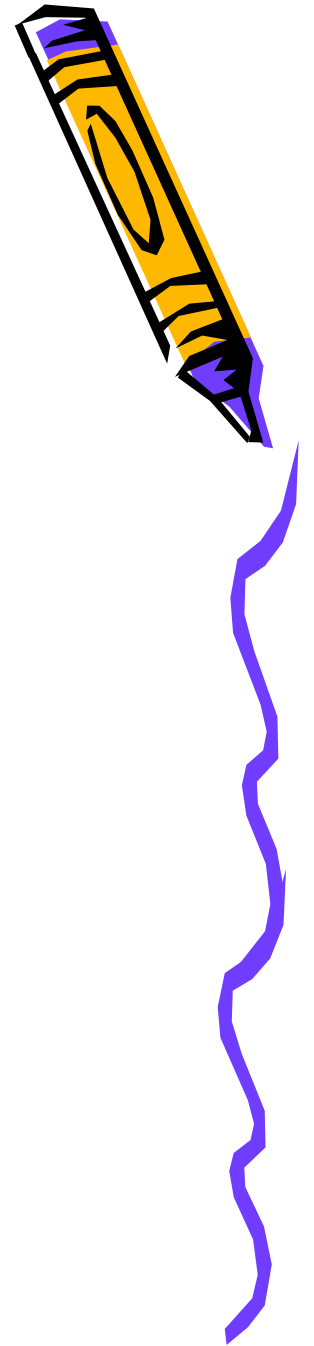
# Staffing

- Principal
- 4 Kindergarten teachers, two 1<sup>st</sup> grade teachers
- Clerk, custodian
- Part-time librarian, learning support professional, special ed teacher, school psychologist



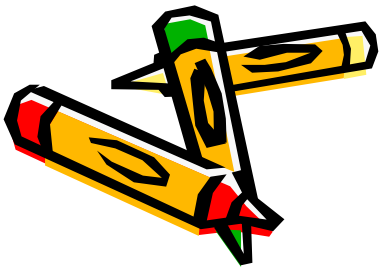
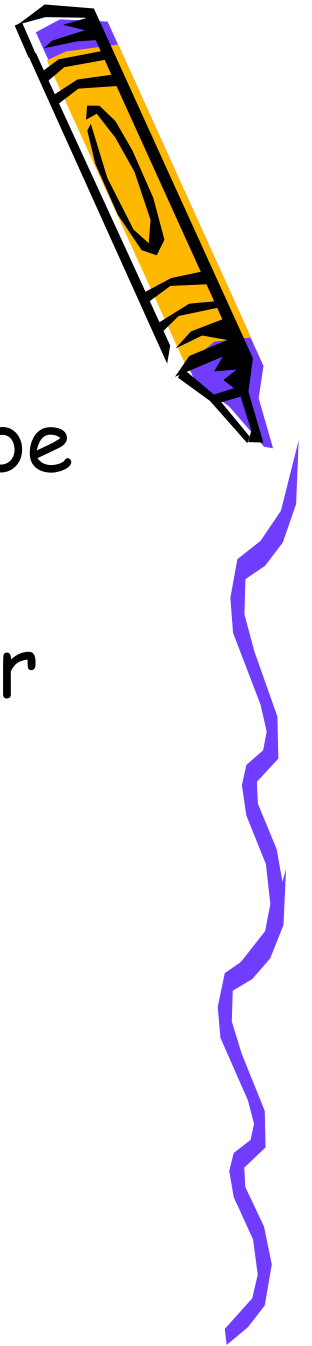
# Facilities

- Location
- Condition
- Availability and Accessibility
- Co-occupation
- Safety and Security
- Future facilities improvements



# Tours

- Future meetings and tours are to be scheduled.
- Please leave your telephone number or e-mail address to receive information.

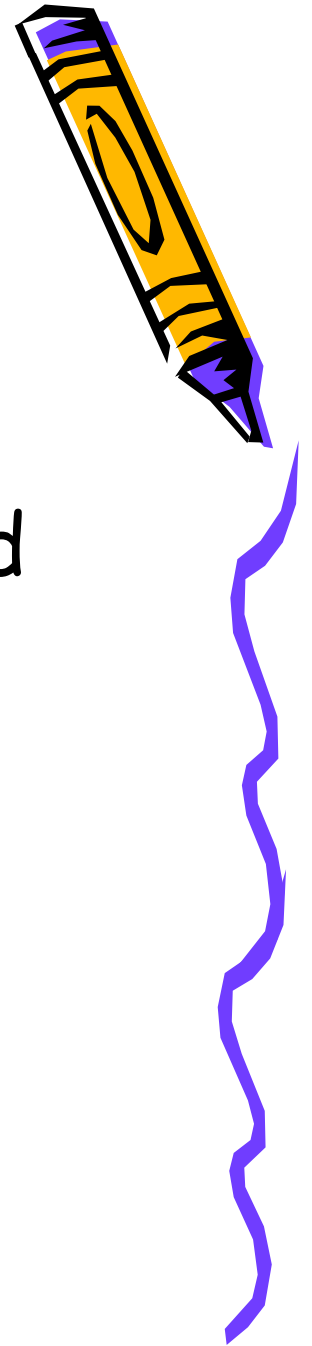


# Scheduling & Tentative Transportation

School hours: 7:50 am to 1:50 pm

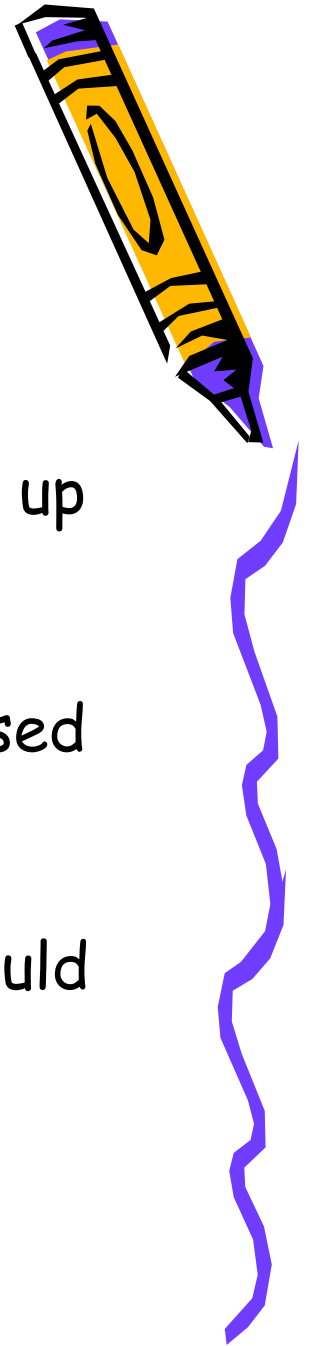
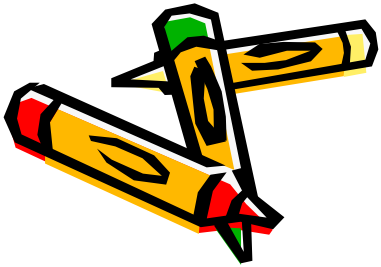
Tentative transportation pick-up and drop-off for up to 40 students:

- Stevenson
- Jefferson
- Irving & 11<sup>th</sup> Ave.
- Page & Pierce



# After School Program

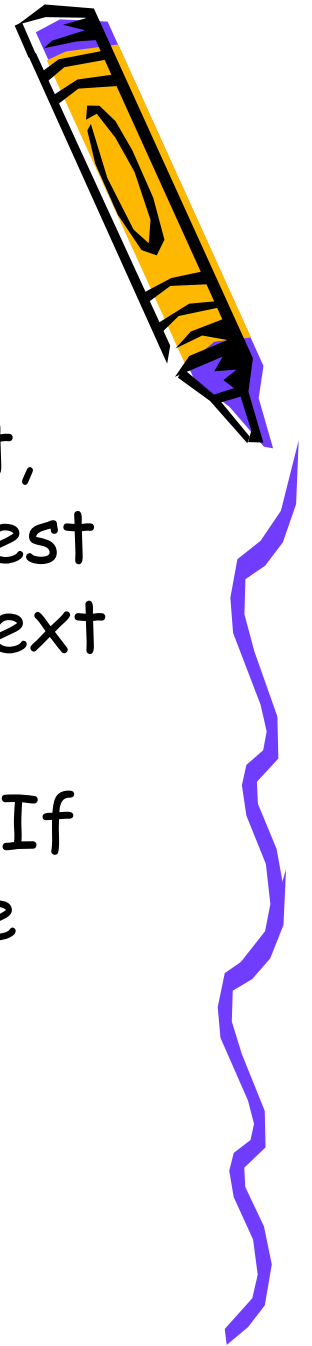
- A district-run, after school program will be offered at the school which will accommodate up to 80 students.
- It is still undetermined if it will be tuition-based on a sliding scale or offered at no cost.
- Applications for the after school program should be submitted at the time of registration.



# Enrollment Information

## Options:

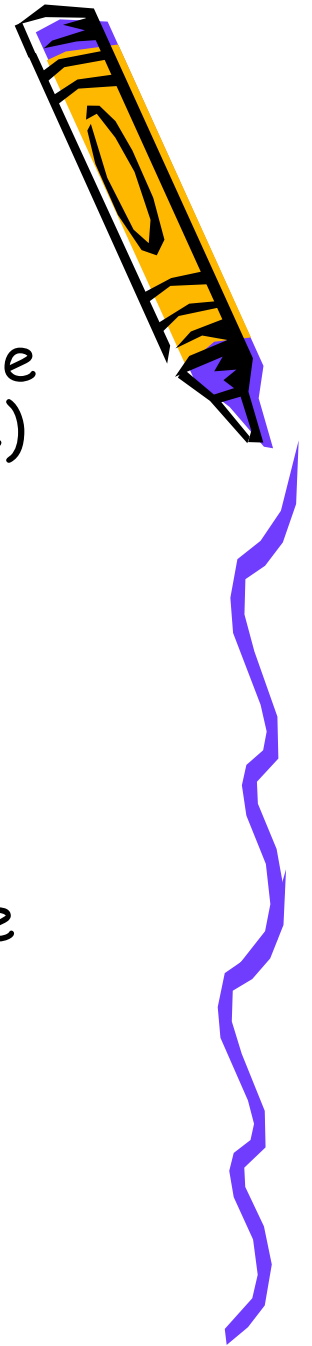
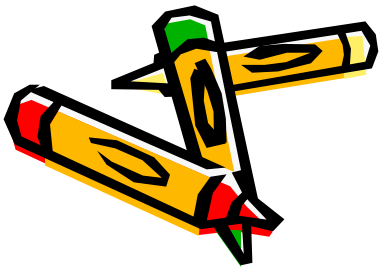
- If you already have a school assignment, you may still submit a waiting pool request for the Chinese Immersion School by next Monday, April 20
- Notification will be sent out by May 1. If offer of assignment can be made to the school, it will cancel any previous assignment.



# Key Dates

- April 20 - Submit waiting pool requests for the Chinese Immersion School (extended deadline)
- May 1 - Round 2 offers mailed to families
- May 4-15 - Register at school site or submit waiting pool requests and/or appeals
- June 1 - Open Enrollment period begins

Students remain in waiting pools and may receive offers up until the end of September.



# Questions

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