

**Barnard Elementary
Mandarin Chinese Language Program
K-4**

Barnard Elementary Mandarin Chinese Magnet School	
Principal: Edward Park	
Theme: Mandarin Chinese Language and Culture	
Enrollment: 191	Enrollment Goal: 259
Resident: 110	Non-Resident: 81
Female: 73	Male: 118
Free and Reduced Lunch: 68%	
Ethnicity: It is the aspirational goal of SDUSD that magnet school populations are similar in composition to district racial demographics.	
African American or Black: 21% Asian: 6% Filipino: 5% Hispanic or Latino: 38%	Indo-Chinese: 0% Native American: 1% Pacific Islander: 2% White (not Portuguese): 28%
AYP: 2007 Met all goals	
API: 2007 State Rank 5 There is no similar schools report for Barnard	
TIIBG Funding per Year: \$219,857	

Mission and Vision Statement

Barnard Elementary School Mandarin Chinese Magnet Program enriches students through daily instruction in Mandarin Chinese, the most spoken language in the world. Through integration with the Mandarin Chinese culture, including the arts, music, and literature, students will develop the ability to successfully use their knowledge of diverse cultures to think and act globally and become thoughtful, responsible and successful global citizens. The blending of a world language program with a challenging and well-rounded academic program taught in English will enable Barnard students to face and triumph over the challenges of the 21st century.

Background & Research

Barnard Elementary School is a small neighborhood school which has served the community for over 62 years. It is located in the Point Loma area of San Diego near the Pacific Ocean and Sea World. Our students come to us from across the United States and countries around the world, as well as families who have lived in the neighborhood for generations. This gives our students a rich cultural diversity.

Barnard Elementary School was named after Henry Barnard (1811-1900). He graduated from Yale and became an attorney. He was a proponent of improving public schools and making education available to everyone. He founded the first teacher-training institutes. Henry served as principal, superintendent, chancellor, and president of various colleges before retiring in 1870. Barnard devoted most of his personal fortune to publishing books on school legislation.

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Barnard Elementary School opened for its first classes in September, 1944. The school was built to educate the children of Navy personnel stationed in the Point Loma area during World War II. After World War II, the facility was given to the city of San Diego, and in 1947 Barnard Elementary School was opened as a San Diego public school, for grades K through 6. Barnard School was a showplace for new technology and community events. Between 1954 and 1960 the school was closed while General Atomic and Convair division of General Dynamics used Barnard as a research facility in support of the space program. During this time, six of the original seven Mercury astronauts including Walter Schirra and Gus Grisson visited Barnard. In 1960, the school reopened and continued to provide quality education for the children of Point Loma. Because of our new magnet program, Barnard can now offer children throughout the San Diego area the unique opportunity to learn the Chinese language and culture using state of the art classroom technology.

With this community input and the parent survey interest in Chinese language instruction, Barnard Elementary became the prime candidate for a district-wide magnet school providing an additional option to the Language and Multicultural Studies magnet theme program continuum: Mandarin Chinese. Mandarin Chinese is considered a critical language by the U.S. Department of Defense, was the third most-preferred language magnet option among parents surveyed, and is the only language among the top magnet program choices not currently offered in the district. The school's location along the major freeway corridors provides excellent transportation access to bring students to the school from all areas of the City of San Diego. SDUSD has found that language magnets are best offered on school campuses with few residents enrolled. Therefore, the Barnard Elementary Mandarin Chinese Magnet will be a dedicated magnet school that will provide the small number of resident children the option to attend the Chinese magnet program or, if they choose, another local elementary school option will be offered.

Goals of Magnet Program

English Language Arts Academic Goals:

By July 2009, the percentage of all grades 2nd through 4th grade students achieving proficiency or higher on the English Language Arts portion of the California Standards Test (CST) will increase by 5% from 49% to 54%.

Acceleration of specific subgroups

- The percentage of all 2nd-4th grade English Learners (ELs) achieving proficiency or better, as measured by the CST, will increase from 41% to 46%.
- The percentage of all 2nd-4th grade Economically Disadvantaged students achieving proficiency or better, as measured by the CST, will increase from 40% to 45%.

Mathematics Academic Goals:

By July 2009, the percentage of all grades 2nd through 4th grade students achieving proficiency or higher on the Math portion of the California Standards Test (CST) will increase by 5% from 59% to 64%.

Acceleration of specific subgroups

- The percentage of all 2nd-4th grade English Learners (ELs) achieving proficiency or better, as measured by the CST, will increase from 49% to 54%.

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- The percentage of all 2nd-4th grade Economically Disadvantaged students achieving proficiency or better, as measured by the CST, will increase from 53% to 58%.

Magnet Program Goals:

Continue to integrate Mandarin Chinese magnet theme throughout all content areas

Increase enrollment through marketing and recruiting efforts to 259 students in grades K-5

1:1 ratio of laptops for all students to support inquiry based learning and meet technology expectations of the 21st century.

To increase diversity at the school site to more closely reflect the district's demographics.

Develop new educational partnerships with corporations, universities, and other organizations to support the endeavors of the Barnard Mandarin Chinese Magnet Program.

Barnard Elementary will prepare students to meet the goals of the National Standards for Chinese Language Learning:

- To help students communicate in Mandarin Chinese
- To help students gain knowledge and understanding of the cultures of the Chinese-speaking world
- To help students connect with other disciplines and acquire information
- To help students make comparisons to develop insight into the nature of language and culture
- To help students participate in multilingual communities at home and around the world

Key Educational Components of Magnet Program

Chinese Language Arts	Content – Based Curriculum	
<p><u>Chinese Language Skills</u></p> <ul style="list-style-type: none"> ➤ Listening ➤ Speaking ➤ Reading ➤ Chinese Character Writing ➤ Chinese Composition 	<p><u>China</u></p> <ul style="list-style-type: none"> ➤ Culture & Traditions ➤ Important Holidays & Festivals ➤ Family & Community ➤ Education ➤ Geography ➤ History 	<p><u>Core Curriculum</u></p> <ul style="list-style-type: none"> ➤ Basic Concepts: Numbers, colors, calendar, time, money, etc. ➤ All about me ➤ School ➤ Home & Family ➤ Community
<p><u>Language Arts Curriculum</u></p> <ul style="list-style-type: none"> ➤ Theme-based Literature in Chinese and Other ➤ Chinese Characters ➤ Chinese Phonetics: Pin Yin 		<ul style="list-style-type: none"> ➤ Important American Holidays ➤ Selected themes from California Social Studies

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<ul style="list-style-type: none"> ➤ Chinese Grammar ➤ Chinese Nursery Rhymes ➤ Chinese Poems ➤ Chinese Proverbs ➤ Chinese Songs ➤ Chinese Calligraphy 		Core Curriculum
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Mandarin Chinese language classes will begin in Kindergarten and continue through 4th grade. Students will be instructed during a daily 45 minutes lesson with a Mandarin Chinese teacher in the Mandarin Chinese classroom.

Core Grade Level Curriculum:

The Five C's (Communication, Cultures, Connections, Comparisons, Communities) of the foreign language education will serve as a framework for the curriculum development and will guide all the teachers at Barnard Elementary in sharing responsibility for implementing all aspects of the Mandarin Chinese Magnet Program.

Social Studies Grade Level Curriculum:

Classroom teachers will develop units of study on the following selected topics that are appropriate for each grade level:

- Culture & Traditions
- Important Holidays & Festivals
- Family & Community
- Education
- Geography and History

Literacy Units of Inquiry

Classroom teachers will integrate the study of Chinese culture into their literacy units of inquiry. This will include the study of fiction text such as Chinese folktales, fairy tales and other literature, and the study of non-fiction books and articles about China. They will select literature that is appropriate for their grade level and teach to the California Language Arts Standards.

Content-based Mandarin curriculum will be developed to reinforce concepts that students are learning or have learned in their regular classes. Teachers will integrate content learning with language development through activities in which the main topics come from the core curriculum content areas, such as, science, math, social studies, so that language is acquired in a meaningful context. In addition, the Mandarin Chinese curriculum will also include lessons about Chinese culture, traditions, important holidays, and festivals. Furthermore, major magnet projects will be incorporated to support student learning. These educational activities will include, but not be limited to, field trips, guest speakers, Chinese New Year Celebration, Career Day, Cultural Discovery Day, research projects, etc.

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High Quality Instruction

Instructional Strategies

Physical activity and concrete experiences will play an important role in the instructional techniques implemented. Visuals, manipulatives, and realia (materials that are highly visual, contextualized, and culturally authentic) will be a crucial part of the FLES classroom instruction. The typical lesson plan will include songs, rhymes, games, role-play, and other physical activities that appeal to the younger child. Enrichment activities will be incorporated to support student learning. These educational activities will include, but not be limited to, field trips, guest speakers, Chinese New Year Celebration, Career Day, Cultural Discovery Day, research projects, etc. All teachers are using presentation stations which include laptop computers, document cameras and projectors. All teachers and students have been trained on the use of the NEO “laptops” for reading and writing.

Curriculum Development

Teachers will have weekly time scheduled throughout the school year to work in teams for curriculum development. Each week will include a modified day, in which teachers can spend the afternoon developing interdisciplinary units of study and assessments for their classes. Teachers will have opportunities to spend time during the summer months writing interdisciplinary units of study. English and Chinese teachers will develop inquiry-based curriculum units and lessons that provide students with real world applications of the concepts and content they are learning. There are books to enrich the study of China in all classroom libraries and the school library.

Assessment

In addition to traditional test assessment, teachers will assess students’ learning through verbal and multimedia presentations of learning. Students will be expected to make oral presentations of their writing projects in their Mandarin classes. Upper grade students who have learned Mandarin for three and more years will be expected to apply Chinese keyboarding skills in publishing their writing. Furthermore, authentic assessments, such as, performance tasks, projects, and portfolios, will also be adopted to evaluate students’ learning.

Building Capacity; Professional Development

All teachers receive extensive professional development to help ensure that they develop and implement curricula that are aligned with state standards. They participate in a professional learning community, working in teams to embed Chinese language and culture into core areas. They also participate in foreign language professional development.

The Mandarin Chinese teachers, principal and project resource teacher worked with the district Foreign Language Dept. staff to refine the programs short and long range goals and objectives, curriculum, and assessment system using National Foreign Language Standards and state curriculum standards. The project resource teacher attended trainings and conferred with district technology staff to develop a plan for incorporating state of the art technology into the

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classrooms. Chinese teachers and grade level teacher leaders attended the CAFE Conference in San Jose, the K-8 Language Teachers' Conference, and the Foreign Language Council of San Diego Conference. The principal and two magnet resource teachers attended the Magnet Schools of America Conference and the World Chinese Language Conference to develop partnerships, observe best practices, and identify resources.

All teachers were trained on the use of the classroom presentation stations and NEO "laptops." They were trained on how to set up and change their web pages on the district web site to support their students' learning. Teachers also attended Area One Literacy Training sessions, Systematic English Language Development Instruction, and Standards Based Report Card trainings. Teachers attended conferences with the consultant, Dr Mimi Met and studied "Benefits of Learning a Second Language" and how they can support the magnet program in the Chinese classes and through their classroom instruction.

Marketing and Recruitment

Barnard staff developed a school web site which highlights the magnet program and has links to TV clips and news articles that promote the program. The Barnard magnet program has been featured in TV news segments, radio, and newspaper articles. Staff created flyers and brochures to give out at recruiting events, distribute at locations around the community, and send out in mailers to recruit students. Staff set up recruiting tables at school and pre-school programs to recruit children. Parents visit Chinese class and are given tours of the school every Wednesday. Parents of prospective students are invited to special events such as Chinese New Year Celebration, magnet program assemblies and Family Fridays. There are Chinese culture displays with books, pictures and artifacts in classrooms, office, and school library. Bulletin boards with displays of student work and Chinese culture, history and maps are through-out the school show what students are studying.

Rigorous Curriculum

Students perform better when expectations are high (Darling-Hammond, 2002). Teacher expectations have a direct and powerful influence on student motivation, self-perceptions of ability, and performance (Visher et. al, 1999). Barnard uses a variety of practices to raise expectations. Student progress is monitored throughout the year with DRA reading assessments, literacy and math Benchmark assessments, and writing samples scored using rubrics. Teachers meet in grade level groups throughout the year to analyze assessment data, and plan instruction. The magnet program will improve student performance in the core curriculum in many ways. Students will be able to read literature from China and compare the fairy tales and folktales to American stories. This will enrich their literacy study. Primary students will receive more instructional time on many basic concepts such as the colors, numbers, family members because they will learn them in both English and Chinese class. In social studies lessons, students will be able to compare and contrast the culture of America with that China enriching their social students learning experience.

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Real-world applications

Barnard's English and Chinese teachers are developing inquiry based curriculum units and lessons that provide students with real world applications of the materials and content they are learning. The school has developed a partnerships with the Panda Restaurant group, the largest Chinese restaurant chain in San Diego, House of China, Soyodo Chinese Book Store, Ranch 99 (Asian Market Place) as well as The Sister Schools of San Diego (arrange foreign student /teacher exchanges) the County Supervisor Ron Roberts exchange program, San Diego State Confucius Institute, and the San Diego State University Department of Linguistics.

Students have an opportunity to celebrate and share their learning and accomplishments with parents at special events such as the Winter Program, Chinese New Year Celebration, and Open House nights, Family Fridays, and the "Passport Through China" Fair.

Learning a world language is a skill that must be developed over time. Only by entering language programs early and remaining for as long as possible do students acquire the communicative competence necessary to engage in effective negotiation, produce deep and meaningful exchange of ideas, and communicate successfully in the second language. Barnard will provide the early exposure to Mandarin Chinese; to provide long-term opportunities, SDUSD will initiate planning for a middle school magnet program that will offer Chinese enrichment or immersion. Students from Barnard will be able to articulate into this middle school to provide continuity in the magnet theme. Students who complete the middle school will then be able to transfer into one of the district's International Baccalaureate programs or a small high school that offers Chinese as a language option.

Parental Involvement

All parents were given an opportunity to give input into the development of the magnet program at parent meetings and through the PTA, SSC, Governance Team and ELAC committee meetings. The participating parents support the Mandarin Chinese Magnet program. Parents are actively involved in collaborating with staff and making decisions as members of school committees. Parents are encouraged to be involved in all aspects of the school. Teachers build partnerships with parents to support student achievement.

Parents and staff sign a home/school contract that spells out the expectations and responsibilities of parents and school staff for the student's education. Parent communication is done through newsletters, phone calls, notes, and emails, as well as in person. We also have a new school website which increases parent awareness and communication. The website has teacher pages where teacher can post homework, upcoming activities, and class newsletters.

Parents have many opportunities to participate in their children's school activities. They are support their children at Back to School Night, open houses, parent-teacher conferences, winter program, spring Festival "Passport Through China", Book Fair, music concerts, school assemblies and field trips.

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Barnard hosts “Family Friday” once a month for 60 minutes. Parents are invited into classrooms to participate in classroom activities where students and teacher share the instructional standards the class is working on and what activities students have been involved in to support the standards. Family Friday provides an opportunity for students to share their learning and accomplishments with parents. In addition, parents are encouraged to volunteer in the classroom or at the school throughout the school year.

We are also very excited about a new partnership with the Confucius Institute at San Diego State which will provide training for parents three times a year on a variety of language and cultural concepts.

Transportation

Transportation is available to San Diego Unified students residing more than 2.5 miles from Barnard.

Monitoring and Evaluation Plan

Monitoring of the magnet program occurs through the Barnard magnet advisory team, a subcommittee of the School Site Council and the School Governance Team. This team consists of representatives from the District Magnet office, the Educational Facilities office, resident & non-resident parents, a primary and an upper grade teacher, a community member, the Magnet Resource teacher and the principal;. The team meets in the fall and spring to review the magnet plan, the student achievement results, the annual school climate teacher and parent survey and the budget and single site plan. The Magnet Advisory Team serves to help the school develop its magnet theme in a positive way.