

# Community Input from TCUSD's Dual Language Immersion Survey

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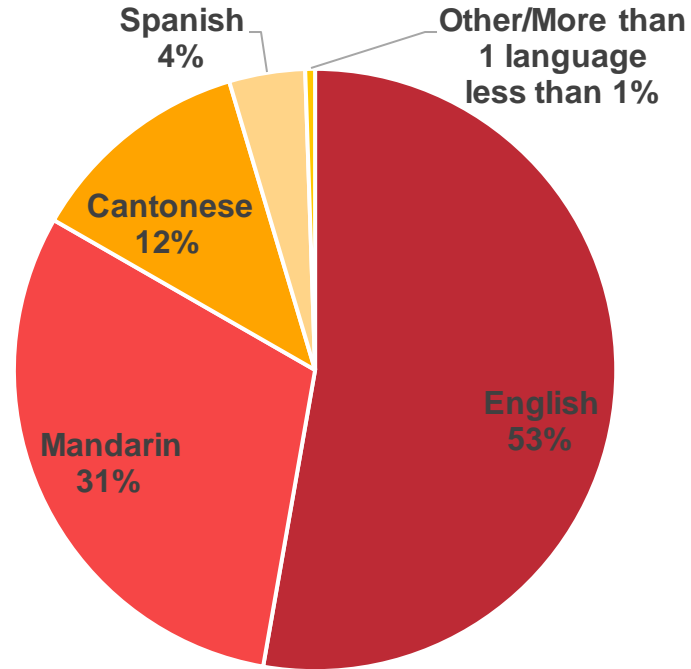


# Survey Overview

**Total Responses = 809**

	English	Mandarin	Spanish
PreK, TK, K parents	164	33	9
Gr. 1-6 parents	352	135	17
Gr. 7-12 parents	207		
Staff	75		
Community and Board	16	14	
Other	11	12	4

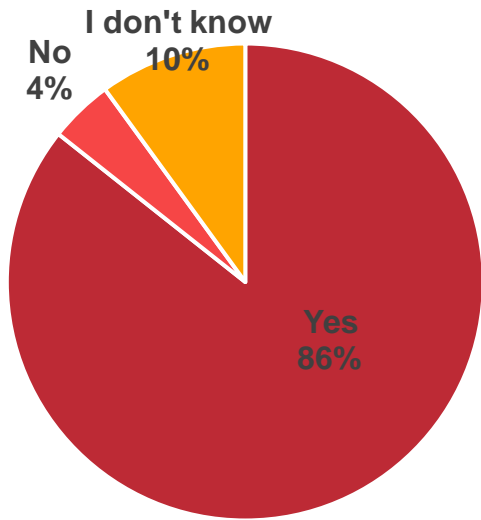
# What is your home language?



■ English ■ Mandarin ■ Cantonese ■ Spanish ■ Other/More than 1 language

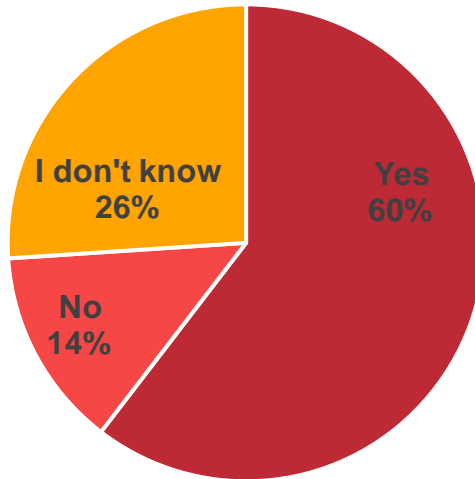
# Dual Language Immersion would benefit the students in TCUSD

## All Responses



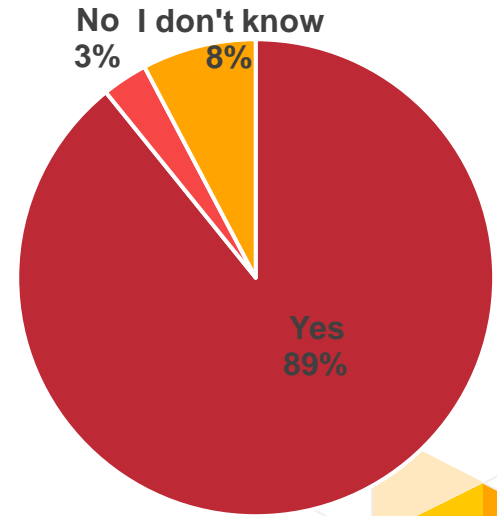
■ Yes ■ No ■ I don't know

## Staff



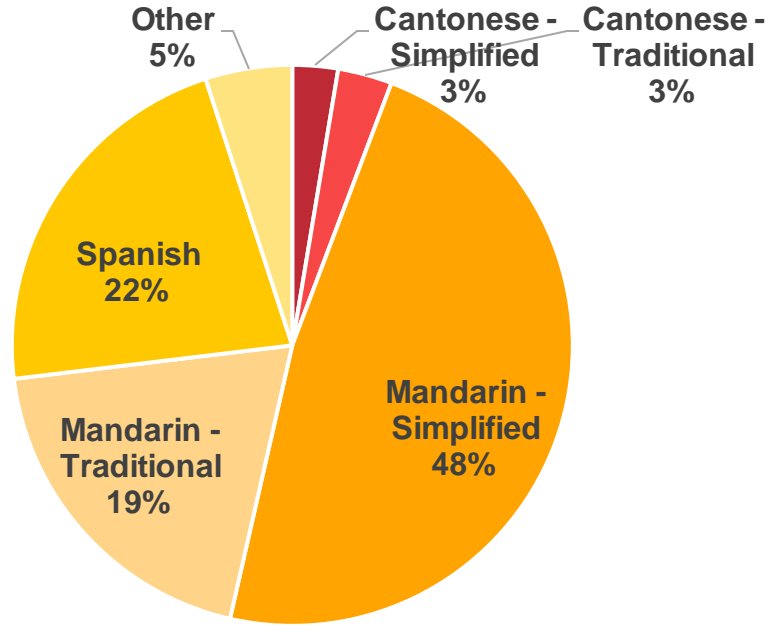
■ Yes ■ No ■ I don't know

## Parents/Community



■ Yes ■ No ■ I don't know

# The target language that should be considered is



- Cantonese - Simplified
- Cantonese - Traditional
- Mandarin - Simplified
- Mandarin - Traditional
- Spanish
- Other



# Defining the Two Models:

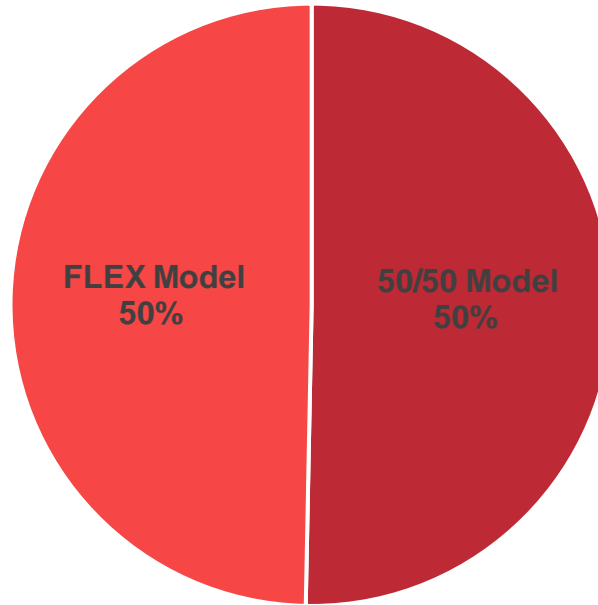
## ◀ FLEX Model

- ◀ This is the current language model in TCUSD. This model began in the 22/23 school year and is continuing this year. **All** Transitional Kindergarten and Kindergarten students receive 50-60 minutes of Simplified Mandarin instruction each week. A language FLEX model could be expanded to grades 1-6 to expand exposure for all students as an alternative to DLI.

## ◀ 50/50 model

- ◀ Students in the 50/50 model are taught approximately 50% in the target language and 50% in English. This model is useful for languages that do not have a common alphabetic makeup, for example English and Chinese. In this model the class is comprised of 50% English speakers and 50% target language speakers.
- ◀ This model helps approximately **35 students per grade level** excel in both English, an alphabet based language and Mandarin, where symbols represent words.

# The model of Dual Immersion that would benefit students most is:



■ 50/50 Model ■ FLEX Model



# What did we learn?

- ◀ Survey respondents in a language other than English would prefer their home language as our target language.
- ◀ We have over 60 preschool and TK families who are interested in having a DLI class.
- ◀ We have 53 preschool and TK families who are specifically interested in Mandarin.
  - ◀ 21 families speak English at home
  - ◀ 21 families speak Mandarin at home
  - ◀ 11 families speak other languages





## What did we learn?

- ▶ Our community values both models; however, our staff would prefer a FLEX model.
- ▶ According to the comments, staff would like more information on:
  - ▶ Impact of current teaching positions
  - ▶ Research to support the program and our English Learners
  - ▶ Plan for sustainability
- ▶ Our community is interested in programs that support learning Mandarin, Simplified Chinese, and Spanish predominately.



**Where do we go from here?**





## **FLEX Implementation For 24-25:**

- ◀ Option A: Continue FLEX as is – no change
- ◀ Option B: Grow FLEX into 1<sup>st</sup> grade for all students, adding a grade level each year through 6th grade.



# 50/50 DLI Implementation Timeline with 6 months of planning

Plan for implementation in 24-25

- ▶ Start DLI committee and create an action plan
- ▶ Pick a school site and DLI site leadership\*
- ▶ Determine target language
- ▶ Hire target language teacher to help with curriculum planning; work with obtaining VISA, if needed\*
- ▶ Fly English-only position (in-house)\*
- ▶ Work with consultant to create curriculum map, translations, and provide PD\*
- ▶ Hold Lottery\*

\*Anticipate challenges with a short timeline



# 50/50 DLI Implementation Timeline with 2 years of planning

Plan for implementation in 25-26

- ◀ In 23-24:
  - ◀ Start DLI committee and create an action plan
  - ◀ Pick a school site and DLI site leadership
  - ◀ Determine target language
- ◀ In 24-25:
  - ◀ Hire target language teacher to help with curriculum planning; work with obtaining VISA, if needed
  - ◀ Fly English-only position (in-house)
  - ◀ Work with consultant to create curriculum map, translations, order materials, and provide PD
  - ◀ Hold Lottery in January 2025

