TITLE: Establishing a New Dual Language Program (K-12), Maintenance Bilingual Education Program (K-5/6), and Transitional Bilingual Education Program (K-3) for the 2016-2017 School Year

NUMBER: MEM-6425.1

ISSUER: Ruth Pérez, Deputy Superintendent
Office of Curriculum, Instruction and School Support

Gerardo Loera, Chief Academic Officer
Office of Curriculum, Instruction and School Support

Hilda Maldonado, Executive Director
Multilingual and Multicultural Education Department

DATE: May 1, 2015

DUE: Letter of Intent: October 9, 2015
Program Proposal: December 1, 2015

PURPOSE: The purpose of this Reference Guide is to provide guidance for schools interested in establishing new Dual Language Programs (K-12), Maintenance Bilingual Education Programs (K-5/6), and Transitional Bilingual Education Programs (K-3) for the 2016-2017 school year.

MAJOR CHANGES: Replaces MEM-6425.0 Establishing a New Dual Language Program (K-12), Maintenance Bilingual Education Program (K-5/6), and Transitional Bilingual Education Program (K-3) with timelines for the 2016-2017 application process.

BACKGROUND: The District’s English Learner Master Plan (2012) offers three instructional program options that utilize bilingual education methodologies: the Dual Language Program, the Maintenance Bilingual Education Program, and the Transitional Bilingual Education Program. The following section describes each program in more detail.

A. Dual Language Programs (DLP)-Two-Way Immersion
Dual Language Programs are an approved program option for English learners (EL) and English proficient (EO/FEP) students. Dual Language programs provide a unique setting in which EL and EO/FEP students are mixed in the same classroom and receive instruction in two languages beginning in kindergarten for a minimum of six years and beyond. The goals for all students in a dual language program are as follows:
• Bilingualism and Biliteracy
• Grade-level academic achievement
• Positive cross-cultural competencies

Currently, there are dual language programs in Spanish/English, Korean/English, and Mandarin/English in the District.

B. Maintenance Bilingual Education Programs (MBE)
Maintenance Bilingual Education Programs are an approved program option for English learners (EL). Maintenance Bilingual Programs provide English Learners an opportunity to receive instruction in two languages, the students’ primary language and English, beginning in kindergarten for a minimum of six years. The goals for all students in a Maintenance Bilingual Program are as follows:

• Bilingualism and Biliteracy
• Academic achievement in all content areas

Currently, there are maintenance bilingual education programs in Spanish/English and Korean/English in the District.

C. Transitional Bilingual Education Programs (TBE)
Transitional Bilingual Education Programs are an approved program option for English learners (EL). Transitional Bilingual Programs provide English Learners an opportunity for immediate access to grade-level academic content and early literacy development in the primary language, with a gradual transition to English instruction by third grade. The goals for all students in a Transitional Bilingual Program are as follows:

• Acquisition of English language proficiency
• Academic achievement in all content areas (initially through the students’ primary language)

Currently, there are transitional bilingual education programs in Spanish and Korean in the District.

Additionally, Attachment A provides an At-A-Glance comparison of the three alternative bilingual education programs.

INSTRUCTIONS: 1. TWO SCENARIOS FOR ESTABLISHING A NEW DUAL LANGUAGE PROGRAM, A MAINTENANCE BILINGUAL EDUCATION PROGRAM, OR A TRANSITIONAL BILINGUAL EDUCATION PROGRAM
a. Programs that begin by English Learner parent waiver request as outlined below:

CA Education Code 310 states that “individual schools in which 20 pupils or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.” In cases where 20 English Learner parents at a given school and grade level submit a waiver for an alternative program, schools must offer the program (EL Master Plan, Page 9).

All schools where English Learner parents exercise their right to request such a program need to work with their Educational Service Center and Multilingual and Multicultural Education Department for guidance and implementation support. In this scenario, where there is no planning year, the school must submit the program design proposal within the first six months of implementation.

The guidelines set forth in BUL-4153.1 Parental Exception Waivers: Procedures and Guidelines for Requesting Alternative Programs for English Learners, K-12 must be followed for timelines, and the dissemination, receipt, and granting of waivers as prescribed in the policy.

b. Schools that commit to a planning year and begin with interest from school teams in collaboration with parents and other stakeholders

These schools go through a planning year, an application and approval process as outlined in this section.

Schools that commit to a planning year and begin with interest from school teams in collaboration with parents and other stakeholders, follow the approval process outlined below. The application, at a minimum, is reviewed by the following:

- APOLO/Dual Language Office
- Multilingual and Multicultural Education Department
- Master Planning and Demographics
- Integrated Library and Textbook Support Services
- Office of Curriculum, Instruction, and School Support
- Office of the Superintendent

If all aspects of the application form meet the review criteria, the Office of Curriculum, Instruction, and School Support makes a recommendation to the Office of the Superintendent, who ultimately hold the final approval for the proposed program. Research shows that careful planning and extensive
preparation can help ensure that proposed programs are of high quality, sustainable, and successful.

Schools interested in applying for these programs should refer to Attachments B-E. For additional information contact Anne Kim, Coordinator, Asian Pacific and Other Languages/Dual Language Office, at anne.kim@lausd.net or (213) 241-2550.

II. THE APPLICATION PROCESS TIMELINE

<table>
<thead>
<tr>
<th>Process Activities</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational Meetings*</td>
<td>May 28, 2015**</td>
</tr>
<tr>
<td></td>
<td>September 2015**</td>
</tr>
<tr>
<td>Letter of Intent</td>
<td>October 9, 2015</td>
</tr>
<tr>
<td>Program Proposal Due Date</td>
<td>December 1, 2015</td>
</tr>
<tr>
<td>Proposal Review</td>
<td>December 16, 2015</td>
</tr>
<tr>
<td>Revisions Due</td>
<td>January 15, 2016</td>
</tr>
<tr>
<td>Final Approval</td>
<td>January 29, 2016</td>
</tr>
<tr>
<td>Implementation Year</td>
<td>2016-2017</td>
</tr>
</tbody>
</table>

* Additional specific dates to be determined and announced via the Principal’s Brief.

**Schools who did not attend the informational meetings and remain interested in submitting a proposal, must contact Anne Kim, Coordinator, APOLO/Dual Language Office, at anne.kim@lausd.net or (213) 241-2550.

RELATED RESOURCES:

LAUSD English Learner Master Plan (2012)

BUL-4153.1 Parental Exception Waiver: Procedures and Guidelines for Requesting Alternative Programs for English Learners, K-12

ASSISTANCE:

For assistance or additional information on Dual Language (Two-Way) Immersion, Maintenance Bilingual Education, and Transitional Bilingual Education programs (EL Master Plan programs), please contact Anne Kim, Coordinator, APOLO/Dual Language Office, at anne.kim@lausd.net or (213) 241-2550.
REFERENCES

Publications:


http://www.cal.org/twi/guidingprinciples.htm


Articles, Briefs, and Digests:

*Development and Maintenance of Two-Way Immersion Programs: Advice from Practitioners*, by Julie Sugarman and Elizabeth R. Howard (2001, CREDE PB 2)

http://crede.berkeley.edu/products/print/pract_briefs/pb2.shtml

*Hottest Job Skill Is...* by Annalyn Kurtz (CNN Money article)

http://money.cnn.com/2013/10/30/news/economy/job-skills-foreign-language/


https://escholarship.org/uc/item/58n1t94j

*In Their Own Words: Two-Way Immersion Teachers Talk About Their Professional Experiences*, by Elizabeth R. Howard & Michael I. Loeb (1998, ERIC Digest EDO-FL-98-14)

http://crede.berkeley.edu/research/crede/products/print/erics/9814-howard-OwnWords.pdf
Two-Way Immersion Programs: Features and Statistics, by Elizabeth R. Howard and Julie Sugarman (2001, ERIC Digest EDO-FL-01-01)

Rich Promise of Two Way Immersion

Why Bilinguals are Smarter (NYTimes article)
Yudhijit Bhattacharjee March 17, 2012
http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=0

Researchers:
Nancy Cloud
Yvonne and David Freeman
Else Hamayan
Elizabeth Howard
Kathryn Lindholm-Leary
Myriam Met
Julie Sugarman
Thomas and Collier

Organizations – Conferences Links:
American Council on the Teaching of Foreign Languages (ACTFL)
Association of Two-Way & Dual Language Education (ATDLE)
California Association of Bilingual Education (CABE)
California Department of Education (CDE) http://www.cde.ca.gov/
Center for Advanced Research on Language Acquisition (CARLA) http://www.carla.umn.edu/
Center for Applied Linguistics (CAL) http://www.cal.org/
La Cosecha Dual Language Conference
## THREE ALTERNATIVE BILINGUAL PROGRAMS AT-A-GLANCE

<table>
<thead>
<tr>
<th></th>
<th>Dual Language Program (DLP) (Two-Way Bil. Immersion)</th>
<th>Maintenance Bilingual Education (MBE) Program</th>
<th>Transitional Bilingual Education (TBE) Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goals</strong></td>
<td>Bilingualism and Biliteracy</td>
<td>Bilingualism and Biliteracy</td>
<td>English</td>
</tr>
<tr>
<td><strong>Grade-Level Span</strong></td>
<td>K-12</td>
<td>K-5</td>
<td>K-3</td>
</tr>
<tr>
<td><strong>Students Served</strong></td>
<td>• English learners</td>
<td>• English learners</td>
<td>• English learners</td>
</tr>
<tr>
<td></td>
<td>• English proficient students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Amount of Time in Target Language</strong></td>
<td>50%-90% of daily instruction</td>
<td>50%-90% of daily instruction</td>
<td>Begins with 80% primary language, by 3rd grade almost all instruction is in English</td>
</tr>
<tr>
<td><strong>Content Taught in Target Language</strong></td>
<td>• Academic subjects • Language • Culture</td>
<td>• Academic subjects • Language • Culture</td>
<td>• Academic subjects • Language • Culture</td>
</tr>
<tr>
<td><strong>State/District Mandates</strong></td>
<td>• CA Ed. Code, Section 310 • LAUSD EL Master Plan</td>
<td>• CA Ed. Code, Section 310 • LAUSD EL Master Plan</td>
<td>• CA Ed. Code, Section 310 • LAUSD EL Master Plan</td>
</tr>
</tbody>
</table>

*Target language refers to the language other than English used in the program.*
THREE STAGES OF NEW PROGRAM IMPLEMENTATION

Research shows that successful programs allot one year to plan for program implementation. When a school is interested in entering into a planning year for the dual language program, the school must apprise the Educational Service Center of its intent and attend District-sponsored training related to establishing new programs. During the Planning Year, schools plan with all stakeholders to receive information and pre-service training, and to assess program need and viability at the school site.

a. Stage 1: Planning Year
   During the planning year, schools must maintain close communication with the Educational Service Center and participate in Central office trainings. Guidance and support provided by the Educational Service Center is critical to the success of new programs.

b. Stage 2: Program Design Proposal
   During this stage, interested schools attend informational meetings and submit a Program Design Proposal.

Timeline of Activities:
- Informational Meetings*—May 28, 2015 and September 2015**
- Letter of Intent—October 9, 2015
- Program Proposal due—December 1, 2015
- Application Review by APOLO/DL and MMED—December 16, 2015
- Application revisions due—January 15, 2016
- Final approval—January 29, 2016

* Additional specific dates to be determined and announced via the Principal’s Brief.
** Schools who did not attend the informational meetings and remain interested in submitting a proposal, must contact Anne Kim, Coordinator, APOLO/Dual Language Office, at anne.kim@lausd.net or (213) 241-2550.

   During this stage, school will put their proposal into action and begin implementation for grade levels mentioned in the proposal or Statement of Commitment. There will be on-going professional development opportunities during the winter and summer for administrators and teachers.
PROGRAM DESIGN PROPOSAL

This section delineates procedures for schools planning to implement a new program. Schools submit a program proposal which includes:

a. *Proposal Cover Sheet*, which provides general school and program information
b. *Program Design Proposal*, which includes activities to be implemented for professional development and parent training, as well as acquisition of supplemental materials in the target language
c. *Facilities Capacity Assessment Form*, which assesses if there is sufficient space available at the school site or if sufficient space can be made available to accommodate the number of classrooms needed for the full K-3, K-5/6, 6-8, or 9-12 implementation at a given site based on the program model
d. *Verification of Stakeholder Engagement Meetings*, which documents the dates of the stakeholder meetings
e. *Community Support Form*, which lists the information of parents interested in the proposed program
f. *Statement of Agreement*, which requires representative signatures from all stakeholders

Application Forms for DLP, MBE, and TBE programs may be found as attachments in this reference guide:

- Attachment C: Application Form for Dual Language Programs, Elementary and Secondary (DLP)
- Attachment D: Application Form for Maintenance Bilingual Education Programs (MBE)
- Attachment E: Application Form for Transitional Bilingual Education Programs (TBE)

PROPOSAL DUE DATE

Please submit the completed Program Design Proposal via email (anne.kim@lausd.net) or hard copy to Anne Kim, Coordinator, Asian Pacific and Other Languages/Dual Language Office, Beaudry Building, Floor 25. The proposal must be received no later than 5 p.m. on December 1, 2015.

Commitment from representatives of all stakeholders at the school site (i.e. administrators, teachers, and parents) and the Educational Service Center Superintendent is important in the implementation of new programs. Signatures from school site representatives, as well as the Educational Service Center Superintendent or his/her designee, must be obtained on the attached proposal as evidence of support.
APPROVAL PROCESS

In order to ensure that schools have a rigorous foundational plan that is comprehensive, well-thought out and sustainable, all application forms go through extensive and careful review.

The application, at a minimum, is reviewed by the following:

- APOLO/Dual Language Office
- Multilingual and Multicultural Education Department
- Master Planning and Demographics
- Integrated Library and Textbook Support Services
- Office of Curriculum, Instruction, and School Support
- Office of the Superintendent

If all aspects of the application form meet the review criteria, the Office of Curriculum, Instruction, and School Support makes a recommendation to the Office of the Superintendent, who ultimately hold the final approval for the proposed program.
LETTER OF INTENT FOR 2016-2017 IMPLEMENTATION

The Letter of Intent will provide formal notice to LAUSD regarding school’s intention to submit a proposal to implement a Dual Language Program or a Maintenance Bilingual Education Program for school year 2014-2015. This Letter of Intent must be submitted to anne.kim@lausd.net no later than 5:00 p.m. on Friday, October 9, 2015. The due date for the proposal is Tuesday, December 1, 2015.

Any questions regarding the Letter of Intent should be directed to the APOLO/Dual Language Office at 213-241-2550.

<table>
<thead>
<tr>
<th>APPLICANT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Telephone:</td>
</tr>
<tr>
<td>Fax:</td>
</tr>
<tr>
<td>Principal:</td>
</tr>
<tr>
<td>Contact Person:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROPOSED PROGRAM INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Model:</td>
</tr>
<tr>
<td>Target Language:</td>
</tr>
<tr>
<td>Instructional Model:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION TEAM MEMBER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRINCIPAL’S SIGNATURE</th>
<th>DIRECTOR’S SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Signature:</td>
<td>Signature:</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
2016-2017 ELEMENTARY SCHOOL PROGRAM DESIGN PROPOSAL FOR
THE DUAL LANGUAGE PROGRAM

PROPOSAL COVER SHEET

Proposed Dual Language Education Program (Please check only one box per question)
Program model: ☐ Dual Language Program
Target language: ☐ Spanish ☐ Korean ☐ Mandarin ☐ Other: _______________
Program model: ☐ 50/50 ☐ 70/30 ☐ 90/10
Anticipated number of strands/classes to implement in Kindergarten: ☐ 1 ☐ 2

School: ____________________________________ Location Code: ___________ Area: ______
Grades: _____________________
Principal: __________________________________ Contact Person: ______________________
Address: _______________________________________________________________________
Tel No.: _____________________ Fax No.: _____________________
E-mail: _____________________ Educational Service Center: ______ Board Area: ______
Feeder: Middle School _______________ High School __________________

Statistics (based on school year 2015/16):

Total school enrollment: __________

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EO</th>
<th>IFEP</th>
<th>Target Language EL</th>
<th>Target Language RFEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list the three largest language groups represented at your school.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th># OF STUDENTS</th>
<th>NAME OF TEACHER(S) WITH CORRESPONDING BCLAD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please indicate total number of classes in each instructional program.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>STRUCTURED ENGLISH IMMERSION</th>
<th>TRANSITIONAL BILINGUAL (SPECIFY LANGUAGE)</th>
<th>MAINTENANCE BILINGUAL (SPECIFY LANGUAGE)</th>
<th>MAINSTREAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please include a description of the following in your proposal.

1. PROGRAM STRUCTURE
   - Describe your school vision. Define your school vision for the dual language program.
   - Describe your dual language instructional model, including the research and pedagogical theories that support bilingualism and biliteracy.
   - Explain the process you will employ to disseminate information regarding specific features of the proposed program with all stakeholders: staff, parents, and community. Include timeline, method, and person(s) responsible.
   - Describe your plan for promoting your program in your community (e.g., school tours, informational meetings, the use of the school website, etc.)

2. CURRICULUM AND INSTRUCTIONAL PROGRAM
   - How will you ensure that instruction is provided in the Target language and in English on a daily basis according to the program model? Include a sample schedule. In addition, please specify titles of textbooks, supplemental curriculum and/or teacher created units that will be used to support the goal of bilingualism and biliteracy.

3. ASSESSMENT AND ACCOUNTABILITY
   - What plans do you have for monitoring student progress in the target language and in English? What data sources will be used, analyzed, and interpreted?
   - For students not meeting the standards in English and/or the target language, what type of intervention will be provided? Include curriculum that will be used, length of time of intervention, and funding source(s) of intervention.

4. STAFF QUALITY AND PROFESSIONAL DEVELOPMENT
   - Describe your plan to recruit and retain high quality dual language staff. If available, provide names of teachers who are willing and qualified to teach in the proposed program.
   - Describe your ongoing professional development plan for program teachers and paraprofessionals. Include topics related to dual language education (e.g., theoretical foundations, policies, and research findings), frequency of professional development, and facilitator for professional development. Keep in mind planning time for program teachers.

5. FAMILY AND COMMUNITY
   - Describe strategies used to meaningfully engage parents/families in the academic achievement of their children. What are some of the parent education and support services that are reflective of the bilingual and multicultural goals of the program?
Facilities Capacity Assessment Form
Implementation Year 2016-2017

An assessment must be completed by Master Planning and Demographics (MPD) to determine if space is available to accommodate proposed program and any additional students.

[To be completed by school]

School: _______________________

Program Option: □ Dual Language Program

Proposed year of implementation: _________

Proposed grade level(s) during first year of implementation: _________

Proposed grade level(s) at full implementation: _________

Expected program enrollment in first year by grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
</tr>
</thead>
</table>

Expected program enrollment at full enrollment by grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
</tr>
</thead>
</table>

Estimate the percentage of resident students who would opt for this program: _______________

Indicate which classrooms will be used for the proposed program each year and describe any space reallocation plan for implementation as necessary:

_____________________________________________________________________________

_____________________________________________________________________________

[To be completed by MPD]

Classrooms available per Capacity Assessment Roadshow (CAR): ________________

Classrooms needed for program as proposed: ________________

Comments regarding available space:

□ Recommended □ Not recommended
ELEMENTARY SCHOOL
VERIFICATION OF STAKEHOLDER MEETINGS
Implementation Year 2016-2017

School: _______________________________________

Program Option:  □ Dual Language Program

Stakeholder Meetings
• Staff Meeting(s) held on ______________________________________________
• Parent Meeting(s) held on ______________________________________________

Documentation (e.g., fliers, agendas and sign-ins) must be submitted along with the application.

I certify that the above-mentioned stakeholder meetings have taken place at the school site regarding the proposed program option implementation for the following school year.

Name: _______________________________________
Print/Type

Signature: _______________________________ Date: ____________
School Site Principal
**PROPOSED DUAL LANGUAGE PROGRAM**
**COMMUNITY INTEREST FORM**
Implementation Year 2016-2017

Customize for your program and print additional copies as needed.

**School Name:** ________________________________

The purpose of this form is solely to collect data and to record community interest in the proposed program.

This form does not constitute an obligation for the school/district to offer such a program nor does it commit parents to enroll their children if such a program were offered in the future.

<table>
<thead>
<tr>
<th>Parent’s Name</th>
<th>Address</th>
<th>Phone Number &amp; Email</th>
<th>Name of Student(s)</th>
<th>Language(s) spoken at home</th>
<th>Year Entering Grade K</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 E.g., Evelyn Avila</td>
<td>123 Main St. LA, CA 91111</td>
<td>213-555-5555 <a href="mailto:eavila123@email.net">eavila123@email.net</a></td>
<td>David Ana</td>
<td>Spanish</td>
<td>2016 2018</td>
<td>10/21/15</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Print additional sheets as needed.
ELEMENTARY SCHOOL
STATEMENT OF AGREEMENT
Implementation Year 2016-2017

School: ________________________________________ Language & Model: ___________________

Program Option:   ☐ Dual Language Program

We, the undersigned, have read and agree to the implementation of a biliteracy program as described in the proposal. Additionally, all components of the proposal have been shared and discussed with school staff to ensure school-wide support. If selected, we will implement the Dual Language Program as described in our proposal and commit to the following:

• Commit to implementation of the proposed program, beginning in K, and adding on a grade level every year thereafter until K-5/6 is reached
• Provide resources and support to ensure successful on-going implementation
• Participate in professional development provided by central and Educational Service Center offices

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site Principal</td>
<td>School Site Principal</td>
<td></td>
</tr>
<tr>
<td>UTLA Chapter Chair</td>
<td>UTLA Chapter Chair</td>
<td></td>
</tr>
<tr>
<td>ELAC Chairperson</td>
<td>ELAC Chairperson</td>
<td></td>
</tr>
<tr>
<td>ESC Superintendent or Designee</td>
<td>ESC Superintendent or Designee</td>
<td></td>
</tr>
</tbody>
</table>

THE COMPLETED FORMS MUST BE RECEIVED BY THE ASIAN PACIFIC & OTHER LANGUAGES/DUAL LANGUAGE OFFICE, BEAUDRY BUILDING, FLOOR 25, NO LATER THAN 5 P.M. ON DECEMBER 1, 2015.
2016-2017 SECONDARY SCHOOL PROGRAM DESIGN PROPOSAL FOR
THE DUAL LANGUAGE PROGRAM

PROPOSAL COVER SHEET

Proposed Dual Language Program (Please check only one box per question)
Target language: ☐ Spanish ☐ Korean ☐ Mandarin ☐ Other: ____________________________
Anticipated number of DLP classes to implement in 6th or 9th grade: ☐ 1 ☐ 2 ☐ 3

School: ____________________________________ Location Code: __________ Area: ________
Grades: __________________
Principal: __________________ Contact Person: __________________________
Address: ____________________________________________________________
Tel No.: __________________ Fax No.: __________________
E-mail: __________________ Educational Service Center: _______ Board Area: ________
Feeder: Elementary School(s)_____________________________________________
High School________________________________________________________________

Statistics (based on school year 2015/16):

Total school enrollment: __________

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EO</th>
<th>IFEP</th>
<th>Target Language EL</th>
<th>Target Language RFEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list the three largest language groups represented at your school.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th># OF STUDENTS</th>
<th>NAME OF TEACHER(S) WITH CORRESPONDING BCLAD (LIST CORRESPONDING SINGLE SUBJECT CERTIFICATION)</th>
</tr>
</thead>
</table>
SECONDARY SCHOOL DUAL LANGUAGE PROGRAM IMPLEMENTATION PROPOSAL
Implementation Year 2016-2017

Address the following in your proposal.

1. PROGRAM STRUCTURE
   • Describe your school vision. Define your school vision for the dual language program.
   • Describe your dual language instructional model, including the research and pedagogical theories that support bilingualism and biliteracy.
   • Explain the process you will employ to disseminate information regarding specific features of the proposed program with all stakeholders: staff, parents, and community. Include timeline, method, and person(s) responsible.
   • Describe your plan for promoting your program in your community (e.g., school tours, informational meetings, the use of the school website, etc.)

2. CURRICULUM AND INSTRUCTIONAL PROGRAM
   • Which courses/classes for each grade level will be offered in the target language? (Ideally, half of the courses are offered in the target language--minimum of 2 courses in a traditional 6 period schedule, a minimum of 3 in an 8 period schedule.) Include a sample student schedule. Will there be a “0” or “7th” Period for additional exposure to the target language? Specify titles of textbooks, supplemental curriculum and/or teacher created units that will be used to support content learning in the target language.

3. ASSESSMENT AND ACCOUNTABILITY
   • What plans do you have for monitoring student progress in the target language and in English? What data sources will be used, analyzed, and interpreted?
   • For students not meeting the standards in English and/or the target language, what type of intervention will be provided? Include curriculum that will be used, length of time of intervention, and funding source(s) of intervention.

4. STAFF QUALITY AND PROFESSIONAL DEVELOPMENT
   • Describe your plan to recruit and retain high quality dual language staff. If available, provide names of teachers who are willing and qualified to teach in the proposed program.
   • Describe your ongoing professional development plan for program teachers and paraprofessionals. Include topics related to dual language education (e.g., theoretical foundations, policies, and research findings), frequency of professional development, and facilitator for professional development. Keep in mind planning time for program teachers.
5. FAMILY AND COMMUNITY
   - Describe strategies used to meaningfully engage parents/families in the academic achievement of their children. What are some of the parent education and support services that are reflective of the bilingual and multicultural goals of the program?

   - Describe your plans to establish community connections and partners to develop a purposeful bilingualism for students in the program. (Identify potential community partners for collaboration with the school.)
FACILITIES CAPACITY ASSESSMENT FORM
Implementation Year 2016-2017

An assessment must be completed by Master Planning and Demographics (MPD) to determine if space is available to accommodate proposed program and any additional students.

[To be completed by school]

School: _______________________
Program Option: □ Dual Language Program
Proposed year of implementation: _________
Proposed grade level(s) during first year of implementation: _________
Proposed grade level(s) at full implementation: _________
Expected program enrollment in first year by grade:
Expected program enrollment at full enrollment by grade:

Estimate the percentage of resident students who would opt for this program: _______________

Indicate which classrooms will be used for the proposed program each year and describe any space reallocation plan for implementation as necessary:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

[To be completed by MPD]

Classrooms available per Capacity Assessment Roadshow (CAR): _________________
Classrooms needed for program as proposed: _________________
Comments regarding available space:

□ Recommended □ Not recommend
SECONDARY SCHOOL
VERIFICATION OF STAKEHOLDER/ARTICULATION MEETINGS
Implementation Year 2016-2017

School: _____________________________________________________

Stakeholder Meetings
  • Staff Meeting(s) held on ________________________________
    ________________________________
    ________________________________
  • Parent Meeting(s) held on ________________________________
    ________________________________
    ________________________________
  • Articulation Meeting(s) with Elementary School(s)/
    Middle School(s)—list name(s) of schools and dates
    ________________________________
    ________________________________
    ________________________________

Documentation (e.g., fliers, agendas and sign-ins) must be submitted along with the application.

I certify that the above-mentioned stakeholder meetings have taken place regarding dual language program implementation for the following school year.

Name: ________________________________

Print/Type

Signature: ________________________________ Date: _____________

School Site Principal

MEM-6425.1
Office of Curriculum, Instruction, and School Support
May 5, 2015
PROPOSED DUAL LANGUAGE PROGRAM
COMMUNITY SUPPORT FORM

Customize for your program and print additional copies as needed.

**School Name:** _____________________________________________

The purpose of this form is solely to collect data and to record community interest in the proposed program.

This form does not constitute an obligation for the school/district to offer such a program nor does it commit parents to enroll their children if such a program were offered in the future.

<table>
<thead>
<tr>
<th>Parent’s Name</th>
<th>Address</th>
<th>Phone Number &amp; Email</th>
<th>Name of Student(s)</th>
<th>Language(s) spoken at home</th>
<th>Year Entering Grade K</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 E.g., Evelyn Avila</td>
<td>123 Main St. LA, CA 91111</td>
<td>213-555-5555 <a href="mailto:eavila123@email.net">eavila123@email.net</a></td>
<td>David Ana</td>
<td>Spanish</td>
<td>2016 2018</td>
<td>10/21/15</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Print additional sheets as needed.
SECONDARY SCHOOL
STATEMENT OF AGREEMENT
Implementation Year 2016-2017

School: _______________________________________________  Language: _____________

We, the undersigned, have read and agree to the implementation of a dual language program as described in the proposal. Additionally, all components of the proposal have been shared and discussed with school staff to ensure school-wide support. If selected, we will implement the proposed Dual Language Program as described in our proposal and commit to the following:

- Commit to implementation of the dual language program, and adding on a grade level every year until 6-8 or 9-12 is reached
- Provide resources and support to ensure successful on-going implementation
- Participate in professional development provided by central and Educational Service Center offices

| Name                        | Signature
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site Principal</td>
<td>School Site Principal</td>
</tr>
<tr>
<td>UTLA Chapter Chair</td>
<td>UTLA Chapter Chair</td>
</tr>
<tr>
<td>ELAC Chairperson</td>
<td>ELAC Chairperson</td>
</tr>
<tr>
<td>ESC Superintendent or Designee</td>
<td>ESC Superintendent or Designee</td>
</tr>
</tbody>
</table>

Name signatures represent support, not approval.

THE COMPLETED FORMS MUST BE RECEIVED BY THE ASIAN PACIFIC & OTHER LANGUAGES/DUAL LANGUAGE OFFICE, BEAUDRY BUILDING, FLOOR 25, NO LATER THAN 5 P.M. ON DECEMBER 1, 2015.
2016-2017 ELEMENTARY SCHOOL PROGRAM DESIGN PROPOSAL FOR THE MAINTENANCE BILINGUAL EDUCATION PROGRAM

PROPOSAL COVER SHEET

Proposed Dual Language Education Program (Please check only one box per question)

- Maintenance Bilingual Education Program
- Spanish
- Korean
- Other: ________________

Program model: 50/50 70/30

Anticipated number of strands/classes to implement in Kindergarten: 1 2

School: ______________________________________ Location Code: ___________ Area: ___
Grades: __________________________ Contact Person: __________________________
Principal: _____________________________________________________________
Address: __________________________________________________________________________
Tel No.: __________________________ Fax No.: __________________________
E-mail: __________________________ Educational Service Center: ______ Board Area: ______
Feeder: Middle School __________________________ High School __________________________

Statistics (based on school year 2015/16):

Total school enrollment: __________

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EO</th>
<th>IFEP</th>
<th>Target Language EL</th>
<th>Target Language RFEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list the three largest language groups represented at your school.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th># OF STUDENTS</th>
<th>NAME OF TEACHER(S) WITH CORRESPONDING BCLAD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please indicate total number of classes in each instructional program.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>STRUCTURED ENGLISH IMMERSION</th>
<th>TRANSITIONAL BILINGUAL (SPECIFY LANGUAGE)</th>
<th>DUAL LANGUAGE (SPECIFY LANGUAGE)</th>
<th>MAINSTREAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MAINTENANCE BILINGUAL EDUCATION PROGRAM
DESIGN PROPOSAL
Implementation Year 2016-2017

Address the following topics in your proposal.

1. PROGRAM STRUCTURE
   • Describe your school vision. Define your school vision for the maintenance bilingual education program.
   • Describe your maintenance bilingual education instructional model, including the research and pedagogical theories that support bilingualism and biliteracy.
   • Explain the process you will employ to disseminate information regarding specific features of the proposed program with all stakeholders: staff, parents, and community. Include timeline, method, and person(s) responsible.
   • Describe your plan for promoting your program in your community (e.g., school tours, informational meetings, the use of the school website, etc.)

2. CURRICULUM AND INSTRUCTIONAL PROGRAM
   • How will you ensure that instruction is provided in the Target language and in English on a daily basis according to the program model? Include a sample schedule. In addition, please specify titles of textbooks, supplemental curriculum and/or teacher created units that will be used to support the goal of bilingualism and biliteracy.

3. ASSESSMENT AND ACCOUNTABILITY
   • What plans do you have for monitoring student progress in the target language and in English? What data sources will be used, analyzed, and interpreted?
   • For students not meeting the standards in English and/or the target language, what type of intervention will be provided? Include curriculum that will be used, length of time of intervention, and funding source(s) of intervention.

4. STAFF QUALITY AND PROFESSIONAL DEVELOPMENT
   • Describe your plan to recruit and retain high quality bilingual staff. If available, provide names of teachers who are willing and qualified to teach in the proposed program.
   • Describe your ongoing professional development plan for program teachers and paraprofessionals. Include topics related to dual language education (e.g., theoretical foundations, policies, and research findings), frequency of professional development, and facilitator for professional development. Keep in mind planning time for program teachers.

5. FAMILY AND COMMUNITY
   • Describe strategies used to meaningfully engage parents/families in the academic achievement of their children. What are some of the parent education and support services that are reflective of the bilingual and multicultural goals of the program?
FACILITIES CAPACITY ASSESSMENT FORM  
Implementation Year 2016-2017

An assessment must be completed by Master Planning and Demographics (MPD) to determine if space is available to accommodate proposed program and any additional students.

[To be completed by school]

School: _______________________

Program Option:  □ Maintenance Bilingual Education Program

Proposed year of implementation: __________

Proposed grade level(s) during first year of implementation: __________

Proposed grade level(s) at full implementation: __________

Expected program enrollment in first year by grade:

Expected program enrollment at full enrollment by grade:

Estimate the percentage of resident students who would opt for this program: __________

Indicate which classrooms will be used for the proposed program each year and describe any space reallocation plan for implementation as necessary:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

[To be completed by MPD]

Classrooms available per Capacity Assessment Roadshow (CAR): _________________

Classrooms needed for program as proposed: _________________

Comments regarding available space:

□ Recommended  □ Not recommended
VERIFICATION OF STAKEHOLDER MEETINGS
Implementation Year 2016-2017

School: ________________________________________

Program Option: ☐ Maintenance Bilingual Education Program

Stakeholder Meetings
• Staff Meeting(s) held on ______________________________________________
  ______________________________________________
  ______________________________________________

• Parent Meeting(s) held on ______________________________________________
  ______________________________________________
  ______________________________________________

Documentation (e.g., fliers, agendas and sign-ins) must be submitted along with the application.

I certify that the above-mentioned stakeholder meetings have taken place at the school site regarding the proposed program option implementation for the following school year.

Name: ____________________________________

Print/Type

Signature: ____________________________________  Date: _____________

School Site Principal
PROPOSED MAINTENANCE BILINGUAL EDUCATION PROGRAM
COMMUNITY INTEREST FORM
Implementation Year 2016-2017

Customize for your program and print additional copies as needed.

School Name: ______________________________________

The purpose of this form is solely to collect data and to record community interest in the proposed program.

This form does not constitute an obligation for the school/district to offer such a program nor does it commit parents to enroll their children if such a program were offered in the future.

<table>
<thead>
<tr>
<th>Parent’s Name</th>
<th>Address</th>
<th>Phone Number &amp; Email</th>
<th>Name of Student(s)</th>
<th>Language(s) spoken at home</th>
<th>Year Entering Grade K</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 E.g., Evelyn Avila</td>
<td>123 Main St., LA, CA 91111</td>
<td>213-555-5555 <a href="mailto:eavila123@email.net">eavila123@email.net</a></td>
<td>David Ana</td>
<td>Spanish</td>
<td>2016 2018</td>
<td>10/21/15</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Print additional sheets as needed.
STATEMENT OF AGREEMENT
Implementation Year 2016-2017

School: ________________________________ Language & Model: ___________________

Program Option: ☐ Maintenance Education Program

We, the undersigned, have read and agree to the implementation of a biliteracy program as described in the proposal. Additionally, all components of the proposal have been shared and discussed with school staff to ensure school-wide support. If selected, we will implement the Maintenance Bilingual Education Program as described in our proposal and commit to the following:

- Commit to implementation of the proposed program, beginning in K, and adding on a grade level every year thereafter until K-5/6 is reached
- Provide resources and support to ensure successful on-going implementation
- Participate in professional development provided by central and Educational Service Center offices

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site Principal</td>
<td>School Site Principal</td>
<td></td>
</tr>
<tr>
<td>UTLA Chapter Chair</td>
<td>UTLA Chapter Chair</td>
<td></td>
</tr>
<tr>
<td>ELAC Chairperson</td>
<td>ELAC Chairperson</td>
<td></td>
</tr>
<tr>
<td>ESC Superintendent or Designee</td>
<td>ESC Superintendent or Designee</td>
<td></td>
</tr>
</tbody>
</table>

The completed forms must be received by the Asian Pacific & Other Languages/ Dual Language Office, Beaudry Building, Floor 25, no later than 5 P.M. on December 1, 2015.
2016-2017 ELEMENTARY SCHOOL PROGRAM DESIGN PROPOSAL FOR THE TRANSITIONAL BILINGUAL EDUCATION PROGRAM

PROPOSAL COVER SHEET

Proposed Bilingual Education Program (Please check only one box per question)
Program model: Transitional Bilingual Education Program
Program language: Spanish Korean Other: 
Anticipated number of strands/classes to implement in Kindergarten: 1 2

School: ____________________________________  Location Code: ___________  Area: _____
Grades: ____________________________________  Principal: __________________________
Address: ____________________________________________________________________________
Tel No.: __________________________________  Fax No.: __________________________
E-mail: ___________________________ Educational Service Center: ______  Board Area: ______

Statistics (based on school year 2015/16):

Total school enrollment: ______

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EO</th>
<th>IFEP</th>
<th>EL whose primary language is the language of the program</th>
<th>RFEP whose primary language is the language of the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list the three largest language groups represented at your school.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th># OF STUDENTS</th>
<th>NO. OF TEACHERS WITH CORRESPONDING BCLAD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please indicate total number of classes in each instructional program.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>STRUCTURED ENGLISH IMMERSION</th>
<th>DUAL LANGUAGE (SPECIFY LANGUAGE)</th>
<th>MAINTENANCE BILINGUAL PROGRAM (SPECIFY LANGUAGE)</th>
<th>MAINSTREAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TRANSITIONAL BILINGUAL EDUCATION PROGRAM
DESIGN PROPOSAL
Implementation Year 2016-2017

Address the following topics in your proposal.

1. PROGRAM STRUCTURE
   • Describe your school vision. Define your school vision for the transitional bilingual education program.
   • Describe your instructional model, including the research and pedagogical theories that support bilingual education methodologies.
   • Explain the process you will employ to disseminate information regarding specific features of the proposed program with all stakeholders: staff, parents, and community. Include timeline, method, and person(s) responsible.
   • Describe your plan for promoting your program in your community (e.g., school tours, informational meetings, the use of the school website, etc.)

2. CURRICULUM AND INSTRUCTIONAL PROGRAM
   • How will you ensure that instruction is provided in the Primary Language and in English on a daily basis according to the program model? Include a sample schedule. In addition, please specify titles of textbooks, supplemental curriculum and/or teacher created units that will be used to support the goal of the program.

3. ASSESSMENT AND ACCOUNTABILITY
   • What plans do you have for monitoring student progress in the primary language and in English? What data sources will be used, analyzed, and interpreted?
   • For students not meeting the standards in English and/or the target language, what type of intervention will be provided? Include curriculum that will be used, length of time of intervention, and funding source(s) of intervention.

4. STAFF QUALITY AND PROFESSIONAL DEVELOPMENT
   • Describe your plan to recruit and retain high quality bilingual staff. If available, provide names of teachers who are willing and qualified to teach in the proposed program.
   • Describe your ongoing professional development plan for program teachers and paraprofessionals. Include topics related to bilingual education (e.g., theoretical foundations, policies, and research findings), frequency of professional development, and facilitator for professional development. Keep in mind planning time for program teachers.

5. FAMILY AND COMMUNITY
   • Describe strategies used to meaningfully engage parents/families in the academic achievement of their children. What are some of the parent education and support services that are reflective of the goals of the program?
FACILITIES CAPACITY ASSESSMENT FORM
Implementation Year 2016-2017

An assessment must be completed by Master Planning and Demographics (MPD) to determine if space is available to accommodate proposed program and any additional students.

[To be completed by school]

School: _______________________

Program Option:  ☐ Transitional Bilingual Education Program

Proposed year of implementation: _________

Proposed grade level(s) during first year of implementation: _________

Proposed grade level(s) at full implementation: __________

Expected program enrollment in first year by grade:

Expected program enrollment at full enrollment by grade:

Estimate the percentage of resident students who would opt for this program: __________

Indicate which classrooms will be used for the proposed program each year and describe any space reallocation plan for implementation as necessary:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

[To be completed by MPD]

Classrooms available per Capacity Assessment Roadshow (CAR): ______________________

Classrooms needed for program as proposed: ______________________

Comments regarding available space:

☐ Recommended  ☐ Not recommended
VERIFICATION OF STAKEHOLDER MEETINGS
Implementation Year 2016-2017

School: ________________________________________

Program Option:  □ Transitional Bilingual Education Program

Stakeholder Meetings
  • Staff Meeting(s) held on ______________________________________________ 
                                  ______________________________________________
                                  ______________________________________________

  • Parent Meeting(s) held on _____________________________________________
                                   ______________________________________________
                                   ______________________________________________

Documentation (e.g., fliers, agendas and sign-ins) must be submitted along with the application.

I certify that the above-mentioned stakeholder meetings have taken place at the school site regarding the proposed program option implementation for the following school year.

Name: ____________________________________

Print/Type

Signature: ________________________________  Date: _____________

School Site Principal

MEM-6425.1  Page 37 of 39  May 5, 2015
Office of Curriculum, Instruction, and School Support
PROPOSED TRANSITIONAL BILINGUAL EDUCATION PROGRAM  
COMMUNITY INTEREST FORM  
Implementation Year 2016-2017

Customize for your program and print additional copies as needed.

**School Name:** ________________________________

The purpose of this form is solely to collect data and to record community interest in the proposed program.

This form does not constitute an obligation for the school/district to offer such a program nor does it commit parents to enroll their children if such a program were offered in the future.

<table>
<thead>
<tr>
<th></th>
<th>Parent’s Name</th>
<th>Address</th>
<th>Phone Number &amp; Email</th>
<th>Name of Student(s)</th>
<th>Language(s) spoken at home</th>
<th>Year Entering Grade K</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E.g., Evelyn Avila</td>
<td>123 Main St. LA, CA 91111</td>
<td>213-555-5555 <a href="mailto:eavila123@email.net">eavila123@email.net</a></td>
<td>David Ana</td>
<td>Spanish</td>
<td>2015 2017</td>
<td>12/21/14</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Print additional sheets as needed.
STATEMENT OF AGREEMENT
Implementation Year 2016-2017

School: ________________________________                 Language: ______________

Program Option:   ☐ Transitional Bilingual Education Program

We, the undersigned, have read and agree to the implementation of a bilingual program as described in the proposal. Additionally, all components of the proposal have been shared and discussed with school staff to ensure school-wide support. If selected, we will implement the Transitional Bilingual Education Program as described in our proposal and commit to the following:

- Commit to implementation of the proposed program, beginning in K, and adding on a grade level every year thereafter until K-3 is reached
- Provide resources and support to ensure successful on-going implementation
- Participate in professional development provided by central and Educational Service Center offices

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site Principal</td>
<td>School Site Principal</td>
<td></td>
</tr>
<tr>
<td>UTLA Chapter Chair</td>
<td>UTLA Chapter Chair</td>
<td></td>
</tr>
<tr>
<td>ELAC Chairperson</td>
<td>ELAC Chairperson</td>
<td></td>
</tr>
<tr>
<td>ESC Superintendent or Designee</td>
<td>ESC Superintendent or Designee</td>
<td></td>
</tr>
</tbody>
</table>

THE COMPLETED FORMS MUST BE RECEIVED BY THE ASIAN PACIFIC & OTHER LANGUAGES/ DUAL LANGUAGE OFFICE, BEAUDRY BUILDING, FLOOR 25, NO LATER THAN 5 P.M. ON DECEMBER 1, 2015.