



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Implementation Policy for New and Existing Dual Language Programs

NUMBER: REF-3451.1

ISSUER: Alma Peña-Sanchez, Assistant Superintendent, Elementary Instructional Services

DATE: April 8, 2008

ROUTING
 Local District Superintendents
 Local District Administrators of Instruction
 Local District EL Program Staff
 Principals
 EL Program Coordinator
 UTLA Chapter Chair

PURPOSE: The purpose of this Reference Guide is to standardize procedures for implementation of new and existing dual language programs at the elementary, middle, and high school levels.

MAJOR CHANGES: Replaces REF-3451.0 of same title and subject updating the reference guide with the addition of the Mandarin/English Dual Language Program and new guidelines for the Standards Test in Spanish.

BACKGROUND: Dual language programs have been proven effective in educating English learners (EL) and English proficient (EO/FEP) students in the same classroom environment. 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. The goals for all students in a dual language program are as follows:

- Academic language proficiency in one’s primary language
- Academic language proficiency in a second language
- Academic achievement in all subject areas
- Appreciation for cultural diversity

Dual language programs are approved under the Master Plan for English Learners. Currently, there are dual language programs in Spanish/English, Korean/English, and Mandarin/English in the District.

INSTRUCTIONS: I. **DUAL LANGUAGE PROGRAM IMPLEMENTATION POLICY**

The local school site administrator should adhere to the following procedures for implementing new and existing dual language programs. The procedures will assist the administrator in ascertaining the existence of basic program exigencies that will support the successful implementation of a dual language program.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

A. Commitment from All Stakeholders

The support and commitment of all stakeholders are vital to the success of the dual language program. It is important to include representatives of all stakeholders from the beginning, involving all groups throughout the planning stages of the dual language program.

The following conditions should exist in the school, Local District (LD), and community for dual language program implementation:

- Approval from LD, including the LD Superintendent
- Buy-in from the staff, parents and community
- Administration committed to the goals of the dual language program – bilingualism/biliteracy, academic achievement in all content areas, and cultural diversity

B. Demand for Program

At a minimum, program implementation should begin with one kindergarten class. It is recommended, however, that schools start with two kindergarten classes to compensate for attrition and higher class norms at grades 4 and above.

The following conditions should exist in determining the start up of a dual language program:

- Demand for participation in a dual language program by the community
- Both EL and EO parents who are committed to enroll their children in a program that develops bilingualism and biliteracy
- A student population that is reasonably stable, with low attrition or transiency rate

C. Classroom Composition

Classroom composition produces optimal results when the percentage of both EL and EO/FEP students approaches 50%. However, because of attrition and the inability to add students who do not have grade level proficiency in the target language of the program, it is required that kindergarten and grade one classrooms in a dual language program not exceed a maximum representation of 70% from either of the two language groups.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

In determining an adequate student population, the following should be considered:

- Adequate number of EL and EO/FEP population within the school community to make up a classroom composition of at least 70/30
- A student population that is reasonably stable with a low transiency rate
- A sufficient pool of students with grade level proficiency in the target language from which to backfill

D. Language Proficiency of Students

Federal, State and District policies require that students in dual language programs be proficient in English or the target language. EL students who speak a language other than the target language of the program may not participate in the dual language program. Administrators must ensure that policies and procedures allow for enrollment of students in a dual language program who speak English, the target language or both.

E. Backfilling

All dual language programs experience attrition of the original student population due to transience or school/parent initiated program changes. It is common and expected that dual language programs will add students at various grade levels beyond kindergarten to compensate for this attrition. District policy stipulates that EO/FEP and EL students are not to be added beyond grade one unless they have demonstrated grade level proficiency in the target language, as determined by the school.

F. Teacher Qualification

Successful dual language programs ensure that teachers are proficient in the language of instruction. The minimum requirement for dual language teachers is A-level fluency in the target language as tested by the District. In addition, A-level teachers-in-training with a bilingual paraeducator (1 hour) may be assigned when there are insufficient BCC/BCLAD teachers. In a team teaching situation, the minimum requirement for the English counterpart is CLAD certification.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

In determining adequate staffing to implement a dual language program, the following should be considered:

- Sufficient number of qualified bilingual teachers across the grade levels interested in teaching dual language classes
- Plan for recruitment of qualified staff

G. Supplementing vs. Supplanting

Students and teachers in the dual language program are to receive equitable allocation of resources from the general school and categorical program funds. A school's existing funds (excluding Title III) for textbooks, paraprofessionals, staff development, materials, etc. must serve all teachers and students, including teachers and students in the dual language program. The amount of funding that comes from the school's general and categorical program budget that is designated for use in the dual language program must be comparable to the funding allocated for students and teachers in other programs at the school.

In determining the commitment of funding support for a dual language program, the following should be considered:

- School commitment to equitable allocation of resources from the general school and categorical program funds to support the dual language program
- Consensus from staff and parent groups

H. Staff Development

The intensive nature of dual language programs requires a dedicated and knowledgeable staff. The school's administrators and coordinators, instructional coaches, dual language program teachers and the local district's designated dual language personnel must be willing to commit to participation in professional development in dual language program implementation provided by the central office. Each local district is responsible for providing ongoing professional development to teachers in the dual language program.

In determining the commitment to support a dual language program, the following should be considered:

- The school and LD's commitment to provide ongoing staff development for dual language teachers



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

I. Monthly Planning Time

Teachers in successful dual language programs articulate instruction from one grade level to the next to ensure consistency of curricula, language, and implementation. Administrators are to provide adequate time for program teachers to address articulation issues.

The following should be considered:

- The school's commitment to allocating time for dual language teachers for program articulation

J. Parent Training

Parents are integral to dual language program implementation. Accordingly, schools must be able to provide ongoing training to parents of students in the dual language program. This training is in addition to parent conferences, back-to-school night, and open house.

The following should be considered:

- The school's commitment to provide ongoing training for parents of students in the dual language program, in addition to parent conferences, back-to-school night, and open house

II. PROGRAM MODEL

A. Elementary

a. Existing Program Schools

Schools currently implementing dual language programs may continue to implement the model approved for their school site.

b. New Program Schools

Schools beginning a new dual language program must implement the 50/50 program model.

c. Changes to Program Model

Existing Program Schools considering a program model change, must consult all stakeholders, including LD and Central staff. Decisions for program model changes will be considered on a case by case basis.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

There are three approved program models for dual language programs at the elementary level. The instructional matrix for each program model is provided in Attachment A. Salient features of each model are described below. Please note that the instructional matrix for the 90/10 model was revised in 2005-2006.

50/50 Model

- Both languages are used equally for instruction at all grade levels.
- All subjects are taught in both languages at all grade levels beginning in kindergarten.
- English and target language literacy skills are taught simultaneously beginning in kindergarten.

70/30 Model

- 70% of instruction is conducted in the target language beginning in kindergarten.
- The percentage of instruction in the target language decreases gradually until the 4th grade when English and the target language are used equally.
- All subjects are taught in both languages at all grade levels beginning in grade one.
- English and target language literacy skills are taught simultaneously beginning in kindergarten.

90/10 Model

- 90% of instruction is conducted in the target language beginning in kindergarten.
- The percentage of instruction in the target language decreases gradually until the 4th grade when English and the target language are used equally.
- English and target language literacy skills are taught simultaneously beginning in kindergarten.

A sample 50/50 model daily schedule in grades K-5 is provided as a reference in Attachment B to guide schools in planning a daily schedule, focusing on the language of delivery and the allocation of instructional minutes.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

B. Secondary

In order to continue to promote high levels of target language proficiency as well as academic achievement for all students in a dual language program at secondary schools, a minimum of two courses must be offered in the target language during the instructional day at each grade level. Should a school's master schedule not allow for two courses in the target language, the two course requirement may be satisfied by providing "Period 0" and/or "Period 7" with instructional credits. Please see Bulletin No. 1100, issued June 28, 2004, *Criteria for Granting Instructional Credit in Secondary Schools*, for criteria and standards for granting instructional credits for courses offered before or after school at the secondary level.

Research suggests that regardless of the dual language program model at elementary level – 90/10, 70/30 or 50/50 – a 50/50 ratio of English and the target language continue to be maintained at the secondary level. In order to continue the 50/50 ratio of English and the target language at secondary level, it is recommended that schools offer an extended day or intersession program in the target language. Sample schedules are provided in Attachment A.

III. STUDENT ASSESSMENT

Use of District approved assessments will ensure standardization of reporting for accountability purposes. All students in dual language programs must be assessed annually in English and the target language according to District and State mandates. The results of these tests must be entered into the SIS on a yearly basis for every student for program evaluation.

The following are District approved target language assessments for all students in the dual language program:

- Spanish language assessment (EL), Grades 2-7: Standards Test in Spanish
- Spanish language assessment (EL), Grades 1, 8: APRENDA 3
- Spanish language assessment (EO/FEP). Grade 1-8: APRENDA 3
- Korean language assessment, Grades 1-5: Korean Language Test for Elementary School
- Korean language assessment, Grades 6-8: Korean Language Test for Middle School
- Korean language assessment, Grades 9-12: Korean Language Test for



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

High School

In addition to the aforementioned assessments, schools are also required to use all District periodic assessments. Schools may also use measures including school developed tests, student work samples, etc. These are not to be entered into the SIS.

IV. SCOPE OF SUPPORT FROM THE CENTRAL OFFICE

The Asian Pacific & Other Languages/Dual Language Office provides the following services for new and existing programs:

- Dissemination of information to local districts and schools
- Annual training for school administrators and local district personnel designated to work with dual language programs on issues of program implementation
- Annual training for new and veteran teachers on program implementation
- Review of the status of dual language programs in the District
- Technical support to local districts implementing dual language programs

RELATED RESOURCES:

ASSISTANCE: For assistance or further information, please contact Katherine Kim, Coordinator, Asian Pacific & Other Languages/Dual Language Office at (213) 241-2550.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services

ATTACHMENT A

DUAL LANGUAGE PROGRAM INSTRUCTIONAL MATRIX

ELEMENTARY

50/50 Model

GRADE	TARGET LANGUAGE	ENGLISH
K – 5	50%	50%
	All Subjects	All Subjects

70/30 Model

GRADE	TARGET LANGUAGE	ENGLISH
K	70%	30%
	All Subjects	ELA, ELD, PE, Music, Art
1	65%	35%
	All Subjects	All Subjects
2	56%	44%
	All Subjects	All Subjects
3	53%	47%
	All Subjects	All Subjects
4 - 5	50%	50%
	All Subjects	All Subjects

90/10 Model

GRADE	TARGET LANGUAGE	ENGLISH
K	90%	10%
	All Subjects	ELA/ELD
1	80%	20%
	All Subjects	ELA, ELD
2	70%	30%
	All Subjects	ELA, ELD, PE, Music, Art
3	60%	40%
	All Subjects	All Subjects
4 - 5	50%	50%
	All Subjects	All Subjects



LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services

ATTACHMENT A

SECONDARY

A minimum of two courses must be offered in the target language during the instructional day at each grade level. The two course requirement may be satisfied through provision of “Period 0” and/or “Period 7” with instructional credits. An extended day or intersession program in the target language is recommended. Provided below are sample schedules for reference:

Sample A

TARGET LANGUAGE	ENGLISH
3 Periods (+ Extended Day)	3 Periods
<ul style="list-style-type: none"> • Elective (e.g., Target Language Arts in Spanish/Korean, Spanish/Korean Literature) • Math • Science • Extended Day (language, extension of content, or enrichment course in the target language) 	<ul style="list-style-type: none"> • English • Social Studies • P.E.

Sample B

TARGET LANGUAGE	ENGLISH
3 Periods (+ Extended Day)	3 Periods
<ul style="list-style-type: none"> • Elective • Science • Social Studies • Extended Day (language, extension of content, or enrichment course in the target language) 	<ul style="list-style-type: none"> • English • Math • P.E.

Sample C

TARGET LANGUAGE	ENGLISH
2 Periods (+ Extended Day)	4 Periods
<ul style="list-style-type: none"> • Elective • Science • Extended Day (language, extension of content, or enrichment course in the target language) 	<ul style="list-style-type: none"> • English • Math • Social Studies • P.E.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services

ATTACHMENT A

Sample D

TARGET LANGUAGE	ENGLISH
2 Periods (+ Extended Day)	4 Periods
<ul style="list-style-type: none"> • Math • Social Studies • Extended Day (language, extension of content, or enrichment course in the target language) 	<ul style="list-style-type: none"> • English + Elective (for FEP/EO) • E.S.L. (2 periods for EL) • Science • P.E.

Sample E

TARGET LANGUAGE	ENGLISH
2 Periods (+ Extended Day)	5 Periods
<ul style="list-style-type: none"> • Math • Social Studies • Extended Day (language, extension of content, or enrichment course in the target language) 	<ul style="list-style-type: none"> • English + Elective (for FEP/EO) • E.S.L. (2 periods for EL) • Science • P.E. (Period 0 or 7 with credit) • Elective

Sample F

TARGET LANGUAGE	ENGLISH
2 Periods (+ Extended Day)	5 Periods
<ul style="list-style-type: none"> • Social Studies • Elective (Period 0 or 7 with credit) • Extended Day (language, extension of content, or enrichment course in the target language) 	<ul style="list-style-type: none"> • English + Elective (for FEP/EO) • E.S.L. (2 periods) • Science • P.E. • Math



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Instructional Services**

ATTACHMENT B

**SAMPLE SCHEDULE
50/50 DLP MODEL, GRADES K-5**

Time	Subject	Language	Total Min.
8:00 – 8:10	Opening Activities 3 days in TL and 2 days in English	TL*/E**	10
8:10 – 8:40	ELD (Into English!) – For ELs TLD (Foro Abierto/Lectura/Korean/Mandarin) – For EO/FEPs	E (ELs) TL (EO/FEP)	30
8:40 – 9:45	ELA (Open Court Reading)	E	65
9:45 – 10:05	RECESS		
10:05 – 11:05	Math 2 days in TL and 3 days in English	TL/E	60
11:05 – 11:45	Social Science/Science/Art/Music 2 days in TL and 3 days in English	TL/E	40
11:45 – 12:25	LUNCH		
12:25 – 12:55	IWT (OCR or FA/Lectura/Korean/Mandarin) (Schedule TBD based on students' needs)	TL/E	30
12:55 – 2:00	TLA (Foro Abierto/Lectura/Korean/Mandarin)	TL	65
2:00 – 2:20	P.E. 3 days in TL and 2 days in English	TL/E	20
Total Instructional Minutes/Day Total Instructional Minutes/Week			320 1,600

	EL	EO/FEP
Total instructional min/wk in TL:	<u>690</u> min / <u>43%</u>	<u>840</u> min / <u>53%</u>
Total instructional min/wk in English:	<u>910</u> min / <u>57%</u>	<u>760</u> min / <u>47%</u>

*TL: Target Language ** E: English