



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Establishing a K-5/6 School Leadership-Initiated Elementary Dual Language Education Program for the 2019-2020 School Year

NUMBER: MEM-6425.3

ISSUER: Frances Gipson, Ph.D., Chief Academic Officer
 Division of Instruction

Lydia Acosta Stephens, Administrator
 Multilingual and Multicultural Education Department

DATE: August 28, 2018

ROUTING
 Local District Superintendents
 Administrators of Instruction
 Directors
 Counseling Coordinators
 EL Coordinators
 Principals
 Assistant Principals
 EL Designees
 UTLA Chapter Chairs

LETTER OF INTENT DUE: September 28, 2018
PROGRAM PROPOSAL DUE: November 9, 2018

PURPOSE: The purpose of this memo is to provide guidance for schools interested in establishing new Elementary Dual Language Education Programs (K-5/6) for the 2019-2020 school year.

- MAJOR CHANGES:**
- Replaces MEM-6425.2 *Establishing a New Dual Language Program (K-12), Maintenance Bilingual Education Program (K-5/6), and Transitional Bilingual Education Program (K-3)* with updated timelines for the application process.
 - Replaces MEM-6766.1 *Establishing a New Foreign Language Immersion Program (K-12) for the 2018-2019 School Year.*
 - Reflects name changes for Dual Language Education programs in L.A. Unified as referenced on the District’s 2018 Master Plan for English Learners (ELs) and Standard English Learners (SELs).
 - *Proposition 58 Implementation Guidelines*, REF-056098, outlines the process for establishing a Dual Language Education Program initiated by parent requests, as delineated by Education Code, section 300 et seq.; Title V, California Code of Regulations sections 11300-11316.

BACKGROUND: The Los Angeles Unified School District offers three instructional program options that utilize dual language education methodologies: the Dual Language Two-Way Immersion Program, the Dual Language One-Way Immersion Program, and the World Language Immersion Program. There are currently dual language education programs in 6 languages offered in the District: Spanish/English, Mandarin/English, Korean/English, Armenian/English, Arabic/English, and French/English.

The goals for all three instructional program options are the same:



- Bilingualism and Biliteracy
- Academic Achievement
- Sociocultural Competence

One of the main differences between the three instructional programs is the student classroom composition. The following sections describe each program in more detail:

A. Dual Language Two-Way Immersion Program (TWI)

The Dual Language Two-Way Immersion Program (formerly known as the Dual Language Program) is an approved program option for English learners (EL), English Only (EO), Standard English Learners (SELs), and students classified as Fluent English Proficient (FEPs). The two-way immersion program provides a unique setting in which ELs of the target language and EO/SEL/FEP students are placed heterogeneously in the same classroom and receive instruction in two languages. The program begins in kindergarten and continues through grades 5/6. Students may continue the program through secondary dual language education pathways.

The ideal classroom composition for the Dual Language Two-Way Immersion Program is one in which half the class is composed of ELs of the target language and the other half is composed of EO/SEL/FEP students. In cases where the ideal classroom composition cannot be reached, up to 2/3 of the class can be composed of either language classification group. Currently, the District offers Dual language Two-Way Immersion Programs in 5 languages: Spanish/English, Korean/English, Mandarin/English, Arabic/English, and Armenian/English.

B. Dual Language One-Way Immersion Program (OWI)

The Dual Language One-Way Immersion Program (formerly known as the Maintenance Bilingual Education Program) is an approved instructional program option for ELs. The classroom composition in the Dual Language One-Way Immersion program is designed for English learners of the target language. The Dual Language One-Way Immersion Program provides English learners an opportunity to receive instruction in the students' primary language and English. The program begins in kindergarten and continues through grades 5/6. Currently, the District offers Dual Language One-Way Immersion programs in Spanish/English and Korean/English.

C. World Language Immersion Program (WLI)

The World Language Immersion Program (formerly known as the Foreign Language Immersion Program) is an instructional program option for



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students whose home language is English or who have demonstrated English fluency through state and district assessments. The classroom composition in the WLI program is designed for English Only (EO), Standard English Learners (SELs), and students classified as Fluent English Proficient (FEPs). The World Language Immersion Program provides English Speakers an opportunity to receive instruction in a target language and in English. The program begins kindergarten and continues through grades 5/6. Students may continue the program through secondary dual language education pathways. Currently the District offers World Language Immersion programs in Spanish/English, Mandarin/English, and French/English.

Additionally, Attachment A provides an At-A-Glance comparison of the Dual Language Education programs in the District that provide instruction in a target language and in English.

ASSISTANCE:

For assistance or additional guidance on Dual Language Education Programs, please contact your Local District Dual Language or English Learner Coordinator, Helen Yu, Dual Language/Bilingual Programs Coordinator, at helen.yu@lausd.net or Mara Bommarito, Dual Language/Bilingual Programs Director at mbommant@lausd.net or (213) 241-5582.

For questions on staffing and credentialing of Dual Language Education Programs, please contact your Local District Personnel Specialist or Human Resources at (213) 241-6131.



**ELEMENTARY DUAL LANGUAGE EDUCATION
PROGRAMS AT-A-GLANCE**

Pogram Name	Dual Language Two-Way Immersion Program (TWI)	Dual Language One-Way Immersion Program (OWI)	World Language Immersion Program (WLI)
Program Goals	<ul style="list-style-type: none"> Bilingualism and Biliteracy Academic Achievement Sociocultural Competence 	<ul style="list-style-type: none"> Bilingualism and Biliteracy Academic Achievement Sociocultural Competence 	<ul style="list-style-type: none"> Bilingualism and Biliteracy Academic Achievement Sociocultural Competence
Classroom Composition	<ul style="list-style-type: none"> English Learners English Only students (EOs) Standard English Learners (SELs) Students classified as Fluent English Proficient (FEPs) 	<ul style="list-style-type: none"> English Learners (ELs) of the target language 	<ul style="list-style-type: none"> English Only students (EOs) Standard English Learners (SELs) Students classified as Fluent English Proficient (FEPs)
Instructional Program Model (percentage of time allocated to each language on a daily basis)	<ul style="list-style-type: none"> 50/50: 50% in the target language and 50% English 90/10: 90% in the target language and 10% in English 70/30: 70% target language and 30% in English 	<ul style="list-style-type: none"> 50/50: 50% in the target language and 50% English 70/30: 70% in the target language and 30% in English 	<ul style="list-style-type: none"> 50/50: 50% in the target language and 50% English 90/10: 90% in the target language and 10% in English 70/30: 70% target language and 30% in English
Content Taught in Target Language	<ul style="list-style-type: none"> Academic subjects Language Culture 	<ul style="list-style-type: none"> Academic subjects Language Culture 	<ul style="list-style-type: none"> Academic subjects Language Culture

**Target language refers to the language other than English used in the program.*



ELEMENTARY DUAL LANGUAGE EDUCATION PROGRAM APPLICATION INSTRUCTIONS

This section delineates procedures for schools planning to implement a new program. Research shows that a full year of careful planning and extensive preparation can help ensure that proposed programs are of high quality, sustainable, and successful.

To assist schools in writing a successful program proposal, schools are advised to download the Guiding Principles for Dual Language Education, 3rd Edition from the Center for Applied Linguistics (CAL) website at: <http://www.cal.org/resource-center/publications/guiding-principles-3>.

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

Schools submit a program proposal which is designed to guide school staff in the careful planning and reflection for implementing a successful Dual Language Education Program. The proposal includes the following components.

- **Letter of Intent** – Formal notice to LAUSD regarding a school’s intention to submit a proposal for implementation of a Dual language Education Program
- **Facilities Capacity Assessment** – An assessment conducted by Master Planning and Demographics (MPD) to determine whether sufficient space is available to accommodate the proposed program. MPD will also determine whether the proposed program will be approved to begin as a new additional class or as a conversion of an existing class
- **Proposal Cover Sheet** - Provides school demographic and statistical information
- **Verification of Stakeholder Engagement Meetings** - Documents dates of the stakeholder meetings and supporting documentation
- **Program Design Proposal** – Addresses six critical areas for successful program implementation:
 - Research Supporting the Proposed Program
 - Program Structure
 - Staff Quality and Professional Development
 - Curriculum and Instructional Program
 - Assessment and Accountability
 - Family and Community
- **Statement of Agreement** – Documents stakeholder representative signatures and Local District support

Application forms for Elementary Dual Language Education Programs can be found as attachments in this memorandum, Attachments C1-C5.



Approval Process and Possible Outcomes

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:

- Local District
- Division of Instruction-Multilingual and Multicultural Education Department (MMED)
- Master Planning and Demographics
- Integrated Library and Textbook Support Services
- Office of the Superintendent

Upon review of the application, there are two possible outcomes:

- All aspects of the application form meet the review criteria and program begins for the requested implementation year.
- An additional planning year is recommended for schools to strengthen their implementation proposal. Support will be provided by the Local District and MMED during this additional planning year.

The Division of Instruction makes a recommendation to the Superintendent, who ultimately gives final approval for the proposed program.



ELEMENTARY SCHOOLS

LETTER OF INTENT AND FACILITIES CAPACITY ASSESSMENT FORM
FOR NEW DUAL LANGUAGE EDUCATION PROGRAM
SCHOOL YEAR 2019-2020 IMPLEMENTATION

The Letter of Intent provides formal notice to LAUSD regarding a school’s intention to submit a proposal to implement a Dual Language Education Program. This Letter of Intent must be submitted to Mara Bommarito at mbommant@lausd.net by September 28, 2018.

Proposed Year of Implementation: <input type="checkbox"/> School Year 2019-2020 <input type="checkbox"/> School Year 2020-2021 (New Language Program)		
APPLICANT INFORMATION		
School Name:	Local District:	Director:
Address:		
Telephone:		
Principal:		Principal’s Email:
Additional Contact Person and Title:		Email:

PROPOSED PROGRAM INFORMATION	
Program Name:	<input type="checkbox"/> Dual Language Two-Way Immersion <input type="checkbox"/> Dual Language One-Way Immersion <input type="checkbox"/> World Language Immersion Program
Target Language:	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Other: _____
Instructional Model:	<input type="checkbox"/> 50/50 <input type="checkbox"/> 70/30 <input type="checkbox"/> 90/10 (The 90:10 model applies to Dual Language Two-Way Immersion and World Language Immersion only)

MASTER PLANNING AND DEMOGRAPHICS FACILITIES CAPACITY ASSESSMENT
Complete the form for Master Planning and Demographics (MPD) by following the link below. The information provided will be used to determine availability of space for proposed program. http://bit.ly/2019-20ElemMPDForm
MPD Facilities Capacity Assessment Form Completed on: _____ <p style="text-align: right;">DATE</p>

PRINCIPAL’S NAME AND SIGNATURE		DIRECTOR’S NAME AND SIGNATURE	
PRINT NAME:		PRINT NAME:	
SIGNATURE:		SIGNATURE:	
DATE:		DATE:	

Any questions regarding the *Letter of Intent and Facilities Capacity Assessment Form* should be directed to the Dual Language/Bilingual Programs Office at (213) 241-5582.



**ELEMENTARY SCHOOL DUAL LANGUAGE EDUCATION PROGRAM
PROPOSAL COVER SHEET**

Proposed Year of Implementation: <input type="checkbox"/> School Year 2019-2020 <input type="checkbox"/> School Year 2020-2021 (New Language Program)		
School Name:	Location Code:	Board District:
Local District:	Local District Director:	
Principal:	Email:	Phone Number:
Additional Contact Person and Title:		Email:
Resident Middle School:	Resident High School:	

PROPOSED PROGRAM INFORMATION

Please check one box per question:

Proposed Program	<input type="checkbox"/> Dual Language Two-Way Immersion <input type="checkbox"/> Dual Language One-Way Immersion <input type="checkbox"/> World Language Immersion Program
Target Language	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Other:
Instructional Model	<input type="checkbox"/> 50/50 <input type="checkbox"/> 70/30 <input type="checkbox"/> 90/10 Note: The 90:10 model applies to Dual Language Two-Way Immersion and World Language Immersion programs only.
Number of cohorts/classes to implement in kindergarten	<input type="checkbox"/> 1 <input type="checkbox"/> 2

SCHOOL STATISTICS

Please indicate the number of students enrolled at your school for each subgroup based on 2018-2019 data:

Grade	EO	IFEP	Target Language EL	Target Language RFEP
K				
1				
2				
3				
4				
5				
6				

Total School Enrollment:

LANGUAGES REPRESENTED

Please list the three largest language groups represented at your schools:

	Language	Number of Students
1		
2		
3		



**ELEMENTARY SCHOOL DUAL LANGUAGE EDUCATION PROGRAM
 PROPOSAL COVER SHEET**

PROGRAM STAFFING AND CREDENTIALS		
Please list the projected number of students and teacher(s) with the corresponding language authorization that would be assigned to teach in the (if known):		
Anticipated Number of Students	Teacher Name	Credential and Corresponding Bilingual Authorization
Sample:25	Tanya Muñoz	Multiple Subject, Spanish BCLAD

Any questions regarding the *Proposal Cover Sheet* should be directed to the Dual Language/Bilingual Programs Office at (213) 241-5582.



**ELEMENTARY SCHOOL DUAL LANGUAGE EDUCATION PROGRAM
VERIFICATION OF STAKEHOLDER MEETINGS**

School:
Proposed Year of Implementation: <input type="checkbox"/> School Year 2018-2019 <input type="checkbox"/> School Year 2019-2020 (New Language Program)
Proposed Program: <input type="checkbox"/> Dual Language Two-Way Immersion <input type="checkbox"/> Dual Language One-Way Immersion <input type="checkbox"/> World Language Immersion
Proposed Instructional Model: <input type="checkbox"/> 50/50 <input type="checkbox"/> 70/30 <input type="checkbox"/> 90/10 (The 90:10 model applies to Dual Language Two-Way Immersion and World Language Immersion programs only).

STAKEHOLDER MEETINGS	
Please list the dates meetings were held for each stakeholder group. Documentation (e.g., flyers, agendas and sign-ins) stating the proposed program as a topic MUST be submitted along with the application for each meeting listed.	
Staff Meetings	Parent Meetings
Additional Meetings Held:	

PRINCIPAL CERTIFICATION	
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:	
Principal's Name:	
Signature:	Date:



**ELEMENTARY SCHOOL DUAL LANGUAGE EDUCATION
PROGRAM DESIGN PROPOSAL**

Proposed Year of Implementation: School Year 2019-2020 School Year 2020-2021 (New Language Program)

To assist schools in writing a successful program proposal, schools are advised to download the *Guiding Principles for Dual Language Education, 3rd Edition* from the Center for Applied Linguistics (CAL) website at: <http://www.cal.org/resource-center/publications/guiding-principles-3>. Page numbers listed in parentheses for each section reference this document.

Please include a detailed description of the following in your proposal:

1. **RESEARCH SUPPORTING THE PROPOSED PROGRAM (research is cited at the end of each chapter in the Guiding Principles)**
 - Describe some of the research and pedagogical theories that substantiate the benefits of bilingualism and biliteracy and explain how your proposed program supports this research.
2. **PROGRAM STRUCTURE (Pages 9-30)**
 - Describe your school vision. How does your school vision support the dual language program?
 - Describe the instructional program model (50/50, 70/30, or 90/10) that will be implemented at your school and include rationale for its selection.
3. **CURRICULUM AND INSTRUCTIONAL PROGRAM (Pages 31-30)**
 - 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.
 - What curriculum, core and supplemental, will you use to implement the program? Specify titles of textbooks, supplemental curriculum and/or teacher created units that will be used to support the goal of bilingualism and biliteracy.
4. **ASSESSMENT AND ACCOUNTABILITY (Pages 71-88)**
 - 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.
5. **STAFF QUALITY AND PROFESSIONAL DEVELOPMENT (Pages 89-104)**
 - 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. If new teacher(s) will need to be hired, describe efforts being made to secure a qualified candidate for the program (e.g. communications with Human Resources, etc.)
 - 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.



6. FAMILY AND COMMUNITY (Pages 105-120)

- 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?
- 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.)



**ELEMENTARY SCHOOL DUAL LANGUAGE PROGRAM
STATEMENT OF AGREEMENT**

School:
Proposed Year of Implementation: <input type="checkbox"/> School Year 2018-2019 <input type="checkbox"/> School Year 2019-2020 (New Language Program)
Proposed Program: <input type="checkbox"/> Dual Language Two-Way Immersion <input type="checkbox"/> Dual Language One-Way Immersion <input type="checkbox"/> World Language Immersion
Proposed Instructional Model: <input type="checkbox"/> 50/50 <input type="checkbox"/> 70/30 <input type="checkbox"/> 90/10 (The 90:10 model applies to Dual Language Two-Way Immersion and World Language Immersion only)

We, the undersigned, have read and agree to the implementation of a dual language education 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 Education Program as described in our proposal and commit to the following:

- Implementation of the proposed program, beginning in kindergarten, and adding on a grade level every year thereafter until K-5/6 is reached
- Providing resources and support to ensure successful on-going implementation
- Participating in professional development provided by central and Local District offices

Name	Signature (signatures represent support, not approval)	Date
School Site Principal	School Site Principal	
UTLA Chapter Chair	UTLA Chapter Chair	
ELAC Chairperson	ELAC Chairperson	
LD Superintendent or Designee	LD Superintendent or Designee	

THE COMPLETED FORMS MUST BE RECEIVED BY THE DUAL LANGUAGE/BILINGUAL PROGRAMS OFFICE, BEAUDRY BUILDING, FLOOR 25, NO LATER THAN 5 P.M. ON NOVEMBER 9, 2018.