MEMORANDUM

Los Angeles Unified School District

TITLE: Establishing a New Foreign Language Immersion Program (K-12) for the 2018-2019 School Year

NUMBER: MEM- 6766.1

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

Hilda Maldonado, Executive Director Multilingual and Multicultural Education Department

DATE: December 1, 2017

Program Proposal Due: January 17, 2018

PURPOSE: The purpose of this reference guide is to provide guidance for schools interested in establishing a new Foreign Language Immersion (K-12) program for the 2018-2019 school year.

MAJOR CHANGES: This memorandum replaces MEM-6766.0 Establishing a Foreign Language Immersion Program (K-12), and Foreign Language Elementary Program (K-5/6) for the 2017-2018 School year, dated September 23, 2016. Dates have been updated to reflect the new school year.

BACKGROUND: The Los Angeles Unified School District Multilingual and Multicultural Education Department (MMED) is deeply committed to all of our youth achieving and graduating with the linguistic proficiencies and cultural literacies that will enable them to participate and thrive in the global economy of the 21st century. In addition to the existing alternative bilingual programs in the English Learner Master Plan, MMED offers schools the option to implement the Foreign Language Immersion (FLI) program starting in the primary grades. This program allows for an additional pathway to biliteracy, specifically in settings where there may not be sufficient ELs to offer alternative bilingual programs in the EL Master Plan.

Foreign Language Immersion (also known as “one-way immersion”) program supports the acquisition of languages other than English for students who are proficient in English: English Only (EO), Initially Fluent-English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP).
INSTRUCTIONS:  I. PROGRAM DESCRIPTIONS

A. Foreign Language Immersion (FLI)
   The California Department of Education defines immersion programs as those that teach “at least 50% of the core curriculum in the target language.” Foreign Language Immersion (FLI), or “one-way immersion” programs, like Dual Language (“two-way bilingual immersion”) programs in the District’s English Learner Master Plan, provide students the opportunity to learn grade-level standards-based content in English and in a language other than English (target language). However, in contrast to the Dual Language (two-way bilingual immersion) programs of the English Learner Master Plan whereby EO/FEP and EL students are placed in the same classroom and learn each other’s languages (hence, “two-way”), FLI classrooms consist of EO/FEP students learning a language other than English (hence, “one-way”). On a case-by-case basis, schools may consider English learners, at CELDT levels 4 and 5 who are on a solid pathway to reclassification, to participate in FLI programs. For English learners at CELDT levels 1-3, including those who are proficient in the target language, the instructional priority should be English language development, access to the mainstream core curriculum, and reclassification.

B. The goals for all students in a Foreign Languages Immersion program are as follows:
   i. Bilingualism and biliteracy
   ii. Grade-level academic achievement in English and in the Target language
   iii. Positive cross-cultural competencies

C. FLI programs begin in kindergarten for a minimum of six years and beyond. Secondary schools interested in FLI should work with their feeder elementary schools as new programs must begin in kindergarten, following research-based practices.

D. In the K-5/6 setting, students in a FLI program receive grade-level, standards-based instruction in the target language for at least 50% of the day, and in English for the remainder of the day.

E. If there is continued community interest in FLI beyond the elementary school, the secondary schools in the feeder sequence may extend the FLI program. In secondary schools, students receive at a minimum two periods of instruction in the target language appropriate to their language proficiency.
F. The following is a sample FLI K-12 pathway:

i. **K-5** Standards-based content in the target language (TL)

ii. **Grade 6** Standards-based content courses in the TL  
    (e.g., 6th Grade Science or specifically designed TL courses)

iii. **Grades 7-8** Standards-based content courses in the TL and/or  
    specifically-designed “a-g” TL courses to meet the needs of FLI 
    students (e.g., 7th Grade Math or specifically designed TL 
    courses)

iv. **Grades 9-12** Standards-based content courses in the TL and  
    specifically-designed “a-g” TL courses (e.g., Biology,  
    Economics, AP Chinese Language and Culture)

II. **APPLICATION PROCESS FOR FOREIGN LANGUAGE IMMERSION (FLI) PROGRAM**

A. Schools are strongly encouraged to commit to at least one year of  
   planning, in collaboration with parents and other stakeholders, to  
   determine if the proposed program is feasible and sustainable in the long  
   term. Research shows that careful planning and extensive preparation can  
   help ensure that proposed programs are of high quality, sustainable, and  
   successful. If all aspects of the application form meet the review criteria  
   for equity, program quality, and long-term sustainability, the Division of  
   Instruction makes a recommendation to the Office of the Superintendent,  
   who ultimately holds the final approval for the proposed program.  
   Interested schools should contact World Languages and Cultures Office  
   at (213) 241-4517.

B. Application process timeline is as follows:

<table>
<thead>
<tr>
<th>Process Activities</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Proposal Due Date</td>
<td>January 17, 2018</td>
</tr>
<tr>
<td>Final Approval</td>
<td>January 26, 2018</td>
</tr>
<tr>
<td>Implementation Year</td>
<td>2018-2019</td>
</tr>
</tbody>
</table>

C. Foreign Language Immersion (FLI) program’s application, at a  
   minimum, is reviewed by the following:

i. World Languages and Cultures  
   ii. Multilingual and Multicultural Education Department
iii. Master Planning and Demographics
iv. Integrated Library and Textbook Support Services
v. P-12 Instruction
vi. Office of the Superintendent

D. Schools interested in applying for these programs should refer to Attachments A through C-5.

E. Informational meetings will be offered and will be announced via the Principal’s Connection and Instructional Updates from Division of Instruction. Schools that did not attend an informational meeting and remain interested in submitting a proposal, must contact their local district and Jina Kim-Qvale, Coordinator, World Languages and Cultures, at jxk5501@lausd.net or (213) 241-4517 for further guidance.

RELATED RESOURCES: MEM-6425.3 Establishing a New Dual Language Program (K-12), Maintenance Bilingual Education Program (K-5/6), Traditional Bilingual Education Program (K-3) for the 2018-2019 School Year, dated October 16, 2017.

ASSISTANCE: For assistance or additional information on Foreign Language Immersion program, please contact Jina Kim-Qvale, Coordinator, World Languages and Cultures, at jxk5501@lausd.net or (213) 241-4517.
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 Foreign Language Immersion Program, the school must apprise the Local District 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.

LETTER OF INTENT (Attachment B-1)

PROGRAM DESIGN PROPOSAL (Attachment B-2 – Attachment C-5) Due January 17, 2018

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

✓ Proposal Cover Sheet, which provides general school and program information (Attachment B-2)
✓ 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/ Narrative using (Attachment C-1)
✓ 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 (Attachment C-2)
✓ Verification of Stakeholder Engagement Meetings, which documents the dates of the stakeholder meetings (Attachment C-3)
✓ Community Support Form, which lists the information of parents interested in the proposed program (Attachment C-4)
✓ Statement of Commitment, which requires representative signatures from all stakeholders (Attachment C-5)

PROGRAM DESIGN PROPOSAL

Please submit the completed Program Design Proposal via email (jxk5501@lausd.net) or hard copy to Jina Kim-Qvale, Coordinator, World Language and Cultures Office, Beaudry Building, Floor 25. The proposal must be received no later than 5 p.m. on January 17, 2018.
The Letter of Intent will provide formal notice to LAUSD regarding school’s intention to submit a proposal to implement a Foreign Language Immersion Program for school year 2018-2019. This Letter of Intent must be submitted to Jina Kim-Qvale at jxk5501lausd.net.

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

<table>
<thead>
<tr>
<th>PROPOSED PROGRAM INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Language:</td>
<td>❑ Spanish ❑ Korean ❑ Mandarin ❑ Other: _______________</td>
</tr>
<tr>
<td>Instructional Model:</td>
<td>❑ 50/50 (Elementary) ❑ Min. of 2 periods (Secondary)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION TEAM MEMBER INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Email Address</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<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>
2017-2018 ELEMENTARY/SECONDARY SCHOOL PROGRAM DESIGN PROPOSAL
FOR THE FOREIGN LANGUAGE IMMERSION PROGRAM

PROPOSAL COVER SHEET

Proposed Foreign Language Immersion Program (Please check only one box per question)
Target language:  ❑ Spanish  ❑ Korean  ❑ Mandarin  ❑ Other: ________________
Program model:  ❑ 50/50 (Elementary)  ❑ 2 periods minimum (Secondary)
Anticipated number of FLI classes to implement in Kindergarten, 6th, or 9th Grade:  ❑ 1  ❑ 2

School: __________________________________________ Location Code: ________________
Grades: _______________________________________________________________________
Principal: __________________________________________ Contact Person: ________________
Address: _______________________________________________________________________
Tel No.: _______________________________________________________________________
E-mail: _______________________________________________________________________
Local District: ___________ Board Area: ___________

Feeder: Elementary School(s): _______________________________________________________
Middle School(s): _______________________________________________________________

Statistics (based on school year 2017/18): Total school enrollment:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EO</th>
<th>IFEP</th>
<th>RFEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list the target language groups represented at your school.

<table>
<thead>
<tr>
<th>NAME OF LANGUAGE</th>
<th>NAME OF TEACHER(S) WITH CORRESPONDING BCLAD (LIST CORRESPONDING SINGLE SUBJECT CERTIFICATION FOR SECONDARY)</th>
</tr>
</thead>
</table>
ATTACHMENT C-1

PROGRAM DESIGN PROPOSAL FOR IMPLEMENTATION YEAR 2017-2018

Please include a description of the following in your proposal.

1. PROGRAM STRUCTURE
   □ Describe your vision for the proposed program.
   □ Describe your foreign language immersion including the research and theoretical framework 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, including your feeder schools. Include timeline, method, and person(s) responsible.

2. CURRICULUM AND INSTRUCTIONAL PROGRAM
   □ How will you ensure that instruction is provided in the target language and in English on a daily or regular basis per the program model? Include sample daily and weekly schedules. In addition, specify titles of textbooks, supplemental curriculum and/or teacher-created units that will be used to support the goals of bilingualism and biliteracy in the proposed program.

3. ASSESSMENT, PROGRAM MONITORING, and ACCOUNTABILITY
   □ Describe how you plan to monitor student progress in the target language and in English? What data sources will you use, analyze, and interpret?
   □ Explain how you will provide intervention to students at risk of not meeting the standards in English and/or the target language? What interventions will be provided? Identify the curriculum to be used for intervention, duration of intervention and funding source(s) for the proposed intervention.
   □ Formulate your plan for program monitoring and validating program effectiveness. The plan should include an annual review as well as a three-year survey/report. Identify your data points, criteria, and how you will measure effectiveness. Include an exit plan or phase-out in the contingency that the you have exhausted all possibilities to sustain the program.
4. STAFF QUALITY AND PROFESSIONAL DEVELOPMENT

- Describe your plan to attract, recruit, and retain highly qualified foreign language teachers for the proposed program. If possible, 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 foreign language education (e.g., theoretical foundations, policies, and research findings), frequency of professional development, and proposed provider(s) of professional development. Keep in mind planning time for program teachers. Please be aware that program teachers are required to attend mandatory meetings and professional development related to the program offered by Central Office. Attendance to these meetings and professional development will help ensure program success and attendance data will be shared with local district directors and superintendents to ensure compliance. Non-compliance will result in suspension of the program status at the school.

5. FAMILY AND COMMUNITY ENGAGEMENT

- Describe strategies you will use to meaningfully engage parents/families in the academic achievement of the children in the foreign language program. 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.)

- Describe your plan for promoting your program in your community (e.g., school tours, informational meetings, use of the school’s website, etc.).

- Describe your plan for enrolling students, including how you will manage intra-district and inter-district permits requests that must adhere with all standing policies from the Office of Permits and Student Transfers.

- Explain how you will manage enrollment should demand for your proposed program exceed the available space in the program.
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: Foreign Language Immersion 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
ELEMENTARY/SECONDARY SCHOOL
VERIFICATION OF STAKEHOLDER MEETINGS
Implementation Year 2018-2019

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 (Complete only if you are a secondary school)
      __________________________________________
      __________________________________________
      __________________________________________

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 FOREIGN LANGUAGE IMMERSION PROGRAM
COMMUNITY INTEREST FORM
Implementation Year 2018-2019

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</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/SECONDARY SCHOOL
FOREIGN LANGUAGE IMMERSION PROGRAM
STATEMENT OF COMMITMENT FORM
Implementation Year 2018-2019

School: ____________________________ Language: __________________

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 Foreign Language Immersion 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 (Elementary School)
- Commit to implementation of the proposed program, beginning in 6, and adding on a grade level every year thereafter until 6-8 is reached (Middle School)
- Provide resources and support to ensure successful on-going implementation
- Participate in professional development provided by central and Local District 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>LD Superintendent or Designee</td>
<td>LD Superintendent or Designee</td>
<td></td>
</tr>
</tbody>
</table>

To be considered for 2018-2019 FLI Implementation. The completed forms must be received by the World Languages and Cultures Office, Beaudry Building 25th floor, no later than 5 P.M. on January 17, 2018