



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Establishing a School Leadership-Initiated Elementary Dual Language Education Program 2022-2023 School Year

NUMBER: MEM-6425.6

ISSUER: Alison Yoshimoto-Towery
 Chief Academic Officer
 Division of Instruction

Lydia Acosta Stephens
 Executive Director
 Multilingual and Multicultural Education Department

DATE: April 12, 2021

LETTER OF INTENT DUE: May 14, 2021
PROGRAM APPLICATION DUE: June 18, 2021
APPROVAL LETTERS: July 30, 2021

ROUTING
 Local District Superintendent
 Administrators of Instruction
 Community of Schools
 Administrators
 Counseling Coordinators
 Principals
 Assistant Principals
 LD EL Coordinators
 LD DLE Coordinators
 EL Designees
 UTLA Chapter Chairs

PURPOSE: The purpose of this memorandum is to provide guidance for schools interested in establishing new Elementary Dual Language Education Programs (TK-5/6) for the 2022-2023 school year.

MAJOR CHANGES: Replaces MEM-6425.5 *Establishing a School Leadership-Initiated Elementary Dual Language Education Program 2021-2022 School Year*

The application process has been adapted for electronic submission.

The application window has been extended due to schools reopening.

BACKGROUND: The Los Angeles Unified (L.A. Unified) offers three instructional program options that utilize Dual Language Education (DLE) methodologies: Two-Way Immersion Programs (TWI), One-Way Immersion Programs (OWI), and World Language Immersion Programs (WLI). L.A. Unified currently offers dual language education programs in seven languages: Spanish/English, Korean/English, Mandarin/English, French/English, Armenian/English, Arabic/English and Japanese/English listed in order of establishment in the district.

The goals for all three DLE instructional program options are:

- Bilingualism and Biliteracy
- Academic Achievement
- Sociocultural Competence

One of the main differences between the three master plan programs is the student classroom composition.



INSTRUCTIONS: I. DUAL LANGUAGE EDUCATION MASTER PLAN PROGRAM OPTIONS

When applying for a school-leadership-initiated elementary DLE program, school leadership makes a decision on which of the three instructional programs would be most appropriate for their school, based on community interest and student demographics. It is advisable that all stakeholders be informed and included when determining the program type that will be implemented. The following sections describe each program in more detail:

A. Two-Way Immersion Program (TWI)

The Two-Way Immersion Program is an approved instructional program option for English Learners (ELs), English Only (EO), Standard English Learners (SELs), and students classified as Fluent English Proficient (FEPs): Initially Fluent English Proficient (IFEPs) and Reclassified Fluent English Proficient (RFEP). The TWI program provides a unique setting in which ELs of the target language and EO, SEL, IFEP and RFEP students are placed heterogeneously in the same classroom and receive instruction in two languages. The program begins in transitional kindergarten (TK) or kindergarten and continues through grades 5/6. Students may continue the program through secondary dual language education program pathways. Currently, L.A. Unified offers TWI programs in seven target languages: Spanish, Korean, Mandarin, French, Arabic, Armenian, and Japanese.

The ideal classroom composition for the TWI 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 two-thirds of the class can be composed of either language classification group.

B. One-Way Immersion Program (OWI)

The One-Way Immersion Program is an approved instructional program option designed for English Learners of the target language. The OWI program provides English Learners an opportunity to receive instruction in the students' primary language and English. The program begins in TK or kindergarten and continues through grades 5/6. Currently, L.A. Unified offers OWI programs in Spanish and Korean.

The ideal classroom composition for the OWI program is one in which the class is composed entirely of English Learners of the target language. By parent requests, EOs/FEPs may be enrolled in the program provided that parents/guardians have been informed of instructional and progress implications and that additional home supports may be required. The intent to enroll EOs/FEPs in the OWI program, which is designed for ELs, must be communicated to the Dual Language/Bilingual Programs Office and Unified Enrollment.



C. World Language Immersion Program (WLI)

The WLI Program is an instructional program option for students whose home language is English or who have demonstrated English fluency through state and district assessments. The WLI program provides English Speakers an opportunity to receive instruction in a target language and in English. The program begins in TK or kindergarten and continues through grades 5/6. Students may continue the program through secondary dual language education program pathways. Currently, L.A. Unified offers WLI Programs in Spanish, Mandarin, and French.

The ideal classroom composition for the WLI program is English Only (EO), Standard English Learners (SELs), and students classified as Fluent English Proficient (FEPs). By parent request, ELs may be enrolled in the program provided that parents/guardians have been informed of instructional and progress implications and that additional home supports may be required.

ELs who enroll in a WLI program must continue receiving appropriate ELD instruction to support progress toward English proficiency and reclassification. The intent to enroll ELs in the WLI program, which is designed for EOs/FEPs, must be communicated to the Dual Language Education Programs Office and Unified Enrollment.

II. DUAL LANGUAGE EDUCATION INSTRUCTIONAL MODELS

Once the DLE master plan program (TWI, OWI, or WLI) has been determined, schools must decide on the instructional model that will be most appropriate for their program. It is advisable that all stakeholders be involved in the decision of the instructional model that will be adopted. The instructional models are defined by the percentages of target language and English instruction that will be delivered during the school day in the initial grades, with the target language percentage being listed first. The three different instructional models are listed below:

A. 50/50 Instructional Model

Students in this instructional model receive 50% of their daily instruction in the target language and 50% in English. English and the target language are used equally for rigorous, standards-based instruction in language arts and all content areas. Students are expected to meet grade level standards in both languages. ELs participating in the program are required to receive designated English language development (dELD) and continue in the dual language program after attaining proficiency in English.

B. 70/30 Instructional Model

Students in this instructional model receive rigorous, standards-based instruction in language arts and all content areas delivered 70% in the target language and 30% in English in TK or kindergarten. Students are expected to meet grade level content standards in both languages. Each year the amount



of English instruction increases until the proportion becomes 50% target language and 50% English. When the instruction reaches the 50/50 proportion, it continues as 50/50 for the duration of the elementary program. ELs participating in the program are required to receive designated English language development (dELD) and continue in the dual language program after attaining proficiency in English.

C. 90/10 Instructional Model

Students in this instructional model receive rigorous, standards-based instruction in language arts and all content areas delivered 90% in the target language and 10% in English in TK or kindergarten. Students are expected to meet grade level content standards in both languages. Each year the amount of English instruction increases until the proportion becomes 50% target language and 50% English. When the instruction reaches the 50/50 proportion, it will continue as 50/50 for the duration of the program. ELs participating in the program are required to receive designated English language development (dELD) and continue in the dual language program after attaining proficiency in English.

III. DLE TEACHING ARRANGEMENTS

Depending on the number of inaugural classes and appropriately credentialed teaching staff, schools will also select a teaching configuration for their inaugural program. These teaching arrangements are described below:

A. Self-Contained Teaching Arrangement

In the DLE self-contained teaching arrangement, students receive instruction in both the target language and in English from one program teacher. Teachers who provide instruction in the target language and in English must hold the appropriate state-recognized bilingual authorization in addition to their multiple subject teaching credential/authorization. A-level fluency is not state-recognized and therefore not sufficient to teach in the target language. For more information on appropriate bilingual authorizations, please refer to the Commission on Teacher Credentialing's leaflet <https://www.ctc.ca.gov/credentials/leaflets> and/or contact your Credentials and Contract Specialist.

B. Team-Teaching Arrangement

When two DLE classes can be formed, a team-teaching arrangement can be implemented. In the DLE team-teaching arrangement, students receive target language instruction from one program teacher and English instruction from another program teacher. Teachers who provide instruction in the target language and in English must hold the appropriate state-recognized bilingual authorization in addition to their multiple subject teaching credential or authorization. A-level fluency is not state-recognized and therefore not sufficient to teach in the target language. For more information on appropriate bilingual authorizations, please refer to the Commission on Teacher Credentialing's leaflet <https://www.ctc.ca.gov/credentials/leaflets>



and/or contact your Credentials and Contract Specialist.

Attachment A provides an At-A-Glance comparison of the Dual Language Education master plan programs, instructional models, and teaching arrangements.

IV. PROCESSES AND TIMELINES FOR ESTABLISHING A NEW DLE PROGRAM

There are two ways for school leadership to establish a new Dual Language Education Program:

A. Application Writing Process for Programs in Languages Currently Offered

When there is strong interest in establishing a Dual Language Education Program by both the school community and the school leadership team, the following should take place:

- School leadership must attend a mandatory informational meeting on establishing a dual language education program.
- School leadership submits an application in Spring 2021.
- School submits evidence of community interest with a minimum of 20 incoming Transitional kindergarten or kindergarten parents interested in the program.
- Parents submit a Choices application to apply for 2022-2023 enrollment during the on-time Choices application window (October-December).
- School works with their Community of Schools, Local District, and the Multilingual and Multicultural Education Department for guidance and implementation support.

Application Timeline for Programs in Languages Currently Offered:

Implementation Year 2022-2023
Letter of Intent: May 14, 2021
Program Application: June 18, 2021
Approval Letters: July 30, 2021

The DLE office will collaborate with LD to support individual schools with application writing as requested.

B. Planning Process for Dual Language Education Programs in Languages Not Currently Offered:

When there is strong interest in establishing a Dual Language Education program in a language that is not currently offered in the District, schools engage in a 2-year planning process to ensure that appropriate staffing, instructional materials and supports are in place prior to implementation. Languages currently offered are Spanish, Korean, Mandarin, French,



Armenian, Arabic, and Japanese (SY 21-22). The school community and school leadership work together to:

- Submit an application two school years before implementation.
- Submit evidence of community interest with a minimum of 20 parents interested in the program.
- Collaborate with the Local District and the Multilingual and Multicultural Education Department in planning and curriculum development for the new language program beginning in year one.

Application Timeline for suggested 2-Year Planning Process for Programs in Languages Not Currently Offered:

Implementation Year 2023-2024
Letter of Intent: May 14, 2021
Program Application: June 18, 2021
Approval Letters: July 30, 2021

Application instructions and component descriptions are provided in Attachment B.

V. SCHOOL-SITE PROCESS ACTIVITIES FROM APPROVAL TO IMPLEMENTATION

Effective Dual Language Education programs benefit from at least one year of careful planning prior to implementation. It is crucial that schools continue to plan and promote their DLE program during this planning year. Once the program has been approved, school teams should engage in community and stakeholder engagement activities:

- Hold informational meetings for parents
- Hold informational meetings for staff
- Recruit and secure authorized teaching staff for the program
- Develop a plan for providing DLE instructional trainings for parents once the program is implemented
- Conduct inventory to identify resources for the program
- During budget development, allocate funds for:
 - Supplemental materials
 - Additional planning time for DLE program teachers
 - Teacher attendance at trainings/conferences
 - Intervention for students not progressing in the target language
- With guidance from the DLE office and Integrated Library and Textbook Support Services (ILTSS), submit textbook requests during textbook roadshow
- Attend meetings facilitated by the DLE office



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

**RELATED
RESOURCES:**

[LAUSD 2018 Master Plan for English Learners and Standard English Learners Guiding Principles for Dual Language Education, 3rd Edition \(2018\)](#); Center for Applied Linguistics (CAL):

American Council on the Teaching of Foreign Languages (ACTFL)
<http://www.actfl.org/>

Association of Two-Way & Dual Language Education (ATDLE)
<http://atdle.org/>

California Association of Bilingual Education (CABE)
<http://www.gocabe.org>

California Department of Education (CDE)
<http://www.cde.ca.gov/>

Center for Applied Linguistics (CAL)
<http://www.cal.org/>

Center for Advanced Research on Language Acquisition (CARLA)
<http://www.carla.umn.edu/>

ASSISTANCE:

For assistance or additional guidance on Dual Language Education Programs, please contact your Local District Community of Schools Administrator or Dalys Stewart, Dual Language Programs Director at dalys.stewart@lausd.net.

For questions on staffing and credentialing for DLE programs, please contact your Local District Personnel Specialist or Human Resources at (213) 241-6131.



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

DLE Master Plan Programs			
Program Name	Two-Way Immersion Program (TWI)	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 of the target language English-Only students (EOs) Standard English Learners (SELs) Students classified as Fluent English Proficient (FEPs) Program students heterogeneously grouped in the same classroom 	<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)
Content Taught in Target Language*	<ul style="list-style-type: none"> Language Academic subjects Culture 	<ul style="list-style-type: none"> Language Academic subjects Culture 	<ul style="list-style-type: none"> Language Academic subjects Culture

*Target language refers to the language other than English taught in the program

DLE Instructional Models			
	50/50	70/30	90/10
Language Allocation	50% of daily instruction delivered in the target language and 50% delivered in English	70% of daily instruction delivered in the target language and 30% in English	90% of daily instruction delivered in the target language and 10% in English

DLE Teaching Arrangements	
Self-Contained	Team-Teaching
One teacher** delivers instruction in both target language and in English. Students are grouped heterogeneously (when applicable) in each DLE class.	When two DLE classes are formed in the same grade level, one teacher delivers instruction in the target language and another program teacher delivers instruction in English. Students are grouped heterogeneously (when applicable) in each class.

**Teachers providing instruction in the target language must hold an appropriate bilingual authorization

For clarification on any of the items explained in this attachment, please contact Dalys Stewart, Dual Language Programs Director at dalys.stewart@lausd.net.



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 sustainable and of high quality. The application is designed to guide school staff in the careful planning and reflection for implementing a successful Dual Language Education Program.

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

To assist schools in writing a successful program application, schools are advised to download the *Guiding Principles for Dual Language Education, 3rd Edition* from the Center for Applied Linguistics (CAL) website: <http://www.cal.org/resource-center/publications/guiding-principles-3> (See Page 10).

Application documents and links can be found in this memorandum. The application includes the following components in order of submission:

1. **Facilities Capacity Assessment Electronic Form (Part 1 of Attachment C)** Master Planning and Demographics (MPD) will determine whether the proposed program will be approved to begin as a new additional class or as a conversion of an existing class.
2. **Attachment C - Letter of Intent:** Formal notice to L.A. Unified regarding a school's intent to submit an application for implementation of a Dual Language Education Program. The completed Letter of Intent is due to Dalys Stewart at dalys.stewart@lausd.net by **May 14, 2021**.
3. **Electronic Application - Due June 18, 2021:** <https://bit.ly/21-22DualLangElementaryApplication>
 - a. **Introduction (Section 1)** – Provides due dates and link to policy for review.
 - b. **Cover Sheet (Section 2)** – Provides school demographic and statistical information.
 - c. **Program Staffing and Credentials (Section 3)** – Documents efforts to secure qualified teaching staff for the new program.
 - d. **Verification of Community Interest (Section 4)** – Provides documentation demonstrating family and community interest in the program.
 - e. **Stakeholder Engagement Meetings and Principal's Certification (Sections 5 and 6)** Documents stakeholder meetings, sign ins and agendas that show supporting documentation.
 - f. **Program Design Proposal (Section 7)** – Addresses critical areas for successful program implementation:
 - Staff Quality and Professional Development
 - Curriculum and Instructional Program
 - Assessment and Accountability
 - Family and Community Engagement
 - g. **Attachment D - Statement of Agreement (Section 8):** Documents stakeholder representative signatures and Local District support. The form with all signatures is uploaded in section 8 of the electronic application.



**ELEMENTARY DUAL LANGUAGE EDUCATION PROGRAM
APPLICATION INSTRUCTIONS**

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 is reviewed and approved by the following:

- Community of Schools Administrator
- Local District Superintendent or Designee
- Multilingual and Multicultural Education Department – Executive Director
- Division of Instruction – Chief Academic Officer
- Master Planning and Demographics
- Integrated Library and Textbook Support Services
- Office of the Superintendent

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

- The application form meets the review criteria and program begins for the requested implementation year.
- An additional planning year is required for schools to strengthen their implementation application. Support will be provided by the Local District Community of Schools Administrator and MMED Director and Dual Language Coordinator during this additional planning year.

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

