



# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

**TITLE:** Establishing a School Leadership-Initiated Secondary Dual Language Education Program (6-12) 2023-2024 School Year

**NUMBER:** MEM-055497.3

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

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Executive Director  
Multilingual Multicultural Education Department

**DATE:** June 6, 2022

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

**LETTER OF INTENT DUE: June 17, 2022**  
**PROGRAM APPLICATION DUE: August 12, 2022**  
**APPROVAL LETTERS: September 9, 2022**

**PURPOSE:** The purpose of this memorandum is to provide guidance to schools interested in establishing new Secondary Dual Language Education Programs (6-12) for the 2023-2024 school year.

**MAJOR CHANGES:** This memorandum replaces MEM-055497.2 *Establishing a School Leadership-Initiated Secondary Dual Language Education Program (6-12) for the 2022-2023 School Year*, dated April 12, 2021, and incorporates the following changes:

- The application process has been adapted for online submission.
- The application process has been enhanced to include District departments in the review and approval process of proposed new Dual Language Education (DLE) programs.

**BACKGROUND:** L.A. Unified offers three Dual Language Education (DLE) Master Plan programs: Two-Way Immersion Program (TWI), One-Way Immersion Programs (OWI), and World Language Immersion Programs (WLI). L.A. Unified currently offers DLE programs in five languages at the secondary level: Spanish/English, Korean/English, Mandarin/English, French/English, and Armenian/English.

All three DLE master plan programs share the same goals:

- Bilingualism and Biliteracy
- Academic Achievement
- Sociocultural Competence

Each of the three DLE master plan programs is described in detail in the sections that follow.



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## **INSTRUCTIONS: I. SECONDARY (6-12) DLE MASTER PLAN PROGRAM OPTIONS**

DLE programs begin in Transitional Kindergarten (TK) or kindergarten (K) through grades 5/6 and continue through secondary DLE program pathways. Secondary schools may apply to continue the pathway for students from DLE program feeder schools. The intent to establish a secondary DLE program must be communicated to Local District leadership. Local Districts make the decision as to which secondary school will serve as the pathway for elementary DLE programs taking into account existing secondary DLE programs and feeder schools.

Secondary schools with large numbers of International Newcomer students who speak one of the target languages currently offered at the secondary level may apply to establish a One-Way Immersion Program.

The master plan program that Secondary schools will establish is based on incoming feeder school DLE programs and/or student demographics. It is advised that all educational partners be informed and included when determining the Master Plan program that will be implemented. The following sections describe each of the three DLE Master Plan programs in more detail:

### **A. Two-Way Immersion Program (TWI)**

The Dual Language Two-Way Immersion Program begins in TK or kindergarten and is an approved instructional DLE Master Plan program for students classified as: English Learners (ELs), Reclassified Fluent English Proficient (RFEPs), English Only (EOs), Standard English Learner (SELS), and Initially Fluent English Proficient (IFEPs). Secondary schools can apply to continue the TWI program from neighboring elementary/middle school programs.

The TWI program provides a unique setting in which ELs and English speakers continue to receive standards-based content and literacy instruction in two languages. ELs must continue to receive appropriate ELD instruction as mandated by the state of California to support progress toward English proficiency and reclassification. ELs who begin the program in elementary school may have reclassified and thus the EL composition of the TWI program may be reduced as students matriculate into middle school. Secondary schools have the option of backfilling the TWI program with ELs of the target language. Target-language ELs may join the program at any time.

Currently, L.A. Unified offers secondary TWI programs in five languages: Spanish/English, Korean/English, Mandarin/English, French/English, and Armenian/English.



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### B. One-Way Immersion Program (OWI)

The Dual Language One-Way Immersion Program is an approved instructional DLE Master Plan program designed for ELs of the program's target language. Secondary schools can apply to continue the OWI pathway from neighboring elementary/middle DLE programs. An OWI program can also be established at secondary schools with a significant number of International Newcomers (students who have been enrolled in a U.S. school for 3 years or less) that speak the target language, regardless of whether the school has a DLE elementary feeder program.

The OWI program provides ELs an opportunity to receive instruction in their primary language and in English.

By parent requests, EOs/FEPs may be enrolled in the program if parents/guardians have been informed of instructional and progress implications and that additional home support may be required. The intent to enroll EOs/FEPs in the OWI program (designed for ELs), must be communicated to the DLE Office and Unified Enrollment.

Currently, the District offers secondary OWI programs in Spanish/English and Armenian/English.

### C. World Language Immersion Program (WLI)

Secondary schools may apply to continue the WLI program from neighboring elementary/middle school programs. Per the 2018 Master Plan for English Learners and Standard English Learners, the WLI program is designed for students whose home language is English (EOs, SELs) or who have demonstrated English fluency through state and district assessments classified as Fluent English Proficient (FEPs). The WLI program provides English speakers (EOs, SELs, FEPs) an opportunity to receive instruction in a target language and English.

ELs of the program's target language may be enrolled in the WLI program (designed for English speakers) by parent requests. ELs must continue to receive appropriate ELD instruction as mandated by the state of California to support progress toward English proficiency and reclassification. Families of ELs wishing to enroll in the WLI program must be informed of instructional and progress implications and that additional home support may be required.

Currently there are (WLI) programs offered in Spanish/English and Mandarin/English in the District.



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Attachment A provides an At-A-Glance comparison of the three Dual Language Education Master Plan Programs in the District. Families wishing to enroll their students in an officially approved DLE Master Plan program school must complete a Choices online or paper application in addition to matriculating their students at the school.

## II. SECONDARY DLE PROGRAM INSTRUCTIONAL GUIDELINES

Regardless of the DLE Master Plan Program selected (TWI, OWI, or WLI), secondary schools wishing to establish a DLE program must offer a minimum of two periods, ideally three, that are provided entirely in the target language of the program.

### A. Target Language Electives

Schools must offer a target language (world language) elective focused on providing standards-based target language literacy and proficiency skills to enrolled students. Students continuing the DLE pathway and International Newcomer students of the target language have been building their literacy and language proficiency skills prior to enrolling at the secondary level and thus should not be enrolled in beginning language courses (e.g., Spanish 1 or 2, Mandarin 1, etc.). DLE students have the opportunity of completing the 2-year a-g “e” LOTE graduation requirement at the end of 8th grade if they earn a grade of C or better in an equivalent course, such as Spanish for Spanish Speakers 2. However, students will not earn numerical credits.

Officially approved DLE middle schools must offer the following DLE-specific language electives to incoming 6th grade students. These electives are only available to officially approved middle schools.

Language	Language Elective	Course Code
Spanish	Spanish Language & Culture Intermediate	256009
Armenian	Armenian Language & Culture Intermediate	251519
Korean	Korean Language & Culture Intermediate	254906
Mandarin	Mandarin Language Intermediate Mandarin Culture Intermediate 1	252507 252505



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At the high school level, students continuing the DLE pathway from DLE middle school feeders should be enrolled in the language elective course that is next in the sequence. For example, if students completed Spanish 4 in 8th grade, students should be enrolled in Spanish for Spanish Speakers 1 and not in Spanish 4 or lower when they matriculate in high school.

Per California Commission on Teacher Credentialing (CTC) and District guidelines, target language elective teachers must hold an appropriate single subject credential or a multiple subject credential in addition to a state-recognized bilingual authorization in the target language. 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 [CTC Bilingual Authorizations \(CL-628b\)](#) website and/or contact your Credentials and Contract Specialist.

For additional guidance on recommended courses and sequence for middle school and high school, please contact MMED secondary DLE specialist at (213) 241-5582.

### B. Content Courses Taught in the Target Language

In addition to a target language (world language) elective, secondary schools must offer one or more additional course(s) taught entirely in the target language of the program (i.e., history, science, or math). Physical education and advisory are not considered content or elective DLE courses.

At the high school level, on a case-by-case basis, schools may also elect to offer a second elective instead of the content course. If a second elective will be offered, the content of the course should allow DLE students to be engaged in instructional opportunities that further develop their literacy and proficiency skills in the target language (e.g., Journalism).

Content area teachers providing instruction in the target language must hold an appropriate state-approved bilingual authorization in addition to their multiple subject or single 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 [CTC Bilingual Authorizations \(CL-628b\)](#) website and/or contact your Credentials and Contract Specialist.



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### III. ESTABLISHING A NEW DLE PROGRAM IN SCHOOL YEAR (SY) 2023-24 IN LANGUAGES CURRENTLY OFFERED

Secondary schools that will be receiving students from DLE feeder schools in 2023-2024 or that have a significant number of International Newcomer students to establish the OWI program in a language currently offered in secondary DLE programs must first notify their LD Community of Schools (CoS) Administrator and/or other LD leadership of their intent to offer the program. Local Districts make the determination to support the establishment of DLE programs, taking into consideration any impact to existing DLE secondary programs and feeder schools.

Schools wishing to offer the DLE program must follow the steps outlined below:

- Complete the Letter of Intent and Facilities Capacity Form (Attachment C) and secure the CoS Administrator's signature. The fully signed letter must be submitted to the DLE office as instructed on the form.
- Attend a mandatory informational meeting on establishing secondary DLE programs during the application window in SY 2021-22.
- Select an out of classroom school-site DLE designee to serve as a liaison between the school and the DLE office.
- With support from their LD DLE lead and MMED, complete and submit the online application with all attachments in SY 2021-22 on or before the deadline.
- Hold informational meetings for families of DLE program feeder school(s) informing them of the proposed program and the Unified Enrollment Choices application process and timeline.
- Collect agendas and sign-ins from meetings with educational partners delineating the DLE program as a topic.
- Promote the program and submit evidence of community interest demonstrating a minimum of 20 incoming students participating in the program.
- Work with LD Human Resources staff on posting and advertising any anticipated vacancies and if necessary, assisting teachers with earning appropriate credentials and authorization required for teaching in the target language.
- Once approved, schools support parents/guardians with submitting paper or online Choices applications for SY 2023-24 during the On-time window (October-December).
- Work with LD and MMED DLE programs staff for guidance and implementation support.



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Application timeline and due dates:

<b>Implementation Year 2023-2024</b>
Letter of Intent: June 17, 2022
Program Application: August 12, 2022
Approval Letters: September 9, 2022

#### **IV. SECONDARY SCHOOLS ANTICIPATING STUDENTS FROM DLE FEEDER PROGRAMS IN SCHOOL YEAR 2024-2025**

Secondary schools interested in being considered for a DLE pathway program in anticipation of students enrolling within two years, can formally make a request to their Local District and to MMED by completing the *Secondary Two-Year Planning Form for SY 2024-25 DLE Program Implementation* (Attachment E). Being selected as the receiving DLE program provides schools the opportunity to be included in the 2024-25 Choices application brochure and advertise, promote, and recruit students well in advance of receiving them.

Schools must first notify LD leadership of their intent to be selected as the DLE program pathway for incoming DLE program students in SY 2024-25. Local District leadership will make the determination to support the establishment of the DLE program, taking into consideration any impact to existing DLE secondary programs and feeder schools.

Interested schools must follow the guidelines outlined below:

- Submit the fully signed and completed *Secondary Two-Year Planning Form for School Year 2024-25 DLE Program Implementation* (Attachment E).
- Attend a mandatory informational meeting on establishing secondary DLE programs in the year prior to implementation (2023-2024).
- Follow the application writing process and timeline in the upcoming policy, *Establishing a School Leadership-Initiated Secondary Dual Language Education Program (6-12) for the 2024-2025 School Year* published in the spring of 2023.
- Focus on promoting the program and articulating with feeder school leadership.
- Hold informational meetings for parents of DLE program feeder school(s) and collect agendas and sign-ins delineating the DLE program as a topic.
- Collect evidence of community interest for the year of implementation (2023-2024) demonstrating a minimum of 20 parents interested in matriculating their students in the program.



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- Work with LD Human Resources staff on posting and advertising any anticipated vacancies and supporting teachers with earning the appropriate credential and authorization requirements for teaching in the target language.
- Work with LD and MMED DLE programs staff for guidance and implementation support.

## RELATED RESOURCES:

LAUSD 2018 Master Plan for English Learners and Standard English Learners  
[2018 Master Plan for English Learners and Standard English Learners](#)

Guiding Principles for Dual Language Education, 3<sup>rd</sup> Edition (2018)  
<http://www.cal.org/resource-center/publications/guiding-principles-3>

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

[California Common Core Standards en Español and Spanish Language Development Standards \(2012\)](#)

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.bilingualeducation.org/>

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

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

## ASSISTANCE:

For assistance or additional guidance on DLE programs, please contact your Local District DLE Lead or Norma España, Dual Language Education Programs Director at [norma.espana@lausd.net](mailto:norma.espana@lausd.net). 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.