



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Establishing a School Leadership-Initiated
Secondary Dual Language Education Program (6-12)
for the 2022-2023 School Year

**ITEM
NUMBER:** MEM-055497.2

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

Lydia Acosta Stephens
Executive Director
Multilingual and Multicultural Education Department

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

DATE: April 26, 2021

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

PURPOSE: The purpose of this memorandum is to provide guidance to schools interested in establishing new Secondary Dual Language Education Pathway Programs (6-12) for the 2022-2023 school year.

**MAJOR
CHANGES:** Replaces MEM-055497.1 *Establishing a School Leadership-Initiated Secondary Dual Language Education Program (6-12) for the 2020-2021 School Year.*

Dates have been extended due to school reopening/hybrid instruction.

The application process has been adapted for electronic submission.

BACKGROUND: L.A. Unified offers three instructional program options that utilize Dual Language Education (DLE) methodologies: Two-Way Immersion Program (TWI), One-Way Immersion Programs (OWI), and World Language Immersion Programs (WLI). At the secondary level, there are currently DLE programs offered in three languages in the District: Spanish/English, Mandarin/English, and Korean/English.

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

- Bilingualism and Biliteracy
- Academic Achievement
- Sociocultural Competence

The main difference between the three instructional programs resides in the student classroom composition.



INSTRUCTIONS: I. DUAL LANGUAGE EDUCATION MASTER PLAN PROGRAM OPTIONS

Dual Language Education programs begin typically in Transitional Kindergarten (TK) or kindergarten (K) through grades 5/6 and continue through secondary DLE program pathways. Secondary schools that wish to continue the DLE pathway for elementary programs may apply for a school-leadership-initiated secondary DLE program. The intent to establish a secondary DLE pathway for elementary programs must be communicated to Local District leadership. Local Districts must make a decision on which secondary school will serve as the pathway for elementary DLE programs.

When applying to offer a DLE program, school leadership must decide on which of the three DLE programs would be most appropriate for their school based on incoming feeder school's DLE programs, community interest, and/or 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 of the three DLE Master Plan programs in more detail:

A. Two-Way Immersion Program (TWI)

The Two-Way Immersion Program begins in TK or kindergarten and is an approved master plan program option for students classified as English Learners (ELs), Reclassified Fluent English Proficient (RFEPs), English Only students (EOs), Standard English Learners (SELs), and Initially Fluent English Proficient students (IFEPs). Secondary schools can apply to continue the TWI program for neighboring elementary/middle school programs.

The TWI program provides a unique setting in which ELs and IFEPs of the target language and EO and SEL students continue to receive instruction in two languages. ELs who begin the program in elementary schools may reclassify before matriculating into middle school.

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

B. One-Way Immersion Program (OWI)

The Dual Language One-Way Immersion Program is an approved instructional program option for English Learners of the target language. Secondary schools can apply to continue the OWI pathway for neighboring elementary/middle DLE programs. In addition, an OWI program can also be established at secondary schools with a significant number of Newcomers (students who have been enrolled in a U.S. school for 3 years or less) regardless of whether the school has a DLE elementary feeder program.

The dual language OWI program provides English Learners of the target



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language an opportunity to receive instruction in the students' primary language and in English, beginning in TK or kindergarten.

The OWI program is designed for 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 support may be required. The intent to enroll EOs/FEPs in the OWI program must be communicated to the Dual Language/Bilingual Programs Office and Unified Enrollment.

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

C. World Language Immersion Program (WLI)

Secondary schools may apply to continue the WLI program for neighboring elementary/middle school programs. 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 is designed for English Only (EO), Standard English Learners (SELs), and students classified as Initially Fluent English Proficient (IFEFPs). The WLI program provides English Speakers an opportunity to receive instruction in a target language and English, beginning in TK or kindergarten.

The ideal classroom composition of the WLI program is made up of English speakers and English proficient students: English Only (EO), Standard English Learners (SELs), and students classified as Fluent English Proficient (FEPs). By parent requests, ELs may be enrolled in the program provided that schools inform parents/guardians about progress and instructional implications, that ELs must continue receiving appropriate ELD instruction to support progress toward English proficiency and reclassification, and that additional home supports may be required. The intent to enroll ELs in the OWI program, which is designed for EOs/FEPs, must be communicated to the Dual Language/Bilingual Programs Office and Unified Enrollment.

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

Attachment A provides an At-A-Glance comparison of the Dual Language Education programs in the District.

II. SECONDARY DLE PROGRAM INSTRUCTIONAL GUIDELINES

Regardless of the program type 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.



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Schools must offer a target language elective focused on providing standards-based target language literacy and proficiency skills to enrolled students. Target language elective teachers must hold an appropriate single subject credential and/or a state-recognized bilingual authorization in the target language. In addition to the target language elective, secondary schools may offer one or two additional content area courses other than physical education (history, science, or math) provided entirely in the target language of the program. On a case-by-case basis, particularly at the high school level and if the master schedule permits, schools may also elect to offer a second elective provided entirely in the target language of the program as long as students are engaged in instructional opportunities to further develop their literacy and proficiency skills in the target language.

Content area teachers who provide instruction in the target language must hold the 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 Commission on Teacher Credentialing's leaflet (<https://www.ctc.ca.gov/docs/default-source/leaflets/cl628b.pdf?sfvrsn=2>) and/or contact your Credentials and Contract Specialist.

APPLICATION

TIMELINES: III. PROCESSES AND TIMELINES FOR ESTABLISHING A NEW SECONDARY DLE PROGRAM

Schools interested in offering a secondary DLE program must first notify their LD director of their intent to establish the DLE pathway for existing DLE program feeder schools or for establishing a new OWI program for newcomers. Local District leadership makes the determination to support the establishment of the DLE program and signs the Letter of Intent (Attachment C-1). Schools then engage in one of the following two processes:

A. Proposal Writing Process for Establishing Secondary DLE Programs in School Year 2022-2023 in Languages Currently Offered at the Secondary Level

This option is designed for secondary schools with DLE program elementary or middle school students that will be ready to matriculate to the next grade level configuration in the 2022-2023 school year. This option is also available to secondary schools that have a sufficient number of newcomers to establish a cohort for the OWI program in a language currently offered by the district at the secondary level. Schools wishing to offer the program must follow the guidelines below:



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- School leadership must attend a mandatory informational meeting on establishing a dual language education program.
- School leadership must submit a proposal in Spring 2021.
- School holds informational meetings for parents of DLE program feeder school(s).
- School submits evidence of community interest demonstrating a minimum of 20 incoming students participating 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.

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

B. Two-Year Process for Establishing Secondary DLE Pathways in School Year 2023-2024

Secondary schools that will be receiving students from a feeder DLE program within two years, and are interested in establishing a program for students to continue the DLE pathway must:

- Notify LD Leadership of intent to establish a DLE program pathway for selected elementary DLE programs in 2023-2024.
- Submit a *Two-Year Planning Form for Secondary Schools for Implementation in School Year 2023-2024* (Attachment E) by May 14, 2021.
- Attend an informational meeting on establishing a DLE program in Spring 2022.
- Follow the program application writing process timeline outlined in the upcoming policy on *Establishing a School Leadership-Initiated Secondary Dual Language Education Program (6-12) for the 2023-2024 School Year*.
- Focus on promoting the program and articulating with feeder school leadership.
- Hold informational meetings for parents of DLE program feeder school(s).
- Collect evidence of community interest in the year of implementation demonstrating a minimum of 20 parents interested in matriculating their students in the program at the secondary level.
- Collaborate with the Community of Schools, Local District and the Multilingual and Multicultural Education Department for guidance and implementation support.



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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, 3rd Edition (2018)
<http://www.cal.org/resource-center/publications/guiding-principles-3>

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

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

ATTACHMENTS: **Attachment A:** Secondary Dual Language Education At-A-Glance
Attachment B: Secondary Dual Language Education Program Application Instructions for School Year 2022-2023
Attachment C: Letter of Intent for School Leadership-Initiated Secondary Dual Language Education Program for School Year 2022-2023 Implementation
Attachment D: Statement of Agreement for School Leadership-Initiated Secondary Dual Language Education Program for School-Year 2022-2023 Implementation
Attachment E: Two-Year Planning Form for Secondary Schools for Implementation in School-Year 2023-2024

ASSISTANCE:

For assistance or additional guidance on DLE programs, please contact your Local District DLE Designee, Dr. Dalys Stewart, Dual Language Education Programs Director at dalys.stewart@lausd.net or Norma España, Dual Language Coordinator at 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.



**SECONDARY DUAL LANGUAGE EDUCATION
MASTER PLAN PROGRAMS AT-A-GLANCE**

Program Name	Dual Language Two-Way Immersion Program (TWI)	Dual Language One-Way Immersion Program (OWI)	World Language Immersion Program (WLI)
Program Establishment Description	Continues the DLE pathway for feeder DLE schools	Continues the DLE program for elementary DLE programs and/or can be established at secondary schools with significant numbers of Newcomer students	Continues the DLE pathway for feeder DLE schools
Classroom Composition	<ul style="list-style-type: none"> English Learners (ELs) 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)
Amount of Time in Target Language*	A minimum of 2 periods delivered in the target language	A minimum of 2 periods delivered in the target language	A minimum of 2 periods delivered in the target language
Content Taught in target Language	<ul style="list-style-type: none"> Academic Subjects** Language/Culture Electives 	<ul style="list-style-type: none"> Academic Subjects** Language/Culture Electives 	<ul style="list-style-type: none"> Academic Subjects** Language/Culture Electives
<p>*Target language refers to the language other than English used in the program.</p> <p>**Academic subjects refer to Social Studies/History, Science, or Math. Note that Physical Education (P.E.) does not qualify as a DLE subject to be taught in the target language.</p>			

For assistance or additional guidance on DLE programs, please contact your Local District DLE Coordinator/Designee or Dr. Dalys Stewart, Dual Language Education Programs Director at dalys.stewart@lausd.net.



**SECONDARY DUAL LANGUAGE EDUCATION PROGRAM
APPLICATION INSTRUCTIONS FOR SCHOOL YEAR 2022-2023**

A full year of careful planning and extensive preparation can help ensure that proposed programs are sustainable and of high quality. The application process 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 (Attachment C - Part 1):** An assessment conducted by Master Planning and Demographics (MPD) to determine whether sufficient space is available to accommodate the proposed program.
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:** <http://bit.ly/SECEstablishingDLEApp22-23>
 - 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)** – Certifies that stakeholder meetings have taken place; documents sign ins and agendas for each meeting held.
 - 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.



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ATTACHMENT B (Continued)

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.



**SECONDARY DUAL LANGUAGE EDUCATION PROGRAMS
LETTER OF INTENT FOR SCHOOL YEAR 2022-2023 IMPLEMENTATION**

This *Letter of Intent* provides formal notice to L.A. Unified regarding a school’s intent to submit an application to implement a Dual Language Education Program. Please complete all sections and submit this signed Letter of Intent to Dalys Stewart at dalys.stewart@lausd.net by **May 14, 2021**.

1. MASTER PLANNING AND DEMOGRAPHICS (MPD) FACILITIES ASSESSMENT			
Complete the following electronic form for MPD prior to submitting this completed letter. The information provided will be used to determine availability of space for the proposed program. HTTP://BIT.LY/SECDEMPDFORM22-23			
MPD FORM COMPLETED BY: (NAME AND TITLE)			DATE COMPLETED:
2. APPLICANT INFORMATION			
School Name:		Local District:	CoSA:
Address:			
Telephone:			
Principal:		Principal’s Email:	
Additional Contact Person and Title:		Contact Person Email:	
3. PROPOSED DUAL LANGUAGE PROGRAM INFORMATION			
Master Plan Program	<input type="checkbox"/> Two-Way Immersion (TWI) Pathway for Feeder DLE Schools <input type="checkbox"/> One-Way Immersion (OWI) for DLE Feeders or New Program for Newcomer ELs <input type="checkbox"/> World Language Immersion (WLI) Pathway for Feeder DLE Schools		
Target Language:	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> French <input type="checkbox"/> Armenian <input type="checkbox"/> Other:		
Proposed Number of Cohorts to Begin Program			
Middle School Programs: Grade 6: <input type="checkbox"/> 1 cohort <input type="checkbox"/> 2 cohorts Other <input type="checkbox"/> (explain below)			
If “Other,” please identify grade(s), number of classes, and provide an explanation. Note that only the OWI program may begin at multiple grade levels provided that there are significant number of ELs enrolled.			
High School Programs: Grade 9: <input type="checkbox"/> 1 cohort <input type="checkbox"/> 2 cohorts Other <input type="checkbox"/> (explain below)			
If “Other,” please identify grade(s), number of classes, and provide an explanation. Note that only the OWI program may begin at multiple grade levels provided that there are significant number of ELs enrolled.			
PRINCIPAL’S NAME AND SIGNATURE		CO SA’S NAME AND SIGNATURE	
NAME:		NAME:	
SIGNATURE:		SIGNATURE:	
DATE:		DATE:	

THIS SIGNED FORM MUST ALSO BE UPLOADED IN SECTION I OF THE SECONDARY ELECTRONIC APPLICATION: <http://bit.ly/SECEstablishingDLEApp22-23>



**SECONDARY DUAL LANGUAGE EDUCATION PROGRAMS
 STATEMENT OF AGREEMENT
 FOR SCHOOL YEAR 2022-2023 IMPLEMENTATION**

APPLICANT INFORMATION		
School Name:	Local District:	CoSA:
Address:		
Telephone:		
Principal:	Principal's Email:	
Additional Contact Person and Title:	Contact Person Email:	

PROPOSED DUAL LANGUAGE PROGRAM INFORMATION	
Master Plan Program	<input type="checkbox"/> Two-Way Immersion (TWI) Pathway for Feeder DLE Schools <input type="checkbox"/> One-Way Immersion (OWI) for DLE Feeders or New Program for Newcomer ELs <input type="checkbox"/> World Language Immersion (WLI) Pathway for Feeder DLE Schools
Target Language:	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> French <input type="checkbox"/> Armenian <input type="checkbox"/> Other:

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

- Implementing the DLE program and adding on a grade level every year until full implementation is reached (e.g., 6th – 8th or 9th – 12th).
- Advocating for the program and promoting the program with feeder schools and the community.
- Providing resources and support to ensure successful on-going implementation.
- Participating in professional development provided by central and Local District offices.
- Collaborating with the Community of Schools, Local District and the Multilingual and Multicultural Education Department for guidance and implementation support.

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

PLEASE UPLOAD THIS DOCUMENT WITH ALL SIGNATURES IN SECTION 8 OF THE ELECTRONIC APPLICATION BY JUNE 18, 2021. THE ELECTRONIC APPLICATION CAN BE ACCESSED BY CLICKING THE FOLLOWING LINK:
<http://bit.ly/SECEstablishingDLEApp22-23>



**TWO - YEAR PLANNING FORM FOR SECONDARY SCHOOLS
 FOR IMPLEMENTATION IN SCHOOL YEAR 2023-2024**

This form is to be completed only by schools planning to establish a DLE pathway program for students matriculating in 2023-2024. Please complete all sections and submit this signed form to Dr. Dalys Stewart at dalys.stewart@lausd.net by **May 14, 2021**.

School Name:		Location Code:	Board District:
Local District:		Community of Schools Administrator:	
Principal:		Email:	Phone:
Additional Contact Person and Title:		Email:	
Proposed Program: <input type="checkbox"/> Two-Way Immersion (TWI) <input type="checkbox"/> One-Way Immersion (OWI) <input type="checkbox"/> World Language Immersion (WLI)			
School will be receiving students from the following DLE program feeder schools within 2 years:			

We, the undersigned intend on continuing the dual language pathway for students from the above-mentioned DLE program feeders when they are ready to matriculate to secondary in SY 2022-23.

If selected, we commit to the following:

- Attending an informational meeting on establishing a DLE program in Spring 2022.
- Holding articulation and stakeholder meetings with feeder schools in preparation for receiving program students.
- Collecting evidence of community interest in the year of implementation demonstrating a minimum of 20 parents interested in matriculating their students in the program at the secondary level.
- Submitting a proposal in school year 2022-2023 for the implementation of a dual language program in school year 2023-2024
- Collaborating with the Community of Schools, Local District and the Multilingual and Multicultural Education Department for guidance and implementation support.

Name	Signature (represents 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	

For assistance or additional guidance on DLE programs, please contact your Local District DLE Designee or Dr. Dalys Stewart, Dual Language Education Programs Director at dalys.stewart@lausd.net.