



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

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

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

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).



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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:

Process Activities	Dates
Program Proposal Due Date	January 17, 2018
Final Approval	January 26, 2018
Implementation Year	2018-2019

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



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- 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.



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ATTACHMENT A

TIMELINE AND APPLICATION INSTRUCTIONS

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.**



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ATTACHMENT B-1

**LETTER OF INTENT FOR 2018-2019 IMPLEMENTATION
FOREIGN LANGUAGE IMMERSION PROGRAM**

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 jxk5501@lausd.net.

APPLICANT INFORMATION	
School Name: Address: Telephone: Fax:	
Principal:	
Contact Person: Email:	
PROPOSED PROGRAM INFORMATION	
Target Language: Instructional Model:	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Other: _____ <input type="checkbox"/> 50/50 (Elementary) <input type="checkbox"/> Min. of 2 periods (Secondary)
APPLICATION TEAM MEMBER INFORMATION	
Name	Email Address
PRINCIPAL'S SIGNATURE	DIRECTOR'S SIGNATURE
Name: Signature: Date:	Name: Signature: Date:



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ATTACHMENT B-2

**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: _____

GRADE	EO	IFEP	RFEP
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Please list the target language groups represented at your school.

NAME OF LANGUAGE	NAME OF TEACHER(S) WITH CORRESPONDING BCLAD (LIST CORRESPONDING SINGLE SUBJECT CERTIFICATION FOR SECONDARY)



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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.



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ATTACHMENT C-1 (continued)

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.



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ATTACHMENT C-2

**FACILITIES CAPACITY ASSESSMENT FORM
FOR THE FOREIGN LANGUAGE IMMERSION PROGRAM
Implementation Year 2018-2019**

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



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ATTACHMENT C-3

**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: _____
School Site Principal

Date: _____



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ATTACHMENT C-4

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.

	Parent's Name	Address	Phone Number & Email	Name of Student(s)	Language(s) spoken at home	Year Entering Grade K	Today's Date
1	E.g., Evelyn Avila	123 Main St. LA, CA 91111	213-555-5555 eavila123@email.net	David Ana	Spanish	2016 2018	10/21/15
2							
3							
4							
5							
6							
7							
8							
9							
10							

Print additional sheets as needed.



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ATTACHMENT C-5

**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

<i>Name</i>	<i>Signature*</i> Signatures represent support, not approval.	<i>Date</i>
School Site Principal	School Site Principal	
UTLA Chapter Chair	UTLA Chapter Chair	
ELAC Chairperson	ELAC Chairperson	
LD Superintendent or Designee	LD Superintendent or Designee	

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