



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Establishing a School Leadership-Initiated Secondary Dual Language Education Program (6-12) for the 2020-2021 School Year

ITEM NUMBER: MEM-055497.1

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

Lydia Acosta Stephens, Executive Director
 Multilingual and Multicultural Education Department

DATE: August 20, 2019

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

LETTER OF INTENT DUE: September 27, 2019
PROGRAM PROPOSAL DUE: November 8, 2019

PURPOSE: The purpose of this memorandum is to provide guidance for schools interested in establishing new Secondary Dual Language Education Pathway Programs (6-12) for the 2020-2021 school year.

MAJOR CHANGES: Replaces MEM-055497 *Establishing a New Dual Language Program (6-12)* with timelines for the 2019-2020 application process.

BACKGROUND: The Los Angeles Unified School District offers three instructional program options that utilize dual language education (DLE) methodologies: the Dual Language Two-Way Immersion Program, the Dual Language One-Way Immersion Program, and the World Language Immersion Program. 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:

- Academic Achievement
- Bilingualism and Biliteracy
- Sociocultural Competence

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



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(SELS), students classified as Initially Fluent English Proficient (IFEPs) and Reclassified Fluent English Proficient (RFEPs).

The TWI program provides a unique setting in which ELs of the target language and EO/SEL/IFEP/RFEP students are placed heterogeneously in the same classroom and receive instruction in two languages. The program begins in kindergarten and continues through grades 5/6. Students continue the program through secondary dual language education program pathways.

Currently, the District offers secondary Dual Language Two-Way Immersion programs in 3 languages: Spanish/English, Mandarin/English, and Korean/English.

B. One-Way Immersion Program (OWI)

The Dual Language One-Way Immersion Program (OWI) is an approved instructional program option for ELs. The classroom composition in the Dual Language (OWI) program is designed for English Learners of the target language.

The Dual Language (OWI) Program provides English Learners of the target language an opportunity to receive instruction in the students' primary language and English, beginning in kindergarten. Students continue in the program through secondary dual language education program pathways.

Secondary schools with a significant number of Newcomers (students who have been enrolled in a U.S. school for 3 years or less) may choose to implement a Dual Language (OWI) Program regardless of whether the school has a dual language elementary feeder program.

Currently, the District offers secondary Dual Language (OWI) programs in Spanish/English.

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 classroom composition in the WLI program is designed for English Only (EO), Standard English Learners (SELS), and students classified as Initially Fluent English Proficient (IFEPs). The WLI program provides English Speakers an opportunity to receive instruction in a target language and English, beginning in kindergarten. The program continues through secondary dual language education program pathways.

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 Dual Language Education programs in the District that provide instruction in English and another language. Attachment B contains the application instructions and Attachments C1-C5 contain the application.

INSTRUCTIONS: ESTABLISHING A SCHOOL LEADERSHIP-INITIATED DUAL LANGUAGE EDUCATION PROGRAM

There are two ways to establish a new secondary Dual Language Education Program:

One-Year Planning Process

Designed for middle schools or high schools that will be receiving dual language students from a feeder dual language education program school or who have a significant population of Newcomer students to begin a Dual Language One-Way Immersion Program. Schools interested in offering a program must follow the guidelines below:

- School leadership must attend a mandatory informational meeting in the fall of 2019 on establishing a dual language education program, or has attended one in the spring.
- School leadership submits a proposal in the school year prior to implementation of the proposed program.
- School holds informational meetings for parents of DLE program feeder school(s).
- School submits evidence of community interest, with a minimum of 20 parents interested in continuing the program at the secondary level.
- School works with their Local District and the Multilingual and Multicultural Education Department for guidance and implementation support.

Two-Year Planning Process

Secondary schools that will be receiving students from an elementary or a middle school feeder program within two years and are interested in establishing a program for students to continue the dual language program pathway when students are ready to matriculate must:

- School leadership must attend a mandatory informational meeting on establishing a dual language education program in Year 1.
- Submit a *2-Year Planning Process Secondary Dual Language Education Form for Implementation Year 2021-2022* (Attachment C-6) two years before program implementation.
- In Year 1, school holds informational meetings for parents of DLE program feeder school(s).
- Focus on articulation with feeder schools.
- Submit a proposal in the school year prior to implementation of the proposed program.
- Submit evidence of community interest in the year of implementation demonstrating a minimum of 20 parents interested in matriculating their



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students in the program at the secondary level.

- School works with their Local District and the Multilingual and Multicultural Education Department for guidance and implementation support.

**APPLICATION
TIMELINES:**

Application Timeline for 1-Year Planning Process

<u>Process Activities</u>	<u>Dates</u>
Program Proposal Due Date	November 8, 2019
Final Approval	December 13, 2019
Implementation Year	2020-2021

Application Timeline for 2-Year Planning Process for Secondary Schools Receiving Dual Language Education Students Within 2 Years

<u>Process Activities</u>	<u>Dates</u>
2-Year Planning Form	November 7, 2020
Program Proposal Due Date	December 7, 2020
Final Approval	December 12, 2020
Implementation Year	2021-2022

**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/>



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ASSISTANCE: For assistance or additional guidance on Dual Language Education programs, please contact your Local District Dual Language or English Learner Coordinator, Helen Yu, Dual Language/Bilingual Programs Coordinator, at helen.yu@lausd.net or Dalys Stewart, Dual Language Education Programs Director at dalys.stewart@lausd.net or (213) 241-5582.

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
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)
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 entirely in the target language	A minimum of 2 periods delivered entirely in the target language	A minimum of 2 periods delivered entirely in the target language
Content Taught in target Language	<ul style="list-style-type: none"> Academic Subjects Language Culture 	<ul style="list-style-type: none"> Academic Subjects Language Culture 	<ul style="list-style-type: none"> Academic Subjects Language Culture

**Target language refers to the language other than English used in the program.*



**NEW 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 high quality, sustainable, and successful.

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

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

Schools must submit a program proposal which is designed to guide school staff in the careful planning and reflection for implementing a successful Dual Language Education Program. The proposal includes the following components:

- **Letter of Intent** – Formal notice to LAUSD regarding a school’s intention to submit a proposal for implementation of a Dual Language Education Program
- **Facilities Capacity Assessment** – An assessment conducted by Master Planning and Demographics (MPD) to determine whether sufficient space is available to accommodate the proposed program.
- **Proposal Cover Sheet** - Provides school demographic and statistical information.
- **Verification of Stakeholder Engagement Meetings** – Documented dates of the stakeholder meetings and supporting documentation.
- **Program Design Proposal** – Addressing six critical areas for successful program implementation:
 - Research Supporting the Proposed Program
 - Program Structure
 - Staff Quality and Professional Development
 - Curriculum and Instructional Program
 - Assessment and Accountability
 - Family and Community
- **Statement of Agreement** – Documents stakeholder signatures.

The application for Secondary Dual Language Education Programs can be found as attachments in this memorandum, Attachments C1-C5.

Approval Process and Possible Outcomes

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.



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ATTACHMENT B (Continued)

The application is reviewed and approved by the following:

- Local District Superintendent or Designee
- Division of Instruction – Chief Academic Officer
- Multilingual and Multicultural Education Department – Executive Director
- 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 recommended for schools to strengthen their implementation proposal. Support will be provided by the Local District Director and EL Coordinator, and MMED Director and Dual Language Coordinator during this additional planning year.

Secondary School Dual Language Education Program Proposal Check-off list

- C1: Letter of Intent and Facilities Capacity Assessment Form for New DLE Program School Year 2020-2021
- C2: Elementary School DLE Program Proposal Cover Sheet
- C3: Elementary School DLE Program Verification of Stakeholder Meetings (including documentation)
- C4: Elementary School DLE Program Design Proposal
- C5: Elementary School DLE Program Statement of Agreement (with all signatures)

Scan and save your documents with your school name and submit all the above in this order to Dalys Stewart at dalys.stewart@lausd.net.

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



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ATTACHMENT C-1

**SECONDARY SCHOOLS
LETTER OF INTENT AND FACILITIES CAPACITY ASSESSMENT FORM
NEW DUAL LANGUAGE EDUCATION PROGRAM
SCHOOL YEAR 2020-2021 IMPLEMENTATION**

The Letter of Intent provides formal notice to LAUSD regarding a school's intention to submit a proposal to implement a Dual Language Education Program. This Letter of Intent must be submitted to Dalys Stewart at dalys.stewart@lausd.net by September 27, 2019.

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

PROPOSED PROGRAM INFORMATION	
Program Model:	<input type="checkbox"/> Dual Language Two-Way Immersion <input type="checkbox"/> Dual Language One-Way Immersion <input type="checkbox"/> World Language Immersion Program
Target Language:	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Other: _____

MASTER PLANNING AND DEMOGRAPHICS FACILITIES ASSESSMENT FORM
Complete the form for Master Planning and Demographics (MPD) by following the link below. The information provided will be used to determine availability of space for the proposed program. <p align="center">http://bit.ly/2019-20SecMPDForm</p>
MPD Facilities Capacity Assessment Form Completed on: _____ <p align="right">DATE</p>

PRINCIPAL'S NAME AND SIGNATURE		DIRECTOR'S NAME AND SIGNATURE	
PRINT NAME:		PRINT NAME:	
SIGNATURE:		SIGNATURE:	
DATE:		DATE:	

Any questions regarding the *Letter of Intent and Facilities Capacity Assessment Form* should be directed to the Dual Language Education Office at (213) 241-5582.



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ATTACHMENT C-2

**SECONDARY SCHOOL DUAL LANGUAGE EDUCATION PROGRAM
PROPOSAL COVER SHEET**

School Name:	Location Code:	Board District:
Local District:	Local District Director:	
Principal:	Email:	Phone Number:
Additional Contact Person and Title:		Email:
Elementary or Middle School Program Feeder School(s):		
Resident High School (if applicable):		

PROPOSED PROGRAM INFORMATION				
Proposed Program	<input type="checkbox"/> Dual Language Two-Way Immersion <input type="checkbox"/> Dual Language One-Way Immersion <input type="checkbox"/> World Language Immersion Program			
Target Language	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Other: _____			
Anticipated number of cohorts to implement at each grade level (Please note that only Dual Language One-Way Immersion programs for Newcomers may begin at multiple grade levels)				
Middle Schools	Grade 6: <input type="checkbox"/> N/A <input type="checkbox"/> 1 <input type="checkbox"/> 2	Grade 7: <input type="checkbox"/> N/A <input type="checkbox"/> 1 <input type="checkbox"/> 2	Grade 8: <input type="checkbox"/> N/A <input type="checkbox"/> 1 <input type="checkbox"/> 2	
High Schools	Grade 9: <input type="checkbox"/> N/A <input type="checkbox"/> 1 <input type="checkbox"/> 2	Grade 10: <input type="checkbox"/> N/A <input type="checkbox"/> 1 <input type="checkbox"/> 2	Grade 11: <input type="checkbox"/> N/A <input type="checkbox"/> 1 <input type="checkbox"/> 2	Grade 12: <input type="checkbox"/> N/A <input type="checkbox"/> 1 <input type="checkbox"/> 2

SCHOOL STATISTICS				
Please indicate the number of students enrolled at your school for each subgroup based on 2018-19 data:				
Grade	EO	IFEP	Target Language EL	Target Language RFEP
6				
7				
8				
9				
10				
11				
12				
Total School Enrollment:				

LANGUAGES REPRESENTED		
Please list the three largest language groups represented at your school:		
	Language	Number of Students
1		
2		
3		



**SECONDARY SCHOOL DUAL LANGUAGE EDUCATION PROGRAM
 VERIFICATION OF STAKEHOLDER ENGAGEMENT MEETINGS**

School:
Proposed Program: <input type="checkbox"/> Dual Language Two-Way Immersion <input type="checkbox"/> Dual Language One-Way Immersion <input type="checkbox"/> World Language Immersion
Proposed Target Language: <input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Other: _____

STAKEHOLDER MEETINGS		
Please state the dates meetings were held for each stakeholder group. Documentation (e.g., flyers, agendas and sign-ins) stating the proposed program as a topic MUST be submitted along with the application for each meeting listed.		
School-Site Staff Meetings	School-Site Parent Meetings (list school names and dates)	Feeder School Parent Meetings (list school names and dates)
Additional Meetings Held: (e.g. articulation with feeder school staff, etc.)		

PRINCIPAL CERTIFICATION	
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:	
Principal's Name:	
Signature:	Date:



**SECONDARY SCHOOL DUAL LANGUAGE EDUCATION
PROGRAM DESIGN PROPOSAL**

Please include a description of the following in your proposal:

RESEARCH SUPPORTING THE PROPOSED PROGRAM (research is cited at the end of each chapter in the Guiding Principles)

- Describe some of the research and pedagogical theories that substantiate the benefits of bilingualism and biliteracy and explain how your proposed program supports this research.

PROGRAM STRUCTURE (Pages 9-30)

- Describe your school vision. How does your school vision support the dual language program?
- Describe your school's plan for articulating with program feeder schools as you plan for implementation and once the program is established.

CURRICULUM AND INSTRUCTIONAL PROGRAM (Pages 31-69)

- List the courses that will be offered in the target language. Include sample schedules for each grade level at full implementation.
- What curriculum, core and supplemental, will you use to implement the program? Specify titles of textbooks, supplemental curriculum and/or teacher created units that will be used to support the goal of bilingualism and biliteracy.

ASSESSMENT AND ACCOUNTABILITY (Pages 71-88)

- How will you ensure that teachers adhere to providing instruction entirely in the target language in classes designated as target language instruction courses?
- What plans do you have for monitoring student progress in the target language and in English?
- What data sources will be used, analyzed and interpreted?
- For students not meeting the standards in English and/or the target language, what type of intervention will be provided? Include curriculum that will be used, length of time of intervention, and funding source(s) to support intervention.

STAFF QUALITY AND PROFESSIONAL DEVELOPMENT (Pages 89-104)

- Describe your plan for recruiting and retaining high quality dual language staff. If available, provide names of teachers who are willing and qualified to teach in the proposed program. If new teacher(s) will need to be hired, describe efforts being made to secure a qualified candidate for the program (e.g. communications with Human Resources, etc.)
- Describe your ongoing professional development plan for program teachers and paraprofessionals. Include topics related to dual language education (e.g., theoretical foundations, policies, and research findings), frequency of professional development, and facilitator for professional development. Keep in mind planning time for program teachers.



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ATTACHMENT C-4 (Continued)

FAMILY AND COMMUNITY (Pages 105-120)

- Describe strategies used to meaningfully engage parents/families in the academic achievement of their children. What are some of the parent education and support services that are reflective of the bilingual and multicultural goals of the program? Include timeline, method, and person(s) responsible.
- Explain the process you will employ to disseminate information regarding specific features of the proposed program with all stakeholders: staff, parents, and community. Include timeline, method, and person(s) responsible.
- Describe your plan for promoting your program in your community (e.g., school tours, informational meetings, the use of the school website, etc.) Include timeline, method, and person(s) responsible.



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ATTACHMENT C-5

**SECONDARY DUAL LANGUAGE EDUCATION PROGRAM
STATEMENT OF AGREEMENT
SCHOOL YEAR 2020-2021**

School:
Proposed Program: <input type="checkbox"/> Dual Language Two-Way Immersion <input type="checkbox"/> Dual Language One-Way Immersion <input type="checkbox"/> World Language Immersion
Proposed Target Language: <input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <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:

- Implementation of the dual language program, and adding on a grade level every year until full implementation (e.g. 6-8 or 9-12) is reached
- Providing resources and support to ensure successful on-going implementation
- Participating in professional development provided by central and Local District offices

Name	Signature (signatures represent 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	

THE COMPLETED FORMS MUST BE RECEIVED BY THE DUAL LANGUAGE/BILINGUAL PROGRAMS OFFICE, BEAUDRY BUILDING, FLOOR 25, NO LATER THAN 5 P.M. ON NOVEMBER 8, 2019.



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ATTACHMENT C-6

**2-YEAR PLANNING PROCESS
SECONDARY DUAL LANGUAGE EDUCATION PROGRAMS
FOR IMPLEMENTATION YEAR 2021-2022**

School Name:	Location Code:	Board District:
Local District:	Local District Director:	
Principal:	Email:	Phone Number:
Additional Contact Person and Title:		Email:
Proposed Program: <input type="checkbox"/> Dual Language Two-Way Immersion <input type="checkbox"/> Dual Language One-Way Immersion <input type="checkbox"/> World Language Immersion		
Proposed Target Language: <input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Other: _____		
School will be receiving students from the following identified dual language education program feeder schools: (Elementary or Middle School Program Feeder School(s) and Number of Students Expected to Matriculate)		
Resident High School (if applicable):		

We, the undersigned, have read and agree to continuing the dual language pathway for students from the above-mentioned dual language education program feeders. If selected, we will implement the proposed Dual Language Education Program in school year 2021-2022 as described in our proposal and commit to the following:

- Holding articulation and stakeholder meetings with feeder schools in preparation for receiving program students in two years
- Submitting a proposal in school year 2019-2020 for the implementation of a dual language program in school year 2021-2022
- Implementing the dual language program, and adding on a grade level every year until full implementation (e.g. 6/7 through 8 or 9 through 12) is reached
- Participating in informational meetings and professional development provided by central and Local District offices

Name	Signature (signatures represent 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	

THIS COMPLETED FORM MUST BE RECEIVED BY THE DUAL LANGUAGE/BILINGUAL PROGRAMS OFFICE, BEAUDRY BUILDING, FLOOR 25, NO LATER THAN 5 P.M. ON NOVEMBER 8, 2019.