



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

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

TITLE: Proposition 58 Implementation Guidelines

NUMBER: REF-056098

ISSUER: Frances Gipson, Ph.D., Chief Academic Officer
 Division of Instruction

Lydia Acosta Stephens, Administrator
 Multilingual and Multicultural Education Department

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PURPOSE: The purpose of this reference guide is to provide guidance for school sites in implementing Proposition 58 regulations.

MAJOR CHANGES: This is a new reference guide.

BACKGROUND: In November of 2016 voters in the state-wide election passed Proposition 58, the California Education for a Global Economy Initiative. This new law provides parents the right to request language acquisition programs that offer students access to high-quality, research-based language instruction. Proposition 58 overturned most of the requirements established by Proposition 227, the “English in Public Schools” initiative.

Major changes in the law include:

- Annual Parental Exception Waivers for English Learners (ELs) are no longer required for participation in a Dual Language/Bilingual Program.
- The 30-day English program placement for first time enrolled ELs is no longer required.
- Guidelines for school districts regarding the establishment of language acquisition programs, structured English immersion programs for ELs, and opportunities to be instructed in another language are clarified.

LANGUAGE ACQUISITION PROGRAMS

Proposition 58 defines language acquisition programs as educational programs designed for ELs to ensure English acquisition as rapidly and effectively as possible, and to provide instruction to these pupils on the state-adopted academic content and English Language Development (ELD) standards through Integrated and Designated ELD.

L.A. Unified currently offers the following language acquisition program options:

- Language and Literacy English Acceleration Program (L²EAP)
- Secondary Newcomer Program with Primary Language Instruction
- Dual Language Two-Way Immersion (TWI)
- Dual Language One-Way Immersion (OWI)



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Language acquisition programs include English Proficiency Language Acquisition Programs and Dual Language Education Language Proficiency Programs.

A. English Proficiency Language Acquisition Programs

Proposition 58 requires that districts, at a minimum, provide a Structured English Immersion instruction option for ELs. L.A. Unified offers the following language acquisition programs for ELs:

1. Language and Literacy English Acceleration Program (L²EAP)

The L²EAP program, formerly known as Structured English Immersion (SEI), is designed for ELs in grades K-12 to acquire English language skills and access to core content so that they are able to succeed in a Mainstream English classroom. Primary language support can be provided for clarification throughout the instructional day.

2. Secondary Newcomer Program with Primary Language Instruction

The Secondary Newcomer Program with Primary Language Instruction is designed to provide academic content instruction in the student's primary language during a newcomer's first year of U.S. schooling.

B. Dual Language Education Language Acquisition Programs

1. Dual Language Two-Way Immersion (TWI) Program (K-12)

The TWI program, formerly known as the Dual Language Program, is an approved instructional program option for ELs, English Only (EO), Standard English Learners (SELs), and students classified as Fluent English Proficient (FEPs).

The two-way immersion program provides a unique setting beginning in kindergarten, in which EL and EO/SEL/FEP students are placed heterogeneously in the same classroom and receive instruction in two languages. After elementary school, students may continue in the program through secondary dual language education pathways. Currently, the District offers Dual Language Two-Way Immersion programs in five languages: Spanish/English, Mandarin/English, Korean/English, Armenian/English, and Arabic/English.

2. Dual Language One-Way Immersion (OWI) Program (K-12)

The Dual Language One-Way Immersion Program, formerly known as Maintenance Bilingual Education Program, is an approved



instructional program option for ELs. The classroom composition in the Dual Language One-Way Immersion program consists of ELs of the target language.

The Dual Language One-Way Immersion program provides English learners of the target language an opportunity to receive instruction in the students' primary language and English, beginning in kindergarten. Students may continue in the program through secondary dual language education 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 One-Way Immersion Program regardless of whether the school has a dual language elementary feeder program. Currently, the District offers Dual Language One-Way Immersion programs in Spanish/English.

INSTRUCTIONS: I. PROCEDURES FOR RESPONDING TO PARENT REQUESTS FOR A LANGUAGE ACQUISITION PROGRAM

Under Proposition 58, each school is required by law to take the following steps when responding to parent requests for a language acquisition program:

- A. Maintain a written record of all parent requests, whether in writing or made verbally. A parent whose pupil is enrolled in a school for attendance in the next school year may submit a request. The *Proposition 58 Dual Language Education Program Parent Request Form* (Attachment A) should be used to document both written and verbal requests. Each school shall assist parents in clarifying requests, as needed.
- B. Maintain all *Proposition 58 Dual Language Education Program Parent Request Forms* for five years from the date of the request.
- C. Monitor the number of *Proposition 58 Dual Language Education Program Parent Request Forms* on a regular basis and notify the Local District (LD) Director immediately upon reaching the threshold number. The threshold number is 30 or more requests from parents of students enrolled in the school or 20 or more requests from parents of students in the same grade level enrolled in the school requesting the same or substantially similar type of language acquisition program.

II. TIMELINE AND PROCESS

The timeline process is initiated once the threshold number of requests is reached (30 or more requests for pupils enrolled in a school or 20 or more requests for pupils in the same grade level enrolled in a school).



- A. Actions to take within 48 hours:
1. The principal must immediately notify his/her LD Director.
 2. The LD Director notifies the LD ELs or Dual Language Coordinator.
 3. The LD Coordinator notifies the Multilingual and Multicultural Education Department's (MMED) Dual Language Coordinator.
- B. Actions to take within 10 school days:
Stakeholders must be notified in writing of the parent request for a language acquisition program.
1. Principal, with assistance from their Local District, notifies the parents of pupils attending the school and teachers and staff (See Attachment B, *Sample Proposition 58 Stakeholder Notification Letter*).
 2. Principal plans and schedules informational meetings for parents and school staff on Proposition 58 and program options.
 3. The Local District and MMED notify the Parent Advisory Council (PAC) and the District ELs Advisory Council (DELAC).
- C. Actions to take within 60 calendar days:
Local District staff and MMED will conduct a feasibility study to determine if the requested Dual Language Education program can be implemented. The feasibility study includes the following:
1. Review of parent request documentation
 2. Identification of costs and resources necessary to implement any new language acquisition program
 3. Determination of whether curriculum in the requested language is or will be available
 4. An analysis of whether the District can provide professional development to support implementation of the requested program
 5. Determination of whether qualified staff are or will be available to teach the program
 6. Determination of availability of classroom space at the school-site
 7. Analysis of whether sufficient time exists to properly implement the requested program
 8. Provision of opportunities for parent and community engagement to support the proposed program goals

III. FEASIBILITY STUDY RESULTS

The results of the feasibility study must be provided in writing to the following stakeholders:

- Parents of pupils attending the school
- Teachers and staff at the school
- School administrators

Possible Outcomes of the Feasibility Study are:



- The school has met feasibility requirements and the program may be implemented in the new school year. MMED and the Local District will provide support to the school with all aspects of program implementation.
- The school has met most feasibility requirements and can implement the program after a year of planning to ensure that all requirements are met.
- The school has not met feasibility requirements and is not ready to implement the program.

IV. LANGUAGE PROGRAMS FOR NATIVE ENGLISH SPEAKERS

Proposition 58 regulations define language programs as programs designed to provide opportunities for pupils to be instructed in languages other than English to a degree sufficient to produce proficiency in those languages.

The World Language Immersion Program, formerly known as the Foreign Language Immersion 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 EOs, SELs, and FEPs. The World Language Immersion Program provides English speakers an opportunity to receive instruction in a target language and in English. The program begins in kindergarten for a minimum of six years and continues through secondary dual language education pathways.

Currently there are World Language Immersion programs in Spanish/English, Mandarin/English, and French/English in the District.

If parents in the school community are requesting a World Language Immersion Program, school leaders should follow the process outlined in MEM-6425.3, *Establishing a K/5/6 School Leadership Initiated Elementary Dual Language Education Program for the 2019-2020 School Year*, dated August 27, 2018 or MEM-055497, *Establishing a 6-12 School Leadership Initiated Secondary Dual Language Education Program for the 2019-2020 School Year*, dated August 27, 2018.



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RELATED RESOURCES:

- California Education Code section 300 et seq.; Title V, California Code of Regulations sections 11300-11316
- *2018 LAUSD Master Plan for ELs and Standard ELs*
- California English Learner Roadmap (<https://www.cde.ca.gov/sp/el/rm/>)
- MEM-6425.3 *Establishing a K-5/6 School Leadership-Initiated Elementary Dual Language Education Program for the 2019-2020 School Year*
- MEM-055497 *Establishing a School-Leadership Initiated Secondary Dual Language Education Program (6-12) for the 2019-2020 School Year*

ASSISTANCE:

For further information or additional guidance please contact Helen Yu, Dual Language/Bilingual Programs Coordinator at helen.yu@lausd.net or Mara Bommarito, Dual Language/Bilingual Programs Director at mbommant@lausd.net or at (213) 241-5581.



**Proposition 58 Dual Language Education Program
Parent Request Form**

School:	Date of Request:	For School Year:
Parent/Guardian Name:	Parent/Guardian Phone:	
Student Name:	Student's Grade Level (at time of request):	
Languages Spoken by Student:		

LANGUAGE ACQUISITION PROGRAM REQUESTED	
<input type="checkbox"/> Dual Language Two-Way Immersion Program (TWI) Grades K-12 The TWI program is designed for ELs and English Speakers. Content instruction is provided in a target language* and English. *Target language refers to a language other than English.	<input type="checkbox"/> Dual Language One-Way Immersion Program (OWI) Grades K-12 The OWI program is designed for ELs of the target language. Content instruction is provided in a target language* and English. *Target language refers to a language other than English.
Target Language Requested: <input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Armenian <input type="checkbox"/> French <input type="checkbox"/> Arabic <input type="checkbox"/> Other: _____	

Parent/Guardian Signature: _____ Date: _____

NOTE: Parents of native English-speaking students may request the Dual Language Two-Way Immersion Program.

For School Use Only		
Student Language Classification: <input type="checkbox"/> EL <input type="checkbox"/> IFEP <input type="checkbox"/> EO <input type="checkbox"/> RFEP		
Request Received By:	Signature:	Date:



**SAMPLE PROPOSITION 58
STAKEHOLDER NOTIFICATION LETTER**

<SCHOOL LETTERHEAD >

[Date]

Dear School Community,

Proposition 58 is a law that was passed in 2016 that gives parents the right to request a research-based instructional model that best suits the needs of their children. In accordance with state regulations, we are notifying all parents and school staff that _____ School has received 20 or more parent requests at one grade level, or 30 or more requests from parents of students enrolled school-wide for Specify Language Acquisition Program and, if applicable, target language.

Based on Proposition 58 guidelines, a feasibility study will be conducted by the Local District and the Multilingual and Multicultural Education Department to determine whether the requested program can be implemented in the _____ school year.

An informational meeting on Proposition 58 and Language Acquisition Programs has been scheduled as follows:

DATE: _____

TIME: _____

LOCATION: _____

If you have any questions, please contact _____ at _____.

Sincerely,

Principal