



<b>TITLE:</b>	Dual Language Education Programs Implementation Guidelines K-5/6	<b>ROUTING</b> Local District Superintendents Administrators of Instruction Directors Counseling Coordinators EL Coordinators Principals Assistant Principals EL Designees UTLA Chapter Chairs Dual Language Coordinators
<b>NUMBER:</b>	REF- 3451.2	
<b>ISSUER:</b>	Frances Gipson, Ph.D., Chief Academic Officer Division of Instruction  Lydia Acosta Stephens, Executive Director Multilingual and Multicultural Education Department	
<b>DATE:</b>	July 1, 2019	
<b>PURPOSE:</b>	The purpose of this reference guide is to provide guidance and standardize procedures for the effective implementation of Dual Language Education (DLE) Programs at the elementary school level.	
<b>MAJOR CHANGES:</b>	Replaces REF-3451.1 <i>Implementation Policy for New and Existing Dual Language Programs</i> , 2008.	

This reference guide provides schools with guidance based on features of effective Dual Language Education programs as outlined in the *Guiding Principles for Dual Language Education, 3<sup>rd</sup> Edition* (2018). Major changes include the following:

- Parent Requests for DLE programs
- Students with Disabilities in DLE programs
- Elementary DLE Cost Centers and Norming
- Instructional Guidelines for DLE Programs
  - Non-negotiable factors
  - Instructional models and sample schedules
  - Organizing for instruction
  - Dual Language Transitional kindergarten programs
  - DLE Early Literacy Language Programs (ELLP)
- Includes updates as reflected in the 2018 Master Plan for English Learners and Standard English Learners
- Teacher qualifications for Dual Language Education programs
- School Leadership and Support
- Resources



**BACKGROUND:** The 2018 Master Plan for ELs and SELs highlights three Dual Language Education instructional program options:

- Dual Language Two-Way Immersion Program (TWI)
- Dual Language One-Way Immersion (OWI) Program
- World Language Immersion (WLI) Program

All three Dual Language Education programs share the same goals:

- Bilingualism and Biliteracy
- Academic Achievement
- Sociocultural Competence

DLE programs may be established at a school-site by one of two processes:

- School Leadership-Initiated

School-site leadership may initiate the process by engaging in a planning year process and submitting a proposal the year prior to program implementation. Schools must follow the guidelines set forth in MEM-6425.3 *Establishing a K-5/6 School Leadership Initiated Dual Language Education Program*.

- Proposition 58 Parent Requests

The process of establishing a program that is initiated by parent requests follows the guidelines set forth by REF-056098 *Proposition 58 Implementation Guidelines*.

## GUIDELINES:

### I. PARENT REQUESTS FOR DLE PROGRAMS

#### Established DLE Program Schools

1. Parents wishing to enroll students that are new to a school that offers a DLE program need to apply by following the process for Choices/Unified Enrollment. Parents may submit applications on paper or online at <https://apply.lausd.net/> or <https://goto.lausd.net/>. For a sample application timeline, please refer to ATTACHMENT A.
2. Parents of students currently enrolled in a DLE program and wishing to continue in the program at the same school do not need to submit a new application.



### Schools Not Currently Offering a DLE Program

1. Parents may request a Dual Language Education program at a school that does not currently offer it by completing a Proposition 58 Dual Language Education Program Request Form. The form is available on the MMED website (<http://mmed.lausd.net/>) in the following languages: Spanish, Mandarin, Korean, Arabic, Armenian, French, and English.
2. Schools must monitor parent requests and follow the guidelines set forth in REF-056098 *Proposition 58 Implementation Guidelines*, 2018. Schools establishing programs through Proposition 58 process will need to complete a program design proposal within six months of starting the program.

## **II. STUDENTS WITH DISABILITIES IN DLE PROGRAMS**

As stated in the *Guiding Principles for Dual Language Education*, Third Edition, Center for Applied Linguistics, “Students with special education needs or learning disabilities are typically accepted into dual language programs...students are typically not moved from the dual language program because of special education or learning disability needs.” The decision to place a student in DLE programs is based on the individual needs of the student and the decision of the IEP team. It is also important to note that transportation will not be provided to students whose parents or guardians choose to go outside of the recommended IEP placement in order for their child to attend a dual language program school.

### A. Students Currently Participating in DLE

Students with special needs should not be withdrawn from DLE programs solely on the basis a disability. Students already participating in DLE programs who are identified as struggling and underachieving should first be monitored by the Student Support and Progress Team (BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team). If an IEP meeting is held and the student participating in DLE programs is found eligible for special education services, the IEP team must consider whether the DLE program is the least restrictive environment for the student and, if so, what supports and services a student will need.

The IEP team must also consider the level of participation at the DLE program that is most appropriate for a given student. At some campuses, it may be possible for a student to participate in the DLE program for a portion of the day. DLE programs utilize the core curriculum and do not typically offer self-contained special education classrooms of any kind, so students with disabilities attending DLE programs will participate in the general education setting.



IEP teams must consider each student's individual needs. There are students with moderate to severe disabilities who participate in core curriculum classes with modifications and supports for whom the DLE program may be appropriate.

B. Students Newly Enrolled in DLE Programs

Students with disabilities arriving to a DLE program may need a 30-day IEP held if the student was previously served in a self-contained, special education classroom on either the core or alternate curriculum. The IEP team must consider what type of support the student needs to be successful in the DLE program and whether that is the appropriate setting for the student.

**III. ELEMENTARY DLE COST CENTERS, NORMING AND BACKFILLING**

Every elementary DLE program school is assigned a separate cost center for each of their DLE language program. Once the new cost centers are available in MiSiS, it is important that schools create section assignments and assign teachers to these sections. For guidance on how to create sections and update section attributes, please see the following documents:

- [\*oneAccess Approver User Guide\*](#)
- [\*oneAccess Approver Frequently Asked Questions \(FAQs\)\*](#)
- *Elementary Dual Language Education Programs: Procedures for Updating MiSiS Section Attributes*

A. DLE Cost Center Norming

Norm tables for grades TK-3 and 4-5/6 are the same ones used for the general cost center. Due to attrition and increased norm at grades 4 through 5/6, the creation of combination classes may be necessary. It is recommended that schools begin DLE programs with two cohorts of students in order to minimize future combination classes.

B. Backfilling in DLE Classrooms

It is expected that dual language programs will experience attrition. English learners of the target language may enter a DLE program at any time. English speakers (EOs, FEPs, including SELs), at 2nd grade or above, may enter a DLE program provided that they can demonstrate language skills comparable to that of the peer group already in the program. A diagnostic language assessment must be administered to these students prior to admitting them to the program. DLE program schools may request the LAUSD diagnostic assessment by contacting the Dual Language/Bilingual Programs Office.



#### IV. ORGANIZING FOR INSTRUCTION

##### A. Non-Negotiable Factors

DLE programs help to close the achievement gap for English Learners and provide opportunities for all students to gain valuable multilingual and sociocultural skills that prepare them to thrive in today’s global world. In order for DLE programs to achieve maximum effectiveness, three non-negotiable factors must be adhered to as stated in the *Guiding Principles for Dual Language Education, 3<sup>rd</sup> Edition (2018)*. These non-negotiables factors are:

- K-12 commitment
- A minimum of half of the instructional day must be provided in the target language
- Explicit separation of languages. No direct translation should take place during target language instruction

##### B. Program Models

There are three approved instructional models for dual language education programs at the elementary level. The amount of instructional time spent in the target language is listed first in the instructional time ratio:

<b>50/50 Model</b>	<ul style="list-style-type: none"> <li>• Both languages are used equally for instruction at all grade levels</li> <li>• Target language and English literacy skills are taught simultaneously beginning in kindergarten</li> <li>• All subjects are taught in both languages at all grade levels beginning in kindergarten.</li> </ul>
<b>70/30 Model</b>	<ul style="list-style-type: none"> <li>• 70% of instruction is conducted in the target language beginning in kindergarten.</li> <li>• Target language and English literacy skills are taught simultaneously beginning in kindergarten.</li> <li>• All subjects are taught in both languages at all grade levels beginning in grade one.</li> <li>• The percentage of instruction in the target language decreases gradually until the 4<sup>th</sup> grade when English and the target language are used equally.</li> </ul>
<b>90/10 Model</b>	<ul style="list-style-type: none"> <li>• 90% of instruction is conducted in the target language beginning in kindergarten.</li> <li>• English and target language literacy skills are taught simultaneously beginning in kindergarten.</li> <li>• The percentage of instruction in the target language decreases gradually until the 4<sup>th</sup> grade when English and the target language are used equally.</li> </ul>



Please refer to ATTACHMENT B for a table on instructional models at each grade level. Sample daily schedules for each instructional model in grades K-5/6 are provided as a reference in ATTACHMENTS C-D. These sample schedules will assist schools in ensuring that the correct time allocation for instruction in both the target language and in English is provided on a daily basis.

Schools select their instructional model during the plan writing process. If schools wish to change their instructional model in a subsequent year, they must notify the Dual Language Education/Bilingual Programs Office prior to making any change.

### C. Classroom Composition

The ideal classroom for each Dual Language Education Program is described below:

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

The ideal classroom composition for the Dual Language TWI program is one in which half the class is composed of ELs of the target language and the other half is composed of EO/SEL/FEP students. In cases where the ideal classroom composition cannot be reached, up to 2/3 of the class can be composed of either language classification group.

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

The OWI program is an approved instructional program option for ELs. The classroom composition in the Dual Language One-Way Immersion program is composed of English learners of the target language.

#### 3. 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 Fluent English Proficient (FEPs).

Due to the changing demographics of a school community, it is possible that a school's original DLE program will change. For example, a school that was approved to establish a Dual Language One-Way Immersion program may experience an increased number of requests from parents of English speakers.



In the case that the program changes due to student demographics, schools must notify the Multilingual and Multicultural Education Office (MMED).

D. Teaching Models and Classroom Organization

1. Self-Contained and Team-Teaching Models

At the elementary level, a dual language education classroom may be either self-contained or participate in the team-teaching model. In the self-contained classroom, the teacher delivers instruction in both the target language and English. A team-teaching situation enables two groups of students to be in a dual language education program. In this model, one teacher teaches exclusively in the target language and the other teaches only in English.

2. Classroom Organization

Classroom organization for English Learners in DLE programs is not based on students' English language development levels. Instruction in DLE program methodologies allow for additional support and access for English Learners, one of which is primary language instruction for ELs. ELs in Dual Language Programs may be grouped for grade level or school wide ELD instruction. However, there must be accommodations made for the EO/FEPs in the program during this segment of instructional time, during which the EO/FEP students receive Target Language Development instruction. Schools must project program growth/ enrollment and ensure that instructional materials for the DLE program are ordered during the spring Textbook Roadshow.

E. Early Language and Literacy Program (ELLP) Academies and DLE

1. Foundational Literacy Skills

Because students at DLE schools are working toward the goal of biliteracy, they must be supported in building foundational literacy skills. ELLP small group differentiation may be provided in both languages. ELLP small group differentiation may look differently in dual language education programs depending on the target language and the language proficiency of students in each classroom.

2. Teacher Teaming During ELLP Small Group Differentiation

Dual Language teachers may work as a team separate from teachers in English-only classrooms. Dual Language teachers may alternate ELLP small group differentiation between the two languages of instruction. If





a school has only one DLE class at a grade level, the class can team with a class at a lower or higher grade level. If a school has just begun a DLE program with one Kindergarten class, the teacher may provide a self-contained ELLP small group differentiation for the first year, alternating between the two languages. In the second year of DLE implementation, the Kindergarten and first grade teacher may team for ELLP small group differentiation time.

F. Transitional Kindergarten (TK) in DLE Programs

Schools with DLE programs may begin the program at TK but should consider several factors before making this decision. If enough parents request a DLE program, a self-contained class could be formed. However, there must be an accommodation for the students whose parents did not request the DLE program; those students would be placed in an English TK/K combination. A school might also choose to create a TK/K DLE program to accommodate TK parents who request the program, but not in sufficient numbers to create a self-contained class. In both scenarios, schools should consider how the creation of combination classes would affect their classroom organization in subsequent years.

G. Teacher Qualifications for Dual Language Education Programs

All teachers teaching in a Dual Language self-contained class must have a California bilingual certification in the target language. (e.g. BCC, BCLAD or Bilingual Authorization). A level fluency in the target language is not a state recognized authorization. In a team-teaching situation, teachers who deliver instruction only in English do not need to have bilingual authorization.

H. School Leadership and Support

1. Advocating for the Program

In order for DLE Programs to be successfully implemented, school administrators and DLE staff must be advocates for the program and support in all areas of program implementation (e.g. articulation, curriculum, instruction, professional development, family and community outreach, and program development). All staff members at DLE program schools should be knowledgeable about program goals. Each DLE program school selects a Program Lead Teacher to support administrators in delivering professional development to DLE program staff.





2. Planning Time for DLE Teachers

DLE program teachers in successful dual language program schools articulate instruction from one grade level to the next. To ensure program planning, alignment, and articulation, DLE program administrators should provide time for DLE teachers to meet as a group.

I. Family and Community Engagement

Parent participation in and commitment to Dual Language Education is integral to the success of the program. Schools should provide ongoing parent education opportunities for parents of students in the dual language program. These trainings should focus on instructional components of the DLE program, student progress in target language development, and the importance and implications of the K-12 commitment to DLE.

J. Articulation Between Feeder Elementary Schools and Middle Schools

One of the non-negotiables of successful DLE programs is a K-12 commitment. It is important to the success of the K-12 commitment that the elementary school community be supportive of the DLE pathway school that is identified by their Local District.

1. Articulation with Established Middle School DLE Pathway Program Schools

Elementary program leadership should begin articulation with identified pathway schools a minimum of two years in advance of the elementary program students matriculating to middle school. Both program schools should work together to provide parent informational meetings and disseminate information regarding the available pathway program for their students.

2. Articulation with Local District Leadership

If a DLE pathway school has not yet been identified, school leadership should articulate with their Local District leadership and with neighboring feeder middle schools to begin the planning of a DLE pathway for the program. Local District leadership will work together with the Dual Language/Bilingual Programs Office.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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](#)  
[EL Roadmap](#)  
[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](mailto:helen.yu@lausd.net) or Dalys Stewart, Dual Language/Bilingual Programs Director at [dalys.stewart@lausd.net](mailto:dalys.stewart@lausd.net) or at (213) 241-5582.



**UNIFIED ENROLLMENT  
SAMPLE APPLICATION TIMELINE**

September	
Choices/Opciones Brochures Delivered	<ul style="list-style-type: none"> <li>• Brochures are delivered to all L.A. Unified schools and public libraries.</li> <li>• Blackboard Connect messages are sent out to inform all L.A. Unified parents of the <i>Choices/Opciones</i> application window.</li> </ul>
October	
Window Opens for On-time <i>Choices</i> Applications	<ul style="list-style-type: none"> <li>• Parents can apply online at <a href="http://apply.lausd.net">apply.lausd.net</a> or through a paper application.</li> <li>• Parents can use one single application form to apply to any of the five program options: (1) Magnet (2) Permits with Transportation (PWT) (3) Dual Language Education (DLE) Programs, (4) Schools for Advanced Studies (SAS), and (5) Criteria Admission Schools.</li> </ul>
November - February	
On-time Application Deadline	<ul style="list-style-type: none"> <li>• <i>Choices/Opciones</i> applications must be postmarked or received by 5:00 PM on November deadline date.</li> </ul>
List of Students Requiring Language Verification Available to Principals	<ul style="list-style-type: none"> <li>• A list of students who are applying for grades 2-12 and have not participated in DLE programs that require target language verification is available in the Principal's Portal by clicking on <i>Unified Enrollment, Dual Language Education, Quick Actions, and DLE Verification List</i>.</li> </ul>
December	
Confirmation and Correction Letters Sent to Parents	<ul style="list-style-type: none"> <li>• Parents/guardians receive a Confirmation or Correction letter. Corrections must be submitted by the first week of January.</li> </ul>
Beginning of February	
Late Application Window Opens	<ul style="list-style-type: none"> <li>• Parents/guardians may begin submitting Late Applications online or through paper applications for the upcoming school year.</li> <li>• DLE programs accept Late Applications all year.</li> </ul>
February	
Target Language Assessment Results Deadline	<ul style="list-style-type: none"> <li>• DLE schools administering the target language assessment to students who applied during the on-time window enter either "meets" or "does not meet" result in the Principal's Portal by clicking on <i>Unified Enrollment, Dual Language Education, Quick Actions, and DLE Verification List</i> and entering the students' result information.</li> </ul>
March	
Selection/Waiting List Letters sent to Parents	<ul style="list-style-type: none"> <li>• Parents/guardians of on-time applicants receive a Selection/Waiting List letter to inform them of the selection status.</li> </ul>
April	
Deadline for Parents/Guardians to Accept or Decline	<ul style="list-style-type: none"> <li>• Deadline for parents/guardians of newly selected students to accept or decline placements.</li> </ul>
May - July	
Parents Contact Schools for Enrollment	<ul style="list-style-type: none"> <li>• Parents who accepted a selection must contact the school for enrollment procedures.</li> </ul>



**DUAL LANGUAGE EDUCATION PROGRAMS**  
**INSTRUCTIONAL MODELS**

**50/50 Model**

GRADE	TARGET LANGUAGE	ENGLISH
TK – 6	50%	50%
	All Subjects	All Subjects

**70/30 Model**

GRADE	TARGET LANGUAGE	ENGLISH
TK	70%	30%
	All Subjects	ELA, ELD, PE, Music, Art
1	65%	35%
	All Subjects	All Subjects
2	56%	44%
	All Subjects	All Subjects
3	53%	47%
	All Subjects	All Subjects
4 - 6	50%	50%
	All Subjects	All Subjects

**90/10 Model**

GRADE	TARGET LANGUAGE	ENGLISH
K	90%	10%
	All Subjects	ELA/ELD
1	80%	20%
	All Subjects	ELA, ELD
2	70%	30%
	All Subjects	ELA, ELD, PE, Music, Art
3	60%	40%
	All Subjects	All Subjects
4 - 6	50%	50%
	All Subjects	All Subjects



**SAMPLE SCHEDULE**  
**50/50 INSTRUCTIONAL MODEL, GRADES TK/K-5/6**  
**SELF CONTAINED CLASSROOM**

<b>Time</b>	<b>Subject</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Total Min.</b>
8:00 - 8:10	Opening Activities	Target Language	English	10
8:10 - 9:10	Language Arts	Target Language	English	60
9:10 - 9:55	ELD – For ELs	English		45
	TLD – For EO/FEPs/ RFEPs	Target Language		
9:55 - 10:15	RECESS			
10:15 - 11:05	Math	Target Language	English	50
<b>SWITCH LANGUAGE OF INSTRUCTION</b>				
11:05 - 12:05	Language Arts	English	Target Language	60
12:05 - 12:45	LUNCH			
12:45 - 1:10	Small Group Differentiation	English/Target Language (based on students' needs)		25
1:10 - 2:00	Social Science/ Science/Art/Music	English	Target Language	49
2:00 - 2:20	P.E.	English	Target Language	20
	Total Instructional Minutes/Day			319

For additional sample schedules, please contact the Dual Language/Bilingual Programs Office at 213-241-5582.



**SAMPLE SCHEDULE**  
**50/50 INSTRUCTIONAL MODEL, GRADES TK/K-5/6**  
**TEAM TEACHING CLASSROOM**

<b>Time</b>	<b>Subject</b>	<b>Target Language Teacher (Group A)</b>	<b>English Teacher (Group B)</b>	<b>Total Min.</b>
8:00 - 8:10	Opening Activities	Target Language (Group A)	English (Group B)	10
8:10 - 9:10	Language Arts	Target Language (Group A)	English (Group B)	60
9:10 - 9:55	ELD – For ELs	English		45
	TLD – For EO/FEPs/ RFEPs	Target Language		
9:55 - 10:15	RECESS			
10:15 - 11:05	Math	Target Language (Group A)	English (Group B)	50
<b>SWITCH STUDENTS</b>				
11:05 - 12:05	Language Arts	Target Language (Group B)	English (Group A)	60
12:05 - 12:45	LUNCH			
12:45 - 1:10	Small Group Differentiation	English/Target Language (based on students' needs)		25
1:10 - 2:00	Social Science/ Science/Art/Music	Target Language (Group B)	English (Group A)	49
2:00 - 2:20	P.E.	Target Language (Group B)	English (Group A)	20
	Total Instructional Minutes/Day			319

For additional sample schedules, please contact the Dual Language/Bilingual Programs Office at 213-241-5582.