



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

## MULTILINGUAL PATHWAYS DEPARTMENT

**TO:** Dual Language Immersion (DLI) Elementary Schools

**FROM:** Miguel de Loza, Elementary Supervisor, Multilingual Pathways Department (MPD)

**SUBJECT:** Clarification of Dual Language Immersion (DLI) Pathway Enrollment Balances:  
Kindergarten & 1st Grade

**DATE:** September 6, 2018

This memo provides clarification regarding our Two-Way Dual Language Immersion Pathways enrollment balances for Kindergarten and 1st Grade.

Our two-way Dual Language Immersion Pathways are designed for English learners who are fluent in the pathway language and their English-speaking peers. Based on research and guidance from experts in the field, we have set our language enrollment balances at 2/3 native speakers (13 per class) and 1/3 English-only (9 per class.) These numbers take into consideration that a percentage of the native speaker cohort are bilingual students who enter the pathway demonstrating oral proficiency in both the target language and English.

Students of all language proficiencies are integrated to receive instruction in both English and the target language of the pathway. The balance of students is critical for both populations in their development of English and target language proficiencies. There is ample evidence that the program model may be compromised and that the literacy development of native speakers in the target language is decelerated where there have been uneven balances and cohorts of students with increased numbers of English-only students.

In order to maintain the integrity of our two-way Dual Language Immersion Pathway models in Kindergarten and 1st Grade, we will maintain the balance/ratio in DLI classrooms at 13:9 until the beginning of the school year. The district has the flexibility to set a Dual Immersion ratio that can range from 1/2 pathway language speakers to 1/2 non-pathway language speakers on one end, to 2/3 pathway language speakers to 1/3 non-pathway language speakers on the other end. Given this flexibility, EPC and MPD will do the following:

- We will review the balances and requests after the three-day (3) count and where there are schools with seat requests and open seats in either cohort, we will adjust the balances to go no lower than 50:50 or 11:11.
- If after the ten-day (10) count, pathway seats at a school are still available in either cohort, MPD and EPC will consider adjusting the capacity in each cohort in order to fill empty seats in consultation with the impacted site.
- [Here](#) is more information on the rationale for Dual Language Immersion Pathway cohort capacities.