



Welcome to the
FSD
Dual Language Academy
Informational Meeting
2025-2026



Purpose of the Meeting

The purpose of the Dual Language Academy parent informational meeting is to provide parents and guardians with a comprehensive understanding of the program's goals, benefits, structure, and registration process. Key objectives include:

1. Dual Language Academy Goals: Vision and Mission statements
2. Highlighting Benefits of bilingualism and biliteracy
3. Program Structure and Expectations: Language allocation models, curriculum, instructional practices
4. Registration Process: Enrollment priorities, intent to register forms, acceptance letters, and tours

DLA 2025-2026



Spanish
TK- 6th Grade



LAGUNA ROAD
ELEMENTARY SCHOOL

Korean
Kinder- 3rd Grade



Spanish
K- 6th Grade



Spanish
7th - 8th Grade



Spanish
7th Grade

Mission and Vision Statements

The DLA Program offers a **learning path** that fosters a community of bilingual, biliterate, and culturally competent students who **excel academically**, embrace a **love of learning and language**, and are equipped to thrive in a **diverse world**.

Through a rigorous multilingual curriculum and **strong partnerships with families and the broader community**, our students **gain proficiency** in Spanish, Korean, and English, while developing skills, **confidence**, and the **cultural understanding** needed to lead and contribute meaningfully to a global society.

Benefits

According to the California Department of Education (CDE)

- High academic achievement in all core subjects in both languages
- Native English speakers often meet or exceed the performance of their peers with the added benefit of being bilingual
- Additional cognitive benefits require increased levels of concentration not typical of a monolingual brain
- Promotes global awareness, increases collaboration, improved self-esteem, and stronger cross-group relationships



Characteristics of a Quality Dual Language Program

- Knowledgeable leadership & teachers
- Standards-based curriculum that is grounded in theories of bilingualism and biliteracy development
- Considerable program planning and articulation
- Instructional strategies that promote comprehensible language and content
- Equitable and supportive relationships with families and students



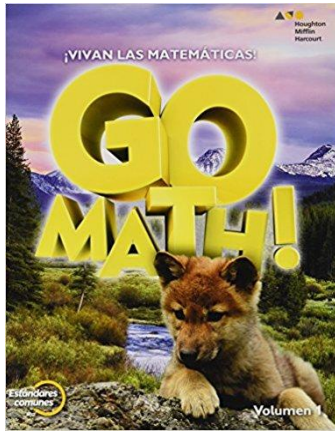


Spanish Instructional Design 90/10

TK, Kindergarten & First Grade	90/10
Second Grade	80/20
Third Grade	70/30
Fourth- Eighth Grade	50/50



Spanish Dual Language Curriculum



i-Ready



Dual Language Kindergarten Report Card
_____, Principal

Student: _____ Teacher: _____

ACHIEVEMENT LEVELS	EFFORT LEVELS	PROGRESS TOWARD STANDARD
4 <i>Thorough Understanding of Grade Level Standards</i> 3 <i>Adaptable Understanding of Grade Level Standards</i> 2 <i>Partial Understanding of Grade Level Standards</i> 1 <i>Minimal Understanding of Grade Level Standards</i> NA <i>Standard Not Taught This Trimester</i>	O Outstanding S Satisfactory N Needs Improvement U Unsatisfactory	X Appropriate Progress = Area of Concern / Standard Not Taught This Trimester

	T1	T2	T3		T1	T2	T3
SPANISH READING: Literature / Informational Text				SPANISH MATHEMATICS			
With prompting and support, identifies key ideas and details in stories and text				Counting & Cardinality			
Identifies the structure of text (type of text/genre, front/back cover, title, author, illustrator)				Operators in Addition & Subtraction/Algebraic Thinking			
With prompting and support, demonstrates knowledge and ideas of reading level (reading comprehension)				Number and Operations in Base Ten			
SPANISH READING: Foundational Skills				Measurement & Data			
Demonstrates understanding of the organization and basic features of print				Geometry			
Demonstrates understanding of phonological awareness (spoken word, syllables, and sounds)				SPANISH CO-CURRICULAR AREAS			
Demonstrates understanding of phonics and word recognition				History/Social Science			
Fluently reads grade-level text with purpose and understanding				Science/Health			
SPANISH WRITING				Visual & Performing Arts			
Uses a combination of drawing, dictating, and text when writing				RESPONSIBILITY FOR LEARNING			
With support, strengthens writing through planning and editing				Displays self control and respects others			
Participates in shared research and writing projects				Follows rules and procedures			
SPANISH LANGUAGE				Stays on task and works independently			
Demonstrates command of standard Spanish (grammar, capitalization, punctuation, and spelling)				Uses time wisely			
Acquires and accurately uses grade-level vocabulary				Demonstrates effort			
				Completes home and school assignments neatly and carefully			
				ENGLISH LANGUAGE DEVELOPMENT			
				Listening			
				Speaking			
				Reading			
				Writing			
				Physical Education			

Jr High Sample Schedule: 50/50 Model

Traditional	Honors Track	Honors ELA	Honors Math
ELA 7	ELA 7 H	ELA 7 H	ELA 7
Math 7	Math 7 H or Algebra	Math 7	Math 7 H or Algebra
BREAK	BREAK	BREAK	BREAK
History in Spanish 7	History in Spanish 7	History in Spanish 7	History in Spanish 7
Science in Spanish 7	Science in Spanish 7	Science in Spanish 7	Science in Spanish 7
PE	PE	PE	PE
LUNCH	LUNCH	LUNCH	LUNCH
SLA 7	SLA 7	SLA 7	SLA 7
Elective	Elective	Elective	Elective

Curriculum for Ladera Vista & Nicolas

History = McGraw Hill



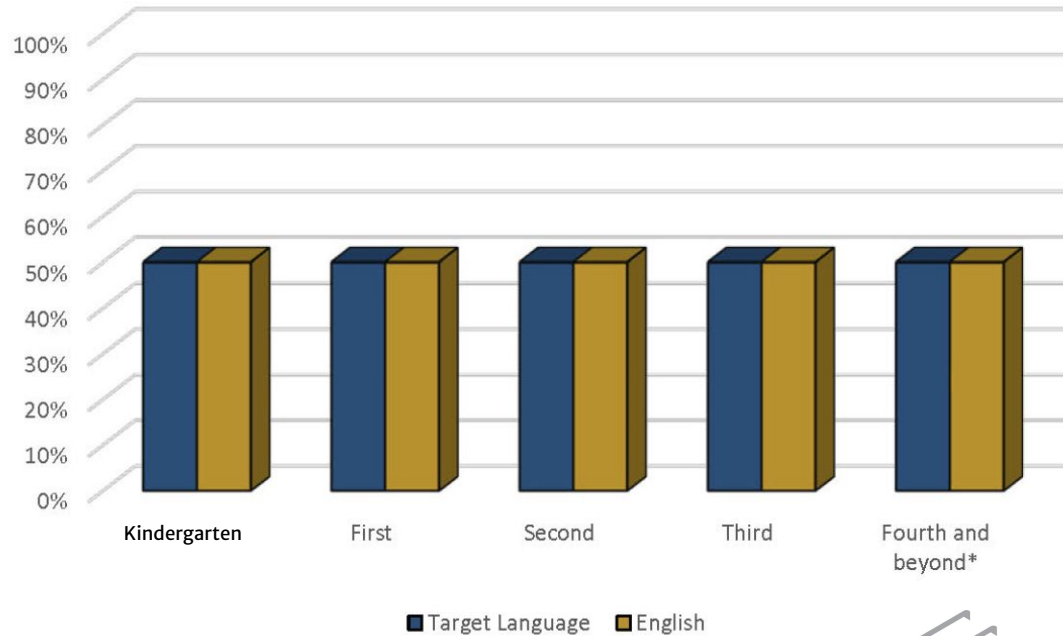
Science = Amplify



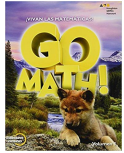
SLA = LÉEME 7 and 8 (ANTHOLOGY + ACTIVITY BOOK),
Nuestro Mundo 3 and 4 Anthology, and Novel Studies



Korean Instructional Design 50/50



Korean Dual Language Curriculum



PROJECT GLAD®



INNOVATIVE TEACHING AND LEARNING

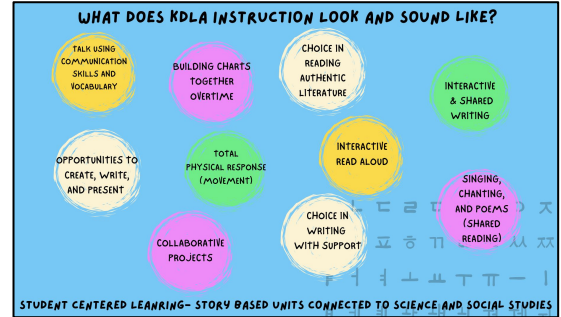
Our KDLA curriculum is created by our team rooted in best research-based practices including:

- Responsive Literacy teaching
- G.L.A.D. brain based strategies
- Literature based phonics and reading strategies
- Culturally responsive teaching
- Socio-Emotional Learning (SEL)
- contextual learning with Korean units aligned with science and social studies

OUR VISION

STUDENTS IN KDLA WILL...

- GROW THEIR IDENTITY TO BECOME A LIFELONG LEARNER**
- EFFECTIVELY COMMUNICATE IN TWO LANGUAGES WITH CULTURAL COMPETENCE AND UNDERSTANDING OF DIVERSE PERSPECTIVES**
- BECOME A CONTRIBUTING & THOUGHTFUL COMMUNITY MEMBER AND GLOBAL CITIZEN**
- DEVELOP ACADEMIC AND SOCIAL EMOTIONAL COMPETENCIES AS A FOUNDATION TOWARDS MASTERY**



Korean Dual Language Academy Kindergarten Report Card

Student: _____, Teacher: _____, Principal: _____

ACHIEVEMENT LEVELS	SCORE LEVELS			PROGRESS TOWARD MASTERY			
	1	2	3	1	2	3	
ENGLISH READING: Foundational Skills	N/A			KOREAN READING: Foundational Skills	N/A		
Identify phonics and support phonics fluency and fluency in reading aloud	/	/	/	Identify phonics and support phonics fluency and fluency in reading aloud	/	/	/
Use the phonics and support phonics fluency and fluency in reading aloud	/	/	/	Use the phonics and support phonics fluency and fluency in reading aloud	/	/	/
Use the phonics and support phonics fluency and fluency in reading aloud	/	/	/	Use the phonics and support phonics fluency and fluency in reading aloud	/	/	/
READING: Foundational Skills				KOREAN READING: Foundational Skills			
Understands understanding of the organization and main features of text				Understands understanding of the organization and main features of text			
Understands understanding of phonological awareness (rhyming, syllables, and sounds)				Understands understanding of phonological awareness (rhyming, syllables, and sounds)			
Understands understanding of process and text organization				Understands understanding of process and text organization			
Fluently reads grade-level text with accuracy and understanding				Fluently reads grade-level text with accuracy and understanding			
WRITING				KOREAN WRITING			
Identify organization of writing, including, but not limited to writing				Identify organization of writing, including, but not limited to writing			
Use capital, punctuation, spelling, fluency, and editing	/	/	/	Use capital, punctuation, spelling, fluency, and editing	/	/	/
Use capital, punctuation, spelling, fluency, and editing	/	/	/	Use capital, punctuation, spelling, fluency, and editing	/	/	/
LANGUAGE	N/A			KOREAN LANGUAGE	N/A		
Understands understanding of Korean (English learning, grammar, vocabulary, pronunciation, and writing)	/	/	/	Understands understanding of Korean (English learning, grammar, vocabulary, pronunciation, and writing)	/	/	/
Understands understanding of Korean (English learning, grammar, vocabulary, pronunciation, and writing)	/	/	/	Understands understanding of Korean (English learning, grammar, vocabulary, pronunciation, and writing)	/	/	/

Enrollment Priorities

1. Home school
2. Continuing current TK DLA students
3. Current DLA students' siblings
4. Intradistrict (lottery)
5. Employee's children (lottery)
6. Inter - District (lottery)



Intent Forms and Transfers

DLA Intents

- The Intent Form can be found on the DLA page or you can scan this QR code.

Scan here



Korean DLA
Intent Form



Spanish DLA
Intent Form



Interdistrict Transfer Process

- Interdistrict transfers need to be renewed yearly.
- New this year for junior high: Approved transfers will cover the two-year junior high grade span. A transfer secured in 7th grade remains valid through 8th grade, unless specified otherwise in the agreement.
- You need to be released from Home District before we enroll your student

Intradistrict Transfer Process

- This form will be sent to those students who receive an approval letter after March 14, 2025.

Acceptance Letters

- Acceptance letter will go out the Friday before Spring Break (March 14, 2025)
- Letters will go out via the email you provide on the Intent Form and by US Postal
- Regret emails will be sent out the last week in March
- **If you do not receive anything by 3/31/25, call the DLA office (714-447-7416)**
- Once your child is accepted into the DLA program (via an acceptance letter), you will be able to fill out an intradistrict or interdistrict transfer form as indicated in the letter. Please indicate special programs on the transfer.

FSD Families: Please follow the Online Registration process per your home school prior to receiving the acceptance or regret letter.

DUAL LANGUAGE ACADEMY SCHOOL TOURS FOR 2025-26



KOREAN DUAL LANGUAGE TOUR

Laguna Road Elementary
300 Laguna Road, Fullerton, CA. 92835

- December 5, 2024 9:00 am
- December 17, 2024 9:00 am
- January 16, 2025 9:00 am
- February 6, 2025 9:00 am



SPANISH DUAL LANGUAGE TOURS

Pacific Drive Elementary
1501 W. Valencia Dr. Fullerton, CA. 92833

- December 3, 2024 9:00 am
- December 16, 2024 9:00 am
- January 24, 2025 9:00 am
- February 14, 2025 9:00 am



Raymond Elementary
517 Raymond Ave. Fullerton, CA. 92831

- December 3, 2024 9:00 am
- December 16, 2024 9:00 am
- January 23, 2025 9:00 am
- February 4, 2025 9:00 am



Ladera Vista Junior High School of the Arts
1700 E. Wilshire Ave. Fullerton, CA. 92831

- December 17, 2024 9:00 am (DLA)
- January 21, 2025 9:00 am
- January 28, 2025 9:00 am
- February 11, 2025 9:00 am



Nicolas Junior High
1100 W. Olive Ave. Fullerton, CA. 92833

- January 10, 2025 9:00 am (DLA)
- January 27, 2025 9:00 am
- February 7, 2025 9:00 am

CONTACT: RUTH GAER, PROGRAM SPECIALIST 714-447-7416 - FULLERTON_DLA@MYFSD.ORG

DLA Parent Tours

Scan me!





Contact us!

Ruth Gaer
714-447-7416 - Dual Language Academy Line
fullerton_dla@myfsd.org



Fullerton School District
EDUCATIONAL SERVICES