

Rationale for Dual Language Immersion Pathway Cohort Capacities

In order to provide effective and continuous Dual Language Immersion (DLI) Pathways K-12, the district institutes processes during the kindergarten and first grade enrollment to assign an appropriate balance of students who are proficient in the pathway language and students who are not proficient in the pathway language per grade level and classroom.

The district's English Learner Program Guide explains that in the Dual Language Immersion Pathway each class has an appropriate balance of students who are proficient in the pathway language (2/3 to 1/2 of class) and students who have not demonstrated proficiency in the pathway language (1/3 to 1/2 of class). 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. The district is not required to set its ratios at either extreme end of this range.

Dual Language Immersion experts and state guidance recommend a ratio of 1/2 target language speakers to 1/2 English fluent speakers, and further suggest a mix of 1/3 target language speakers, 1/3 bilingual (fluent in target language and English), 1/3 English fluent speakers. We base our district policies on the recommendations from the following multiple sources:

1. The Executive Director of the Association for Two-Way and Dual Language Education (ATDLE), Rosa G. Molina, has worked as a consultant in our district and provides technical support for sites throughout California and other western states. According to her, the original design of the program as written in the state monograph was set as 50% English Only students working with 50% Native Speakers (NS). Over the years of Dual Language Immersion implementation, however, the "middle group" of students who are bilingual (fluent in target language and English) became actively involved in wanting to be part of this program and shifted the linguistic make-up. These were the children that could become the language navigators for their peers at the outset of kindergarten and first grade and were recapturing language for their families.
2. The state guidance found in *Starting Your Two-Way Bilingual Immersion (TWBI) Program: Planning Implementing & Monitoring, A Checklist* recommends that the ideal classroom composition is: 50% English speaking students and 50% non-English speaking or target language students. It further breaks down the ideal grouping in the following way:
 - 33% English speakers; 33% target language speakers; 33% bilingual speakers
 - Never less than one-third of either linguistic group.

These guidelines were developed by Marcia Vargas, Two-Way CAFE and edited by Rosa

G. Molina, Two-Way CABE. The California Department of Education has also posted this information in the *Two-Way Language Immersion Program FAQ* on their webpage at <http://www.cde.ca.gov/sp/el/ip/faq.asp>.

3. In the Center for Applied Linguistics' publication, *Guiding Principles for Dual Language Education*, it states, "in two-way immersion programs, to maintain an environment of educational and linguistic equity in the classroom and to promote interactions between native speakers of the two languages, the most desirable ratio is 50% English speakers to 50% English language learners."
4. Finally, in the document, *Guiding Principles for Dual Language Education, Strand 5*, the following is stated: "To ensure that there are enough language models of each language to promote interactions between the two groups of students, there should be no more than two speakers of one language to one speaker of the other language."

The district sets its capacities at 13 pathway language speakers to 9 non-pathway language speakers to maximize spaces for pathway language speakers and recognize the expert and state recommended ratios, while also keeping within the flexible range described above. The following chart shows the calculations that we used to make our decision to set our capacities. Please note that the 13:9 ratio also allows for some flexibility to account for bilingual students that may exist in either category, as well as potential ELs in the "Not Proficient in Pathway Language" pool who have not demonstrated pathway language proficiency. If there is one student who is not categorized correctly, the guidelines are still met.

Calculations for Determining DLIP Capacities for Kindergarten Student Enrollment				
Student Cohorts	Proficient in Pathway Language		Not Proficient in Pathway Language	
	#	%	#	%
Capacity				
22 Students Per Class	11	50%	11	50%
	12	55%	10	45%
	13	59%	9	41%
	14	64%	8	36%
	15	68%	7	32%