



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



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



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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





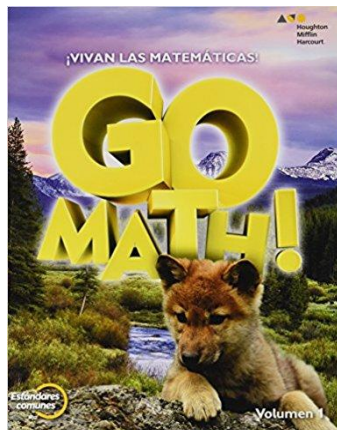
Spanish Instructional Design 90/10

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



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Spanish Dual Language Curriculum



i-Ready®



Dual Language Kindergarten Report Card				_____, Principal			
Student: _____				Teacher: _____			
ACHIEVEMENT LEVELS 4 Thorough Understanding of Grade Level Standards 3 Adequate Understanding of Grade Level Standards 2 Partial Understanding of Grade Level Standards 1 Minimal Understanding of Grade Level Standards NA Standard Not Taught This Trimester				EFFORT LEVELS O Outstanding S Satisfactory N Needs Improvement U Unsatisfactory		PROGRESS TOWARD STANDARD x Appropriate Progress - Area of Concern / Standard Not Taught This Trimester	
				T1	T2	T3	
SPANISH READING: Literature / Informational Text With prompting and support, identifies key ideas and details in stories and text. Identifies the structure of text (type of text/ genre, front/back cover, title, author, illustrator). With prompting and support, demonstrates knowledge and ideas of reading text (reading comprehension).							
SPANISH READING: Foundational Skills Demonstrates understanding of the organization and basic features of print. Demonstrates understanding of phonological awareness (spoken word, syllables, and sounds). Demonstrates understanding of phonics and word recognition. Fluently reads grade-level text with purpose and understanding.							
SPANISH WRITING Uses a combination of drawing, dictating, and text when writing. With support, strengthens writing through planning and editing. Participates in shared research and writing projects.							
SPANISH LANGUAGE Demonstrates command of standard Spanish (grammar, capitalization, punctuation, and spelling). Acquires and accurately uses grade-level vocabulary.							
				T1	T2	T3	
SPANISH MATHEMATICS Counting & Cardinality Operations in Addition & Subtraction/Algebraic Thinking Number and Operations in Base Ten Measurement & Data Geometry							
SPANISH CO-CURRICULAR AREAS History/Social Science Science/Health Visual & Performing Arts							
RESPONSIBILITY FOR LEARNING Displays self control and respects others. Follows rules and procedures. Stays on task and works independently. Uses time wisely. 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



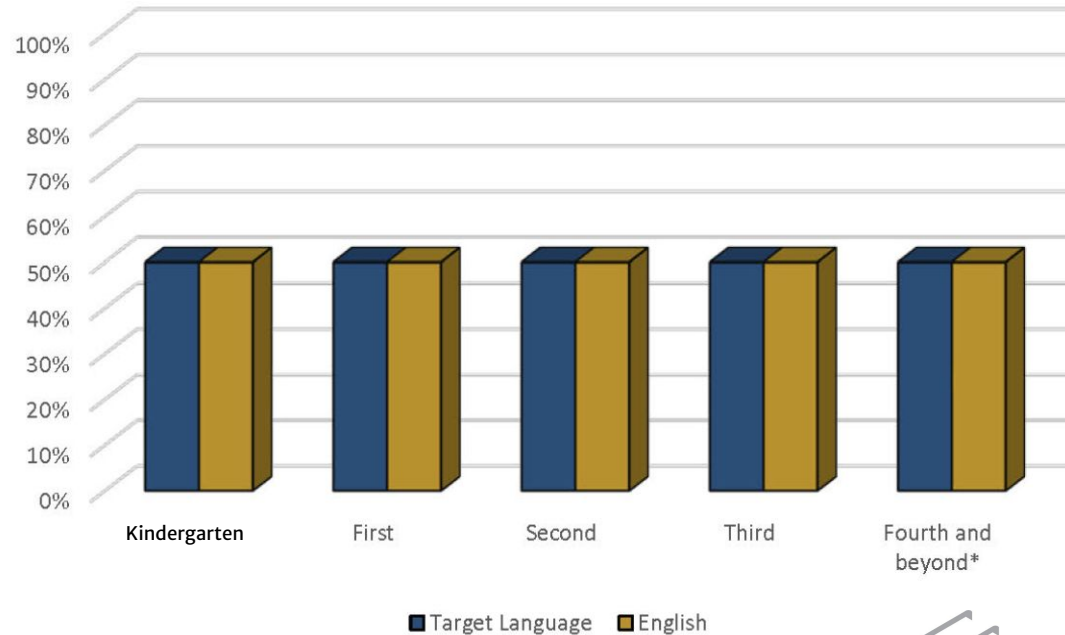
Science = Amplify



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



Korean Instructional Design 50/50



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PROJECT GLAD®



institute for
multi-sensory
education



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

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

TALK USING
COMMUNICATION
SKILLS AND
VOCABULARY

**BUILDING CHARTS
TOGETHER
OVERTIME**

CHOICE IN
READING
AUTHENTIC
LITERATURE

INTERACTIVE
& SHARED
WRITING

OPPORTUNITIES TO
CREATE, WRITE,
AND PRESENT

TOTAL
PHYSICAL RESPONSE
(MOVEMENT)


**INTERACTIVE
READ ALOUD**

CHOICE IN
WRITING
WITH SUPPORT

COLLABORATION PROJECTS

SINGING,
CHANTING,
AND POEMS
(SHARED
READING)

STUDENT CENTERED LEARNING- STORY BASED UNITS CONNECTED TO SCIENCE AND SOCIAL STUDIES



Korean Dual Language Academy Kindergarten Report Card

Principal _____

Student: _____

Teacher: _____

**PROGRAM TOWARD
STANDARD**

- English Language
- Math
- Social Studies
- Science
- Art
- Music
- Physical Education
- Foreign Language

	T1	T2	T3			
ENGLISH READING: <i>Literature/Informational Text</i>						
<ul style="list-style-type: none"> • Understands and analyzes what the text says and details and discusses how the text is constructed. • Analyzes how main ideas and supporting details are developed and how specific details clarify the topic and text. Analyzes how and why an author makes choices to include details and supports. • Analyzes how and why an author makes choices to include details and supports. • Analyzes how and why an author makes choices to include details and supports. • Analyzes how and why an author makes choices to include details and supports. 	/	/	/	/	/	/
KOREAN READING: <i>Literature/Informational Text</i>						
<ul style="list-style-type: none"> • Understands and analyzes what the text says and details and discusses how the text is constructed. • Analyzes how main ideas and supporting details are developed and how specific details clarify the topic and text. Analyzes how and why an author makes choices to include details and supports. • Analyzes how and why an author makes choices to include details and supports. • Analyzes how and why an author makes choices to include details and supports. • Analyzes how and why an author makes choices to include details and supports. 	/	/	/	/	/	/
READING: Foundational Skills						
<ul style="list-style-type: none"> • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. 	/	/	/	/	/	/
KOREAN READING: Foundational Skills						
<ul style="list-style-type: none"> • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. • Understands the relationship of phonemes to spoken words and syllables and how they are used to read. 	/	/	/	/	/	/
WRITING						
<ul style="list-style-type: none"> • Understands the relationship of meaning, thinking, and word and word-sounding. • Understands the relationship of meaning, thinking, and word and word-sounding. • Understands the relationship of meaning, thinking, and word and word-sounding. • Understands the relationship of meaning, thinking, and word and word-sounding. • Understands the relationship of meaning, thinking, and word and word-sounding. 	/	/	/	/	/	/
KOREAN WRITING						
<ul style="list-style-type: none"> • Understands the relationship of meaning, thinking, and word and word-sounding. • Understands the relationship of meaning, thinking, and word and word-sounding. • Understands the relationship of meaning, thinking, and word and word-sounding. • Understands the relationship of meaning, thinking, and word and word-sounding. • Understands the relationship of meaning, thinking, and word and word-sounding. 	/	/	/	/	/	/
LANGUAGE						
<ul style="list-style-type: none"> • Acquires and consistently uses packaged vocabulary • Acquires and consistently uses packaged vocabulary • Acquires and consistently uses packaged vocabulary • Acquires and consistently uses packaged vocabulary • Acquires and consistently uses packaged vocabulary 	/	/	/	/	/	/
KOREAN LANGUAGE						
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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 obtained first year in the program.
- 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

PLEASE NOTE: The transfer will remain in effect for the duration of the student's participation in the program.

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



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