



## Board of Education Report

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**File #:** Rep-296-25/26, **Version:** 2

**Agenda Date:** 4/21/2026

**In Control:** Integrated Library & Textbook Support Services

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### **Adoption of Textbooks for Mandarin Dual Language Education (DLE)**

Division of Instruction

Library & Textbook Support

Multilingual Multicultural Education Department

#### **Brief Description:**

(Adoption of Textbooks for Mandarin Dual Language Education (DLE)) Recommends the adoption of Textbooks and Instructional Materials for use in the Mandarin Dual Language Education program, covering grades K-12 and authorization for the Chief Procurement Officer to negotiate and execute a textbook purchase agreement.

#### **Action Proposed:**

1. Approve the adoption of instructional materials outlined for use in grades K-12 as listed in Attachment A; and
2. Authorize the Chief Procurement Officer to negotiate and execute a textbook purchase agreement with a five-year term with an option to execute a three-year extension agreement, in a not-to-exceed amount of \$1.7 million, funded within existing program budgets.

#### **Background:**

The California State Board of Education (SBE) reviews and adopts instructional materials for kindergarten through grade eight. Pursuant to California Education Code (EC) Section 60210, school districts may also select instructional materials not adopted by the SBE, including for grades nine through twelve, provided the materials align with State Standards and are reviewed by a majority of classroom teachers in the relevant subject area or grade level.

Los Angeles Unified's current Mandarin Dual Language Education (DLE) curriculum includes elementary language arts/language development, and math textbooks and supplementals. The elementary programs use a customized school-designed approach by bringing together Mandarin language instructional materials to support standards-based instruction. The middle school programs use World Languages and Cultures adopted textbooks for the language arts elective courses.

To address needs for a coherent Mandarin Language Arts Curriculum, Library & Textbook Support partnered with the Multilingual Multicultural Education Department to explore the best options for a Mandarin Language Arts Curriculum. Current Mandarin DLE Program teachers conducted a review of the submitted materials. Collectively, these educators represent the needs of the Mandarin DLE program across the District. All twelve DLE Mandarin program schools were represented in this evaluation. The teachers applied established criteria, including alignment with Common Core State Standards and World Languages and Cultures standards, consistent with Mandarin language proficiency guidelines, program organization, assessment, universal access, and instructional planning with teacher support. Based on this review, the teachers identified and recommended Level Learning/Step-Up as the instructional materials that best meet the learning needs of Los Angeles Unified

School District students in Mandarin DLE programs.

For Transitional Kindergarten (TK), Creative Curriculum (adopted by the Board in 2024) will be implemented to ensure full alignment with the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

**Expected Outcomes:**

Board adoption of the instructional materials recommended for use in the District will result in students having textbooks/instructional materials aligned with the State Standards and Mandarin language proficiency guidelines.

**Board Options and Consequences:**

Adoption of the recommended instructional materials will:

- Ensure that the instructional content of the Mandarin Dual Language Education program aligns with State Standards and Mandarin language proficiency guidelines.
- Provide students with high-quality, accurate, and culturally responsive resources that support rigorous learning.
- Support teachers with updated, standards-aligned instructional tools and professional learning materials.
- These resources will support the strengthening of Mandarin language proficiency to more fully prepare students to meet the criteria in attaining the LAUSD Multilingual Pathway Awards in TK-8 and the District and prestigious CA State Seals of Biliteracy in grade 12.

If the Board of Education does not adopt the recommended instructional materials, students will continue to use what is currently approved. This would result in students relying on resources that are not fully aligned with the CA Common Core State Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels, which would be a violation of the Williams legislation requirements. These coherent and programmatic Mandarin curricular resources are designed to support the main goals and vision of Dual Language Education through their direct alignment with CA Common Core language arts standards, CA World Languages and Cultures standards, and American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels. Furthermore, the recommended curriculum for elementary is effectively structured to support the coordination of Mandarin Language Arts and English Language Arts, fortifying cross-linguistic teaching, planning, and the Translanguaging approach for teachers. In both elementary and secondary, the new curricula have built-in resources for small group differentiation, language proficiency monitoring, and opportunities to integrate culturally and linguistically responsive strategies.

**Policy Implications:**

The policy of targeting state funding to implement adoptions is consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

**Budget Impact:**

The estimated cost for the Mandarin textbook adoption is \$562,762 in year 1 and \$284,000 years 2 - 5. The costs will be covered within the DOI's textbook program budget, which is funded by the General Fund and state lottery apportionment.

Based on a current enrollment in the Mandarin Dual Language Education program, this curriculum is estimated to serve 1,662 students annually. The cost projections above assume enrollment remains steady over the next

four years; however, actual costs may vary as enrollment fluctuates. The Year 1 estimated cost is for the entire program enrollment and teacher materials. Estimated costs for Years 2 through 5 represent the annual replenishment of workbooks and digital licenses.

**Student Impact:**

A coherent and updated Mandarin Language Arts curriculum would align more effectively and critically with the goals of Dual Language Education: sociocultural competence, bilingualism and biliteracy, and grade-level academic achievement. At the elementary level, an updated curriculum would ensure that the shifts in instruction towards translanguaging pedagogy and planning for biliteracy are at the forefront of teacher planning and support. At the secondary level, an updated curriculum would ensure that the shifts towards teaching language and culture are followed and strengthened through instruction. Furthermore, linguistically, and culturally responsive pedagogy can be more effectively integrated into updated curricula that centers on student needs, culture, and differentiation.

**Equity Impact:**

Component	Score	Score Rationale
Recognition	3	Although textbooks are published for a national level, not California specific, the publishers have improved at providing authentic voices in addressing historical inequities. Supplementing textbooks with culturally relevant and responsive materials developed by the District and partners can also increase the recognition of specific historical inequities that need to be reversed.
Resource Prioritization	1	The proposed instructional materials will be used by every student regardless of need. In order to meet Williams Sufficiency requirements, all students regardless of need are entitled to instructional materials appropriate for their course. These instructional materials comply with CA Education Code requirements.
Results	3	Providing all students with access to standards-aligned textbooks ensures that they have access to the same high-level educational resources, regardless of their school's location or funding. The recommended books have the content and the resources to close achievement gaps when implemented in concert with culturally responsive pedagogy.
<b>TOTAL</b>	<b>7</b>	

**Issues and Analysis:**

Not Applicable.

**Attachments:**

Attachment A - Textbooks to be Adopted

Attachment B - Mandarin Dual Language Education Programs

**Submitted:**

04/16/26

RESPECTFULLY SUBMITTED,

  
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ANDRES E. CHAIT  
Acting Superintendent


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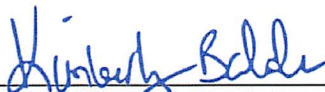
  
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\_\_\_ Approved as to form.

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**ATTACHMENT A**  
**Textbooks to be Adopted**

<b>Elementary/Secondary (Grades K-12)</b>	
<b>Title</b>	<b>Publisher</b>
<i>Step Up Mandarin Language Art Curriculum</i>	Level Learning

**ATTACHMENT B**

**Mandarin Dual Language Education (DLE) Programs**

<b>Board District</b>	<b>Region</b>	<b>School</b>	<b>Master Plan Program</b>	<b>DLE Grade Levels *</b>
2	East	Castelar Street ES	Mandarin Dual Language Two-Way Immersion Program	TK-8
2	East	City Terrace ES	Mandarin Dual Language Two-Way Immersion Program	TK-5
2	East	El Sereno MS	Mandarin Dual Language Two-Way Immersion Program	6-8
2	East	Gates St. ES	Mandarin Dual Language Two-Way Immersion Program	3-5
2	East	Lincoln HS	Mandarin Dual Language Two-Way Immersion Program	9-12
2	East	Nightingale MS	Mandarin Dual Language Two-Way Immersion Program	6-8
4	West	Braddock Dr. ES	Mandarin Dual Language Two-Way Immersion Program	K-5
4	West	Broadway ES	Mandarin Dual Language Two-Way Immersion Program	TK-5
4	West	Twain MS	Mandarin Dual Language Immersion Program	6-8
4	West	Venice HS	Mandarin Dual Language Immersion Program	9-12
7	South	Chapman ES	Mandarin Dual Language Two-Way Immersion Program	K-5
7	South	Dodson MS	Mandarin Dual Language Two-Way Immersion Program	6-8

\* For Transitional Kindergarten (TK), Creative Curriculum (adopted by the Board in 2024) will be implemented to ensure full alignment with the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).