

San Ysidro School District

**Dual Language
Program Handbook
2025-2026**



Effectively developing high-achieving bilingual and biliterate college and career-ready students with positive cultural attitudes.

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SYSD's Dual Language Program Commitment

Recognizing that fully biliterate students, especially English Learners:

- outperform academically when compared with monolingual peers, including higher achievement in English language arts;
- reach functional and efficient bilingualism at a high proficiency to best support their families and community;
- tend to reclassify as fully English proficient sooner (in fewer years) and be eligible for the California Seal of Biliteracy as they successfully graduate from high school;
- can enter Advanced Placement (AP) courses in high school, empowering them to earn up to ten college credits after passing the tests;
- thrive more readily as competent learners and powerful leaders in a multilingual, global economy;
- will earn up to hundreds of thousands of dollars more across their lifetimes through many careers that require and benefit from bilingual employees;
- benefit from programs that uplift the home languages and cultures as assets

SYSD's Dual Language Program (DLP) Model

In dual language programs, instruction is delivered in English and the partner language, with the goals of academic achievement, multilingual proficiency, and sociocultural competence for all students. Utilizing community assets, SYSD offers a Spanish/English dual language program for families who request that benefit for their children.

San Ysidro School District is working towards a well-structured 50/50 model as the standard dual language program across all elementary school sites. In a 50/50 model, instruction is divided equally between the two languages, with approximately half of the instructional time spent in English and the other half in Spanish. This balanced approach promotes bilingualism and biliteracy by providing equitable exposure to both languages throughout the school day.

Implementing the well-structured, coherent 50/50 DLP model will be achieved in stages, allowing students and educators to gradually adjust to the focused and balanced language immersion. This phased approach aims to ensure a smooth transition and effective support for all participants. The delivery of instruction for the 50/50 model will retain its flexibility at the site level, either through team teaching or within self-contained settings. This is all directed towards the shared goal of immersing students in Spanish/English early in their Dual Language journey, ensuring a clear division of languages across the day.

SYSD Dual Language Program Implementation Plan

- Preschool and TK will begin implementing a 20/80 model (20% in Spanish and 80% in English) during the 2024-2025 school year. Over the next few years, PK/TK will add 10% more Spanish yearly until the 50/50 model is reached.
- Kindergarten through third grade will continue to follow a 50/50 model. (This is the best immersion program model for San Ysidro, where English and Spanish are each used for 50% of instruction, whether taught as a partner teacher approach or a self-contained classroom.)
- Fourth through sixth grade will begin to implement a 20/80 model (20% in Spanish; and 80% in English) during the 2024-2025 school year. Over the next few years, 4th-6th grades will add 10% yearly until the 50/50 model is reached.

Grade Level	Spanish/English Instruction 2024-2025	Spanish/English Instruction 2025-2026	Spanish/English Instruction 2026-2027	Spanish/English Instruction 2027-2028
PK-TK	20/80	30/70	40/60	50/50
Kinder-3rd	50/50	50/50	50/50	50/50
4th-6th	20/80	30/70	40/60	50/50
7th-8th	Spanish classes added to both middle schools	Spanish classes	Spanish classes + Social Studies Spanish classes are offered in both middle schools	

SYSD Dual Language Program's Goals

The goals of SYSD's Dual Language Program are aligned with the three pillars of Dual Language Education:		
Bilingualism and Biliteracy	High Academic Achievement	Socio-Cultural Competence
Students attain a high level of proficiency in critical thinking, listening, speaking, reading, and writing in both English and Spanish.	Students aim for academic excellence in Spanish and English across all subject areas, meeting or surpassing the CA Common Core State Standards.	Students cultivate positive attitudes and appreciation for world languages and cultures within our global society.

Dual Language Program Characteristics by Grade

Transitional Kindergarten	30% Spanish and 70% English (adding 10% yearly until we get to 50/50)
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2024-2025 Kindergarten 50/50 Dual Language Program		
Subject	Curriculum	Language of Instruction
English Language Arts 75 min. daily	Benchmark Advance	English
Spanish Language Arts 75 min. daily	Benchmark Adelante	Spanish
Math 45 min. daily	My Math	English
Science/Social Studies 35 min. daily	<ul style="list-style-type: none"> Science - Twig Social Studies - Savvas 	Spanish
*ELD 150 min. weekly (average 30 min daily)	Benchmark Express	English
PE 100 min weekly (20 min average daily)	PE Units	Spanish
SEL 20 min. daily	Second Step en Español	Spanish
TOTAL: 300 Daily Minutes - 150 min. English; 150 min. Spanish		

2024-2025 First-Third Grade 50/50 Dual Language Program

Subject	Curriculum	Language of Instruction
English Language Arts 75 min. daily	Benchmark Advance	English
Spanish Language Arts 75 min. daily	Benchmark Adelante	Spanish
Math 60 min. daily	My Math	English
Science/Social Studies 55 min. daily	<ul style="list-style-type: none"> • Science - Twig • Social Studies - Savvas 	Spanish
*ELD 150 min. weekly (average 30 min. daily)	Benchmark Express	English
PE 100 min weekly (20 min. average daily)	PE Units	Spanish
SEL 15 min. daily	Second Step en Español	Spanish
TOTAL: 330 Daily Minutes -165 min. English; 165 min. Spanish		

**2024-2025 Fourth- Sixth Grade
20/80 Dual Language Program
(adding 10% every year to reach 50/50)**

Subject	Curriculum	Language of Instruction
English Language Arts 150 min. daily	Benchmark Advance	English
Math 70 min. daily	My Math/SpringBoard	English
Science/Social Studies 50 min. daily	<ul style="list-style-type: none"> Science - Twig/McGraw Social Studies - Savvas 	Spanish
* ELD 150 min. weekly (average 30 min. daily)	Benchmark Express	English
PE 100 min. weekly (20 min. average daily)	PE Units	Spanish/English
SEL 10 min. daily	Second Step en Español	Spanish/English
TOTAL: 330 Daily Minutes - 280 min. English; 50 min. Spanish		

**7th and 8th Grade
33/67 Dual Language Program
(33% Spanish and 67% English)**

Spanish Language Instruction	Social Studies (Period)
	CCSS Spanish (Period)
<ul style="list-style-type: none"> 2024-2025 - Expand the number of Spanish Elective Classes 2025-2026 - Add the Social Studies Class in Spanish 	

**District Supplemental
Intervention/Acceleration Materials**

- STAR Reading (English/Spanish)
- STAR Math (English/Spanish)
- Accelerated Reading/myON (English/Spanish)
- Achieve 3000/Smarty Ants (English/Spanish)

San Ysidro Biliteracy Recognitions

Biliteracy Program Participation	<ul style="list-style-type: none"> • For students enrolled in bilingual literacy programs (K-8th) • Recognition of participation - not based on proficiency
Home Language Development Recognition	<ul style="list-style-type: none"> • For students with a home language other than English (PK-8) • Offered to those who demonstrate that they are continuing to develop their home language
Biliteracy Attainment Recognition	<ul style="list-style-type: none"> • Available at the end of elementary school (grades 5/6) and middle school (grade 8) • Competency-based • Aligned with State Seal requirements

High School Recognition

California State Seal of Biliteracy	Recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.
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Dual Language Program Enrollment Information

To guide site administrators and administrative assistants when seeking to place students in a Dual Language Program, SYSD clarifies the following:

- Students should enroll in a dual language program as young as possible to reap the best benefits.
- Families with monolingual English-only students should be counseled regarding the challenges of entering a dual language program later and the expectations involved. For example, demonstrating samples of the kinds of work older students should complete and/or texts that must be comprehended.
- When space is available for a dual language classroom placement, students in the school attendance area have priority.
- Parents may enroll their child at another site where space is available and must provide their transportation.

Information about the Dual Language Program is available from each school office's site administrators and the District Office Educational Services Department.

Program Commitment

Program participants and their families should commit to the Dual Language Program for at least six years. This duration of enrollment ensures the complete development of Spanish and English language skills.

All students are welcome to enter at TK/K or first grade. Biliterate students may be admitted at any grade level, depending on their Spanish and English proficiency. Spanish-speaking students new to US schools particularly benefit from participating in Dual Language Programs.

Withdrawing students from the Dual Language Program before sixth grade should remain discouraged. A request to switch to an English-only program should be reviewed by a Student Study Team meeting.

Students should not be removed from the program due to low academic progress in either language or citizenship. Instead, all students, including students with disabilities, should be monitored and supported to thrive during every year of their dual language schooling.

Parent Participation

Multilingual achievement is a long-term family investment. Family involvement is an integral part of the success of Dual Language Programs. When parents enroll their children in the program, they should recognize the expectations and responsibilities across their children's elementary and middle school careers. Schools ought to create a positive school climate where families feel valued and welcomed into the school community while accessing the rich language and cultural assets the families can bring to the school.

Parents are encouraged to participate by participating in the school's English Learner Advisory Committee, School Site Council, Parent Volunteer, and PTA to ensure the DLP's success and advocacy.

Assessments

Assessment and accountability are essential components of our Dual Language programs. Students are assessed in English and Spanish language arts throughout the school year.

Language Arts		
Grade	English	Spanish
Kinder-2nd	<ul style="list-style-type: none"> • ELA District Benchmark Assessments (2 Units) • Smarty Ants 	<ul style="list-style-type: none"> • SLA District Benchmark Assessments (2 Units) • Smarty Ants
3th	<ul style="list-style-type: none"> • ELA District Benchmark Assessments (2 Units) • STAR Reading • Achieve 3000 English Level Set 	<ul style="list-style-type: none"> • SLA District Benchmark Assessments (2 Units) • STAR Spanish Reading • Achieve 3000 Spanish Level Set
4th-6th	<ul style="list-style-type: none"> • ELA District Benchmark Assessments (4 Units) • STAR Reading • Achieve 3000 English Level Set 	<ul style="list-style-type: none"> • STAR Spanish Reading • Achieve 3000 Spanish Level Set

*4th-6th Grade will start with all assessments in English until we get to the 50/50 model.

Math	
Grade	English
Kinder-6th	<ul style="list-style-type: none"> • Math District Benchmark Assessments (5 Units) • STAR Math

District DLP Task Force

The DLP Task Force (DLP TF) serves as an advisory committee and assists with developing and implementing the dual language program. It provides input, makes recommendations, and advocates for the program. The DLP Task Force membership consists of teacher and parent representatives from the sites, site administrators, and District educational leaders. The Dual Language Program Task Force meets at least three times a year and discusses the needs during CAG meetings.

Professional Staff Development

A well-informed, committed staff is critical to successful dual language programs. Various staff development opportunities are available throughout the year for principals, teachers, and instructional aides.

Program Monitoring

English and Spanish District Benchmark Assessments—English and Spanish assessments in Language Arts will also be used to monitor DLP student achievement and progress toward acquiring English and Spanish.

Guiding Principles and Evaluation for Dual Language Education:

Strand 1 - Program Structure

Strand 2 - Curriculum

Strand 3 - Instruction

Strand 4 - Assessment and Accountability

Strand 5 - Staff Quality and Professional Development

Strand 6 - Family and Community

Strand 7 - Support and Resources

2024-2025 District DL Committee Meetings

- **September 12, 2024** - Strand 2 Curriculum and Strand 3 Instruction
- **January 30, 2025** - Strand 4 Assessment and Accountability and Strand 5 Staff Quality and Professional Development
- **April 24, 2025** - Strand 6 Family and Community and Strand 7 Support and Resources

Dual Language Task Force Members:

Member	Site	Position
Russell Little	District Office	Assistant Superintendent
Luis Ramos	District Office	Director
Maria C. Rodriguez	District Office	Coordinator
Adriana Aguilar	District Office	Resource Teacher
Sandra Guzman	District Office	Resource Teacher
Carolina Hernandez	District Office	Resource Teacher
Cynthia Mosqueda	District Office	Resource Teacher
Josefina Villegas	District Office	Resource Teacher
Zenaida Rosario	Governing Board	Vice President
Elmy Flores	District Office	Translator
Laura English	La Mirada	Principal
Maria Fernanda Rios	La Mirada/CSEA	Instructional Aide/Secretary
Erika Meza	OVH	Principal
Bertha Franco-Lopez	OVH	Teacher
Marta Vazquez	OVH	Teacher
Whitney Wright	OVH	Teacher
Rebecca Bravo	Smythe	Principal
Natalie La Rosa	Smythe/SYEA	Teacher
Erika Valarezo	Smythe	Teacher
Alejandra Lopez	Sunset	Teacher
Juana Marin-DeGuire	Willow	Teacher
Elizabeth Gomez	SYMS	Teacher
David Perez	VDM	Teacher
Mayra Cruz	DELAC/DPAC	Parent/Smythe
Jennifer Villanueva	DELAC/DPAC	Parent/OVH

Roxane Palestino	CDC	Parent
Melissa Hendrick	CDC	Teacher
Lenika Flores	CDC	Teacher
Cathy Bishop	La Mirada	Teacher