



DUAL LANGUAGE IMMERSION HANDBOOK

ENCINITAS UNION SCHOOL DISTRICT

THIS DOCUMENT PROVIDES GUIDANCE TO ALL DUAL LANGUAGE EDUCATORS, ADMINISTRATORS AND FAMILIES IN EUSD AS WE WORK TOGETHER TO IMPLEMENT HIGH QUALITY DUAL LANGUAGE PROGRAMS DISTRICT-WIDE TO SUPPORT OUR DUAL LANGUAGE LEARNERS IN THE GOAL OF BILINGUALISM, BILITERACY, ACADEMIC ACHIEVEMENT, AND SOCIOCULTURAL COMPETENCE.

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Program Structure

Vision

To ignite the limitless potential of all learners through bilingualism and biliteracy, fostering academic excellence and sociocultural competence.

Mission

The dual language immersion program provides literacy and content instruction in Spanish and English. The program aims to develop students' proficiency and literacy in both languages, attain high levels of academic achievement, and develop sociocultural competence.

Values

Joy

- Through an intentional focus on the whole person, we create joyful learning environments for everyone.

Belonging

- We ensure everyone feels valued, affirmed and celebrated.

Integrity

- We practice honesty, transparency, and vulnerability to cultivate trust.

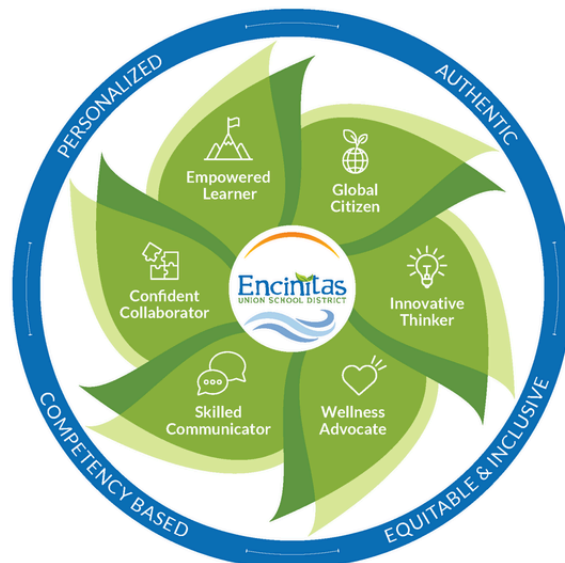
Service

- We use our skills and resources to positively impact the environment and the lives of others.

Innovation

- We are curious, creative and resourceful in pursuit of novel solutions to complex problems.

Learner Profile



Program Goals

The program goals are aligned with the three pillars of Dual Language Education:

Bilingualism and Biliteracy:

- Developing language and literacy proficiency in English and Spanish. Students will develop high levels of proficiency of both languages in the following skills:
 - Critical Thinking
 - Listening
 - Speaking
 - Reading
 - Writing

High Academic Achievement:

- Students will strive for academic achievement in all subject areas, with the objective of meeting or exceeding the California Common Core State Standards in Language Arts and Mathematics, Next Generation Science Standards, and History-Social Science Content Standards.

Sociocultural Competence:

- Developing an appreciation and respect for languages and cultures
- Becoming active and engaged members of their communities.

Dual language programs differ from traditional world language programs in the instructional focus:

- Traditional programs focus on learning the language as a subject.
- Dual language programs focus on learning subject area content through language.

An Assets-Based Approach

EUSD's Dual Language Immersion Program provides an assets-based approach to language acquisition. To ensure equity throughout the schools and classrooms, all dual language educators and staff recognize and value the learner, the languages, and the learning. Students are celebrated for being multilingual or emergent bilingual, and their home languages and cultures are viewed as valuable additions to their educational experience and that of others. Equity is realized by treating all students with integrity, tailoring instruction through a systematic multi-tiered system of support, and honoring that all students, including those with special needs, learn differently and may need additional instruction to achieve academic success.

The value and support for learning English and Spanish is evident within the DLI Program in, but not limited to, the following ways:

- Both languages are represented in the school and classroom environment, as well as in home communication channels (announcements, flyers, posters, websites, phone messages, etc.).
- Spanish Language Development (SLD) and English Language Development (ELD) are implemented in all grades
- Ongoing collaboration among educational partners is prioritized to support DLI goals.
- Students take pride in their bilingualism, and this is evident throughout the school.
- All staff members are advocates for, and supporters of Dual Language Education.
- Ongoing professional learning in biliteracy is provided to all staff members.
- Resources for biliteracy instruction are provided, and support is given.
- Active community involvement is promoted in both languages.
- Cross-cultural learning is celebrated throughout the school with all-school experiences and celebrations.

Benefits of Dual Language Immersion Programs

Dual Language Immersion (DLI) programs offer a wide range of benefits for students, families, schools, and communities. Here are the key advantages, grounded in research and best practices:

Bilingualism and Biliteracy

- Students develop strong speaking, reading, listening, and writing skills in both English and Spanish.
- Bilingualism opens doors for future careers, travel, and global collaboration.

Academic Achievement

- Historically, students catch up to and then outperform their peers in standardized tests, especially by upper elementary and secondary grades.
- Learning in two languages strengthens executive functioning, problem-solving, and mental flexibility.

Sociocultural Competence

- DLI fosters respect, understanding, and appreciation of different cultures.
- Students from different language backgrounds learn with and from each other, building inclusive communities.
- DLI students practice increased empathy and perspective-taking as they navigate different ways of expressing ideas and emotions, learn to listen more carefully and clarify meaning, and consider how others may interpret language and behavior differently
- Students learn how to collaborate across differences which is a critical life and workforce skill.

Equity and Empowerment

- DLI elevates and values the home languages and cultures of multilingual learners.
- English learners in DLI programs often close or surpass achievement gaps when compared to peers in English-only settings.
- Students develop a broader, more inclusive sense of identity

Family and Community Engagement

- Families are more engaged when their languages and cultures are respected and represented in the classroom.
- DLI schools serve as spaces where diverse families collaborate and build lasting relationships.

The Importance of Language Balance in Dual Language Immersion

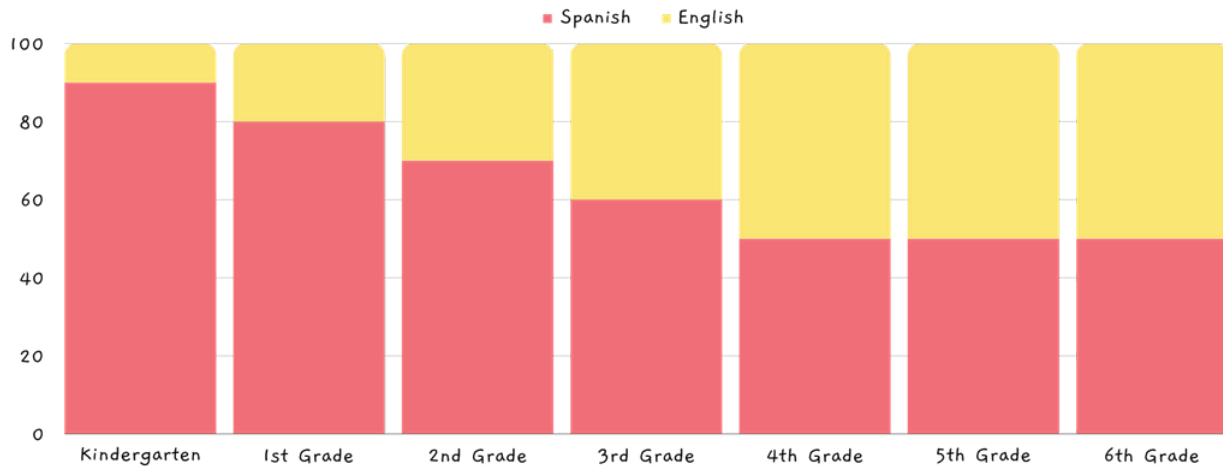
A foundational element of our Dual Language Immersion (DLI) program is language balance. The program is intentionally designed to include a balanced representation of students who enter with strong Spanish language skills and students who enter with strong English language skills.

This balance is essential because students learn with and from one another every day. During Spanish instruction, native Spanish speakers serve as authentic language models for their peers. Likewise, during English instruction, native English speakers provide strong language models. This reciprocal learning environment allows teachers to maintain grade-level rigor in both languages and ensures that students engage in meaningful, authentic academic conversations.

When language balance is maintained, students develop true bilingualism and biliteracy, rather than simply being exposed to a second language. A balanced learning environment strengthens oral language development, reading and writing skills, and academic achievement in both languages. Most importantly, it supports the overall quality and integrity of the DLI program, ensuring it remains effective and equitable for all learners.

EUSD Dual Language Immersion Program Structure

EUSD offers the Dual Language Immersion (DLI) Program at two schools in our district, Capri and Paul Ecke Central. The EUSD DLI Program offers a 90/10 language model.



Our Dual Language teachers hold a Bilingual Authorization to teach in Spanish.

The Dual Language Immersion program offered in EUSD schools is a **Two-Way Dual Language Immersion Program** providing literacy and content instruction in both English and Spanish and integrating students who are native Spanish speakers with students who are native English speakers in the classroom. The Two-Way Dual Language Immersion program aims to integrate native-Spanish speakers and native English speakers together in balanced numbers within classrooms (with no less than one third of the students representing proficiency in either Spanish or English). This creates an opportunity for cross-linguistic learning and multicultural experiences among both Spanish Learners and English Learners.

Instructional delivery can be implemented through team-teaching or in self-contained settings to ensure students are fully immersed in the Spanish language from the beginning of their Dual Language journey.

Language Allocation

To ensure an aligned instructional program the EUSD Dual Language Immersion Program follows a Language Allocation Plan that outlines the language and instructional minutes for each grade level by content area, according to the 90/10 model. This allocation is based on instructional minutes, with lunch, recess and enrichment not included. By clearly allocating instructional minutes, our DLI schools are able to provide high-quality instruction in both languages and encourage meaningful interactions between students in the assigned language.

Structures, routines, and high-impact language development strategies are utilized to ensure that teachers and students stay in the target language in accordance with the Language Allocation Plan.

EUSD Dual Language Program Content and Language Allocation Plan

K (90/10)		1 st (80/20)		2 nd (70/30)		3 rd (60/40)	
Spanish		Spanish		Spanish		Spanish	
Subject	# of minutes	Subject	# of minutes	Subject	# of minutes	Subject	# of minutes
Language Arts	120	Language Arts	120	Language Arts	90	Language Arts	90
Writing	30	Writing	30	Writing	30	Writing	integrated into Lang Arts
Math	30	Math	60	Math	60	Math	60
Science	integrated into Lang Arts	Science	30	Science	30	Science	30
Social Studies	integrated into Lang Arts	Social Studies	integrated into Lang Arts	Social Studies	integrated into Lang Arts	Social Studies	integrated into Lang Arts
Total = 270		Total = 240		Total = 210		Total = 180	
English		English		English		English	
Subject	# of minutes	Subject	# of minutes	Subject	# of minutes	Subject	# of minutes
ELD	30	ELD	30	Language Arts	45	Language Arts	40-50
		Cross-Language Connections	25	ELD	30	ELD	30
				Cross-Language Connections	15	Writing	integrated into Lang Arts
						Math <i>targeted vocab</i>	10-20
						Science	30
Total = 30		Total = 60		Total = 90		Total = 120	

4th (50/50)		5th (50/50)		6th (50/50)	
Spanish		Spanish		Spanish	
Subject	# of minutes	Subject	# of minutes	Subject	# of minutes
Language Arts	60	Language Arts	60	Language Arts	60
Writing	30	Writing	30	Writing	30
Science	30	Science	30	Science	30
Social Studies	30	Social Studies	30	Social Studies	30
Total = 150		Total = 150		Total = 150	
English		English		English	
Subject	# of minutes	Subject	# of minutes	Subject	# of minutes
Language Arts	45	Language Arts	45	Language Arts	45
ELD	15	ELD	15	ELD	15
Math	90	Math	90	Math	90
Writing	integrated into Lang Arts	Writing	integrated into Lang Arts	Writing	integrated into Lang Arts
Total = 150		Total = 150		Total = 150	

This is an estimated allocation in a typical instructional day. Enrichment content subjects taught in Wheel are not included in English allocation minutes.

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Curriculum

The Dual Language Immersion (DLI) curriculum is intellectually rich, standards-based, and designed to ensure grade-level rigor in both Spanish and English. Instruction supports the development of bilingualism, biliteracy, high academic achievement, and sociocultural competence while maintaining alignment to the California Common Core State Standards and applicable language development standards.

Instruction frequently incorporates thematic, interdisciplinary, and project-based units that promote critical thinking, collaboration, communication, and creativity across both languages. These experiences are intentionally structured to support growth in the EUSD Learner Profile, fostering students who are empowered learners, global citizens, innovative thinkers, skilled communicators, wellness advocates, and confident collaborators.

We intentionally select and design curriculum materials that reflect and affirm the diverse cultures, identities, and lived experiences of our students. We regularly review and refine instructional resources to expand representation and ensure students see themselves and others valued within the learning community. Students are encouraged to actively engage in their learning, exercise voice and choice, and demonstrate mastery through a variety of performance-based assessments.

EUSD values the professionalism and expertise of its educators. Teachers are encouraged to design and adapt supplemental curriculum aligned to state standards and district priorities in order to enrich instruction, respond to student interests, and deepen learning experiences across both languages.

A complete list of district-adopted curriculum materials is available on the Educational Services page of the EUSD website: <https://www.eusd.net/departments/educational-services>. Families are encouraged to visit this page for detailed information about instructional resources used across grade levels.

Academic Instruction

Dual Language Immersion (DLI) schools are designed to provide rigorous, standards-based instruction in both language and core content while honoring students' linguistic and cultural identities. Instruction is intentionally planned to promote bilingualism, biliteracy, high academic achievement, and sociocultural competence, using well-researched, learner-centered practices.

Instruction in DLI classrooms is grounded in the EUSD Framework for the Future, emphasizing personalized, authentic, inclusive, and equitable learning experiences. Students are active participants in their learning and are encouraged to collaborate, communicate, and think critically across languages.

Teachers utilize a variety of research-based instructional strategies, which may include but are not limited to:

- Collaborative Conversations and structured oral language development
- Explicit vocabulary instruction
- Competency-based, interdisciplinary, and project-based learning
- Metalinguistic awareness and intentional cross-linguistic strategies
- Guided Language Acquisition Design (GLAD)
- Cognitively Guided Instruction (CGI)

Instructional routines are designed to ensure equitable participation and access for all learners, including strategies such as Accountable Talk, Think-Pair-Share, Socratic Seminars, and Number Talks. These structures promote student voice, academic discourse, and inclusive learning communities.

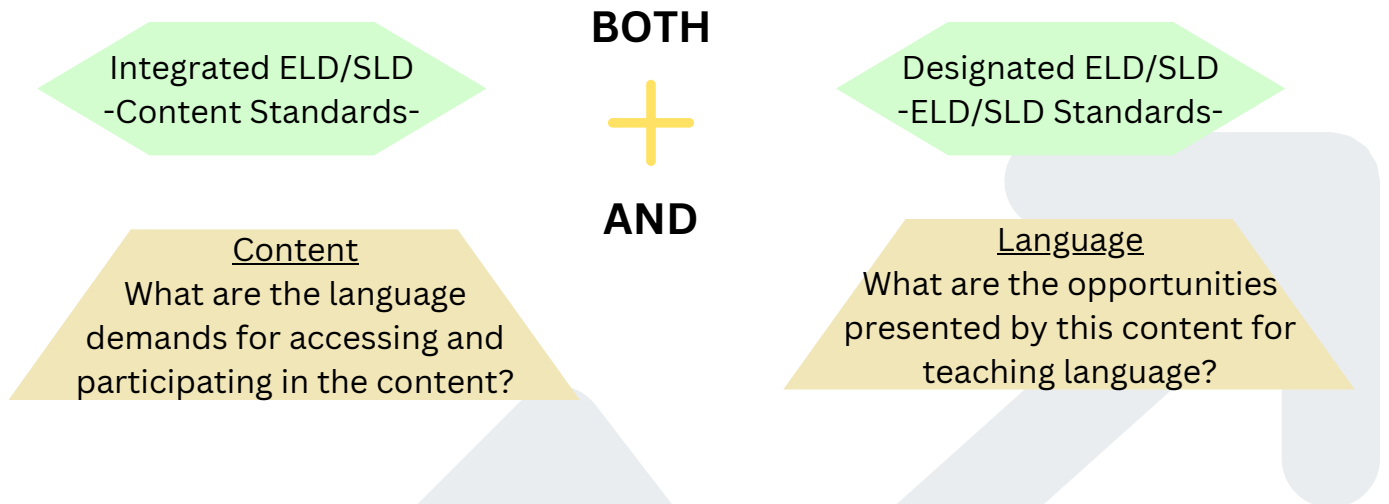
Instructional planning is aligned to grade-level California Common Core Standards in English and Spanish, the CA ELA/ELD Framework, and the CA Spanish and English Language Development Standards. Classroom materials and resources, such as Benchmark Adelante, are used to support high-quality instruction aligned with the Guiding Principles for Dual Language Education.

Scaffolds and targeted interventions are provided in both languages as needed to support student learning, ensuring that all students are challenged, supported, and affirmed as capable multilingual learners.

Comprehensive Language Development

Comprehensive Language Development, incorporating both Integrated and Designated English Language Development (ELD) and Spanish Language Development (SLD), is an essential component of the core instructional program.

Comprehensive ELD/SLD



Teachers carefully plan lessons that align with content/language objectives and standards and incorporate the California ELD and SLD Standards, and high-impact language development strategies. These strategies foster collaborative conversations and encourage critical thinking in the classroom.

Standards

[California Common Core Standards](#)

[Common Core en Español](#)

[California ELD Standards](#)

[California SLD Standards](#)

Sociocultural Competence

A core goal of the Dual Language Immersion (DLI) Program is to develop students' sociocultural competence, the ability to understand, value, and effectively engage with diverse languages, cultures, and perspectives. In alignment with the EUSD Learner Profile, DLI students grow as Global Citizens who are culturally aware, inclusive, and prepared to make a positive impact in their community and world.

Sociocultural competence is intentionally developed through daily instruction and classroom experiences. Students learn to examine multiple perspectives, engage respectfully in dialogue, and build meaningful relationships across linguistic and cultural differences. Through authentic learning experiences, students practice the skills of Skilled Communicators and Confident Collaborators, learning to listen actively, articulate ideas clearly, and work productively with diverse peers.

DLI classrooms promote an additive approach to bilingualism, affirming students' home languages and cultural identities as strengths. Instruction intentionally:

- Upholds the equal status and value of Spanish and English
- Promotes appreciation of diversity within and across language groups, including regional and dialectal variations
- Encourages cross-linguistic connections that deepen metalinguistic awareness and understanding
- Engages students in meaningful conversations about culture, identity, and community
- Fosters inclusive learning environments where all students feel seen, valued, and respected

Through these experiences, students develop not only bilingualism and biliteracy, but also the empathy, cultural responsiveness, and civic awareness necessary to thrive in an interconnected world.

Students with Disabilities in Dual Language Immersion

Our district is committed to ensuring equitable access and meaningful participation for all students in our Dual Language Immersion (DLI) programs, including students with disabilities. Research affirms that students with disabilities can successfully acquire two languages and benefit from DLI programs when provided with inclusive, well-structured, and individualized supports. A disability alone is not a reason to exclude a student from participation in a Dual Language Immersion program.

At the same time, the appropriateness of the DLI program for a student with a disability is determined through the Individualized Education Program (IEP) process, based on the student's unique strengths, needs, and educational goals. In some cases, the IEP team may determine that the DLI program, even with services and supports, is not the most appropriate setting for a student to receive a FAPE (free appropriate public education). When necessary, the IEP team may recommend specialized services, a different instructional model, or placement outside of the DLI program to ensure the student's needs are effectively addressed.

Our DLI program adopts a strengths-based, whole-child approach that integrates special education services within the dual language learning environment whenever appropriate. This approach ensures that students' individual learning needs are addressed while honoring and building upon their linguistic, cultural, and cognitive strengths.

Students with disabilities are supported through instructional practices that recognize that learning differences may influence language development and academic performance in both languages. Learning two languages does not cause or worsen disabilities, and with appropriate instructional strategies and supports, students can continue to grow and succeed in both languages.

Key features of our approach include:

- Collaboration between DLI and special education staff to ensure cohesive, inclusive services aligned to program goals.
- Individualized decision-making through the IEP process to determine appropriate placement and services.
- Equitable access to the DLI program, with accommodations, modifications, and interventions that support participation in both languages.
- Linguistically and culturally responsive service delivery, with consideration of the language of instruction and the student's language profile.
- Family partnership, recognizing families as essential contributors whose insights and cultural knowledge inform instructional and support decisions.
- Interventions and services designed to support academic and language development, with attention to each student's unique profile of strengths, needs, and learning style.

By prioritizing individualized decision making and embracing inclusive practices, our district affirms that bilingualism is attainable and beneficial for students with disabilities. We are committed to providing the collaboration, expertise, and supports necessary to ensure each student receives an appropriate education in the setting best suited to their individual needs.

Assessment and Accountability

Assessment is an essential component of our Dual Language Immersion (DLI) program. Our approach reflects a competency-based model that emphasizes mastery, growth, and meaningful application of learning.

Teachers use evidence-based instruction and ongoing progress monitoring to gather multiple forms of evidence of student learning. Students demonstrate understanding through a variety of assessment opportunities, including performance tasks, projects, discussions, presentations, observations, classwork, and formal assessments. These varied measures ensure that students have multiple opportunities to show what they know and can do.

Performance-based assessments and exhibitions of learning allow students to apply their knowledge in authentic, real-world contexts and communicate their understanding to meaningful audiences. These experiences promote deeper learning and reinforce communication and collaboration skills across both languages.

Students' language and literacy development are assessed in both English and Spanish, consistent with the program model, to monitor progress toward bilingualism, biliteracy, and academic achievement.

Through goal-setting and reflection, students take increasing ownership of their learning while teachers use assessment data to inform instruction and support continued growth.

State Assessments						
Grade	Reading	Writing	Listening	Speaking	Math	Science
3-6 English	CAASPP ELA	CAASPP ELA	CAASPP ELA		CAAASPP Math	CAST (grade 5)
K-6 ELD	ELPAC	ELPAC	ELPAC	ELPAC		
District and Site Assessments						
Grade	Reading			Math		
K-2 English/ Spanish	Amira (English/Spanish)			iReady Math		
3-6 English/ Spanish	STAR Reading (English/Spanish)			iReady Math		

*CAASPP - CA Assessment of Student Performance & Progress

*ELA - English Language Arts

*ELPAC - English Language Proficiency Assessments for CA (for English Learner students)

Policies and Procedures

Supporting Dual Language Learners Through MTSS

The Encinitas Union School District uses a Multi-Tiered System of Supports (MTSS) to ensure that all Dual Language Immersion (DLI) students receive instruction and support that is responsive to their academic, linguistic, social, and emotional needs. MTSS in DLI settings is designed to be strengths-based, preventive, and responsive, recognizing that bilingual language development follows predictable and variable developmental trajectories.

The District's Data-Based Consultative Intervention (DBCI) team includes members with expertise in dual language development, second language acquisition, and culturally and linguistically responsive instruction. Language development is a critical component of the DBCI process. Before any changes are made to a student's instructional program, or before a special education referral is considered, students receive targeted, research-based interventions delivered in a tiered and systematic manner.

Language Development vs. Disability

In Dual Language Immersion programs, it is essential to distinguish between typical patterns of second language acquisition and indicators of a possible disability. Variability in language proficiency, academic performance, or rate of progress is common among bilingual learners and does not, on its own, indicate a learning disability. Limited English proficiency alone is not a disability.

As part of the MTSS process, DBCI teams:

- Examine student progress over time and across contexts, including performance in both languages when appropriate.
- Use multiple sources of data, such as classroom instruction, observations, curriculum-based assessments, and student work samples.
- Ensure that interventions are linguistically appropriate and matched to the student's language of instruction.
- Confirm that lack of progress is not the result of limited language exposure, typical second language development, instructional mismatch, or insufficient opportunity to learn.

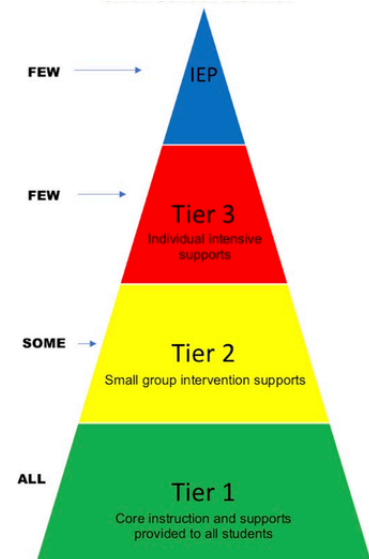
Supporting Dual Language Learners Through MTSS *continued*

Tiered Supports and Progress Monitoring

When a student experiences difficulty, a tiered intervention support plan is implemented following the DBCI process. Interventions are targeted, evidence-based, and delivered in the language(s) of instruction. Student progress is monitored regularly during 6–8 week intervention cycles, and instructional adjustments are made based on data and student response.

Interventions may include:

- Additional language development supports
- Targeted academic instruction
- Instructional scaffolds and accommodations
- Social-emotional or behavioral supports



Considering Program Placement

The goal of the DLI program is for all students to be successful. In most cases, instructional adjustments and targeted supports allow students to continue progressing within the program. In rare instances, if a student does not demonstrate adequate progress after receiving sustained Tier 2 and Tier 3 interventions, a Student Study Team (SST) meeting will be convened to collaboratively review data and determine next steps.

Any discussion regarding withdrawing a student from the DLI program occurs only after:

- Multiple, documented intervention cycles
- Careful consideration of linguistic, academic, and social-emotional data
- Collaboration with parents/guardians as essential partners
- Alignment with state guidance regarding English Learners and students with disabilities

Decisions regarding program placement are made thoughtfully and intentionally, with a focus on ensuring each student is supported in an environment where they can experience success, access, and belonging.

Enrollment

Capri and Paul Ecke Central Elementary Schools are the homes of the EUSD Dual Language Immersion (DLI) Program. The EUSD Dual Language Immersion Program is available to all students who reside within the EUSD attendance boundaries.

- Students who live in the attendance area for the Dual Language Immersion Program Schools will comprise at least 70% of the students.
- Students who live in within EUSD boundaries, but outside of Capri and Paul Ecke Central, may comprise up to 30% of the total program enrollment.

Kindergarten Entrance to DLI Program:

Students eligible to participate in the DLI Program lottery must be age-appropriate for kindergarten entrance for the school year in which they are submitting an application. Specifically, students turning five (5) on or before September 1 (CA Ed Code 48000) and currently residing within the boundaries of EUSD.

Due to high interest in the program there are usually more applicants for the program than available seats. A lottery process is utilized to ensure equitable access and language balance.

All interested families must attend a DLI Orientation meeting and submit a completed DLI application. Parents/Guardians must enroll their students at their school of residence prior to the lottery.

All students who are native Spanish speakers will be tested prior to the lottery to determine language proficiency level, and dominant language for the lottery. Spanish language as heritage language (meaning a family member in the home is a fluent native Spanish speaker) will be given appropriate consideration.

The program is NOT open to InterDistrict students except for employees' children, (and they will be placed or participate in the Lottery as noted in the Lottery section of this handbook).

Enrollment Information for Grades 1 - 6:

If there is space available, students in grades 1 through 6 are able to enroll in the DLI program if they meet one of the following criteria:

- Relocating from a Spanish-speaking country: the student has been educated in a Spanish-speaking country where the curriculum is delivered in Spanish.
- Transferring from a DLI (English/Spanish) school: the student is moving from another school district where they have been continuously enrolled in an accredited dual language immersion program.

If there is no space available, students will be enrolled in an English-only classroom. There is no waitlist for DLI grades 1-6.

**Students will be administered a Spanish screening assessment in order to determine the best support.*

To maintain the integrity, balance, and long-term success of our Dual Language Immersion program, transfers between EUSD DLI schools are generally discouraged and approved only in exceptional, case-by-case situations. Enrollment at a DLI site reflects a commitment to remain at that school for the duration of the program.

Priorities for Enrollment Categories

All interested families must attend a DLI Orientation meeting and submit a completed DLI application.

- Kindergarten siblings of students currently participating in the DLI Program will be placed at the same site as the older sibling as long as space allows. The older sibling should be named on the application form. If there are more students than space available at the site where the sibling attends, a lottery will be conducted, and the students not selected will be allowed to participate at the other DLI school site.
- In the case of twins, they should be named on the same application form so that either both or neither will be chosen. During the lottery if a “twin” form is picked for the last available space, then the parent would be given the choice of:
 - a) approving the second child’s transfer to a regular class and keep on waitlist
 - NOTE: the twin on the waitlist will have no special priority.
 - b) having the students in separate schools
 - c) declining the spot and having both attend their school of residence.
- Capri and Paul Ecke Central staff (≥ 51% time) will be guaranteed a spot in the program at their work site.
- Other EUSD staff will participate in the 30% lottery at the site of their choice (unless they are residents of CA or PEC and then they will participate in the 70% Lottery of that site)

Language Balance:

- Language balances in which 50% of students are native Spanish speakers and 50% are native English speakers is a foundational tenant of the program. **Therefore, in case of a vacancy, waitlist priority will be given to maintain 50/50 language balances.** Students will be pulled from the waitlist in accordance to maintaining this balance. For example, if a native English speaking student leaves from a classroom where the balance is over 50% weighted towards English language speakers, the priority will be towards reestablishing the 50/50 language balance to the extent possible. Conversely, if a native Spanish speaking student leaves a classroom and the language balance is over 50% weighted towards Spanish language speakers, then priority will be towards reestablishing the 50/50 language balance to the extent possible.
- Spanish speaking newcomer students who enroll during the school year will have priority for enrollment over the English dominant waitlist in order to maintain program language balance.
- If necessary, the district reserves the right to hold up to 20% of the spots for either native Spanish speakers or native English speakers to help ensure that the 50/50 language is maintained. The spots will be held for the first 4 weeks of school before being released to students on the waitlist.

Lottery Process and Waitlist Procedures

There will be four sections to the Lottery, as follows:

CAP & PEC 70% (school of residence) - English Dominant Waitlist

CAP & PEC 70% (school of residence) - Spanish Dominant Waitlist

CAP & PEC 30% (within district boundaries) - English Dominant Waitlist

CAP & PEC 30% (within district boundaries) - Spanish Dominant Waitlist

The Program is considered to be ONE program, run at two sites. The DLI applications for all students in a given category (i.e. 70% English, 30% Spanish) will be numbered in sequential order alphabetically by last name. Numbers will be drawn one at a time using an online random number generator, and placed on the list for the school checked as the first/only choice (if solely CAP or PEC is checked) or on the list of the second choice school if the first choice school is full.

As each lottery section as described above is complete, and all spaces in that section are filled, the numbers will continue to be drawn and the children will be placed on the waitlist in that order, with their site preferences noted (i.e. all 70% English students forms will be drawn at one time, first to fill the seats and then to fill the waitlist). As mentioned above, the first priority in allocating students from the waitlist is to maintain a 50/50 language balance between native Spanish and native English Speakers. Beyond this, the following procedures will be used to fill openings:

- The spot would be offered to the next student on the waitlist for that section (i.e. 70% English), who has requested that site as 1st or 2nd choice.
 - If they refuse for any reason, the next person on the list would be called and offered the available spot.
 - If a parent/guardian refuses an offer of placement for their student the student's name will be removed from the waitlist.
- Wait-listed students may be called to enter the program throughout the kindergarten year, as space becomes available.
 - For students entering DLI mid-year from the waitlist, an assessment of their current academic progress will be conducted. Subsequently, a collaborative team meeting will be scheduled, involving the principal, teacher, and parent/guardian to devise appropriate support strategies for students requiring assistance.
- If a student unenrolls from the district, they will be removed from the waitlist.
- The waitlist expires on the last day of school of the kindergarten year.

Congratulations letters with a Commitment Contract or waitlist letters, as appropriate, will be emailed within five days post lottery. The letters will be signed by the Assistant Superintendent, Educational Services.

Parent/Guardian Commitment

Enrollment in the Dual Language Immersion (DLI) Program is a long-term commitment. Families who choose DLI commit to the program for their child's entire elementary school experience. As part of the application process, at least one parent or guardian is required to attend a Dual Language Immersion orientation to ensure a clear understanding of the program design, expectations, and long-term responsibilities of participation in a bilingual learning environment.

A successful Dual Language Immersion experience depends on a strong home-school partnership. While students receive high-quality instruction in both Spanish and English during the school day, the instructional hours alone are not sufficient for students to become fully proficient in a new language. Consistent attendance, engagement, and meaningful practice outside of school are essential for developing strong language skills in listening, speaking, reading, and writing.

For this reason, families play a critical role in supporting both the academic and behavioral expectations of the program. Students enrolled in DLI are expected to maintain good standing in attendance, behavior, and academic performance to ensure they are able to fully access instruction in both languages.

Parents/Guardians are asked to:

- Understand and support the design and goals of the Dual Language Immersion Program
- Commit to a seven-year (Kindergarten–6th grade) participation in the DLI Program
- Ensure their child maintains consistent, regular attendance, with minimal absences and no excessive tardies
- Support positive behavior and active engagement in the classroom learning environment
- Monitor their child's academic progress and partner with teachers if concerns arise
- Attend required school and DLI-related meetings
- Support their child's language development at home in meaningful and consistent ways
- Volunteer time in their child's classroom, school, or through at-home projects that support classroom learning

Consistent attendance and positive participation are especially important in a Dual Language Immersion setting, where learning builds sequentially across two languages. Missed instructional time can significantly impact a student's language development and overall academic progress.

Families are encouraged to actively support language learning outside of school by engaging in activities such as:

- Reading regularly with their child in Spanish and/or English
- Encouraging conversations in the target language during daily routines
- Supporting completion of homework and language-based projects

Parent/Guardian Commitment *continued*

- Providing access to books, music, educational games, and media in both languages
- Participating in cultural events or community activities that reinforce language use

These are examples of helpful resources families may consider to support their child’s language development at home:

- School and public library bilingual book collections
- Online reading platforms and educational apps in Spanish and English
- Community language programs, cultural organizations, or family language classes
- School-provided resources, newsletters, and teacher recommendations

By committing to active involvement and language support at home, families help ensure that students develop true bilingualism and biliteracy and experience long-term success in the Dual Language Immersion Program.

Withdrawal

Withdrawing students from the Dual Language Immersion (DLI) Program prior to sixth grade is strongly discouraged due to the long-term design of the program and the cumulative nature of bilingual development. Consistent participation over time is essential for developing full bilingualism and biliteracy.

Students enrolled in DLI are expected to maintain good standing in attendance, behavior, and academic performance, as outlined in the Parent/Guardian Commitment agreement. When concerns arise in any of these areas, the school will partner with families to provide timely support.

If a student is experiencing academic, attendance, or behavioral challenges that significantly impact their ability to access instruction in both languages, a tiered intervention support plan following the district’s Data-Based Consultative Intervention (DBCI) process will be implemented. Through this process, the student receives targeted interventions in 6–8 week cycles, with progress monitoring and instructional adjustments.

If, after sustained Tier 2 and Tier 3 interventions and collaborative problem-solving efforts, the student is not demonstrating adequate progress or the concerns persist, a Student Study Team (SST) meeting will be convened to review data and determine next steps. Consideration of withdrawal from the DLI program may occur only after documented intervention efforts and in collaboration with parents/guardians.

All decisions are made thoughtfully and individually, with the goal of ensuring the student’s academic success, well-being, and sense of belonging.

(See “Supporting Dual Language Learners Through MTSS” for additional information.)

Family and Community

Family and community partnership is a foundational component of our Dual Language Immersion (DLI) program. Families are valued as essential partners whose cultural knowledge, language expertise, and lived experiences strengthen our learning communities.

Family Engagement

Each year, the District and school sites provide DLI Orientation sessions to share the program vision, goals, structure, and long-term commitment required for bilingual development. Throughout the year, schools offer workshops and learning opportunities that equip families with tools and strategies to support academic achievement and language development at home.

Student-led conferences further reinforce partnership by providing students with the opportunity to reflect on their growth, share evidence of learning, and set goals alongside their families.

Community Engagement Events

Our DLI schools foster partnerships with families, local organizations, and community members to expand learning beyond the classroom. These partnerships increase access to authentic learning experiences and strengthen students' understanding of language, culture, and civic responsibility in real-world contexts.

Families are encouraged to actively participate in school events, leadership opportunities, and collaborative dialogue that supports continuous improvement of the program.

Welcoming Environments

Our DLI schools cultivate welcoming, inclusive environments where all families feel valued, affirmed, and celebrated. Communication is provided in both program languages to ensure meaningful access and participation.

Bilingual Site Community Liaisons and multilingual staff support strong home-school communication and help connect families to school and community resources. Through intentional outreach and culturally responsive practices, we strive to ensure that every family experiences a sense of belonging within the school community.

Collaborative Leadership

At each DLI school, Dual Language Teacher Leaders are appointed to represent both primary and upper grade levels, one English-only (EO) teacher representative, one education specialist, and multilingual learner specialists work in collaboration with the site principal to support high-quality instruction, program implementation, and continuous improvement of the Dual Language Immersion program. This leadership team participates in a DLI Taskforce. This team supports district and site planning, articulation across grade levels and sites, and coordinated support for Dual Language staff to ensure program coherence and effectiveness.

Principals partner closely with DLI teachers to ensure alignment with district goals, provide instructional guidance, and support professional learning focused on bilingual education and student achievement.

Professional Learning

For Dual Language administrators and educators, professional development is a continual process. Every professional learning session integrates the three pillars of Dual Language Education, enabling teachers to design and execute explicit instruction in both English and Spanish. District professional learning opportunities are shared at the beginning of each school year. Additionally, each school site identifies areas of focus for monthly site professional learning.

Each year, the Educational Services Department allocates funds to facilitate the attendance of a team comprising teachers and the principal from DLI schools at local or regional conferences focusing on dual language education.

Collaboration

Both DLI schools schedule regular grade level collaboration sessions to bring coherence to curriculum planning, analyze student work and data, and create instructional resources. Annually, all EUSD DLI teachers and principals convene for professional learning aimed at enhancing their skills and ensuring program alignment.

Partnerships and Professional Organizations

EUSD fosters collaborative relationships with the San Diego County Office of Education, professional organizations, and other school districts to enrich our learning experiences and cultivate best practices in bilingual education.

San Diego County Office of Education (SDCOE)

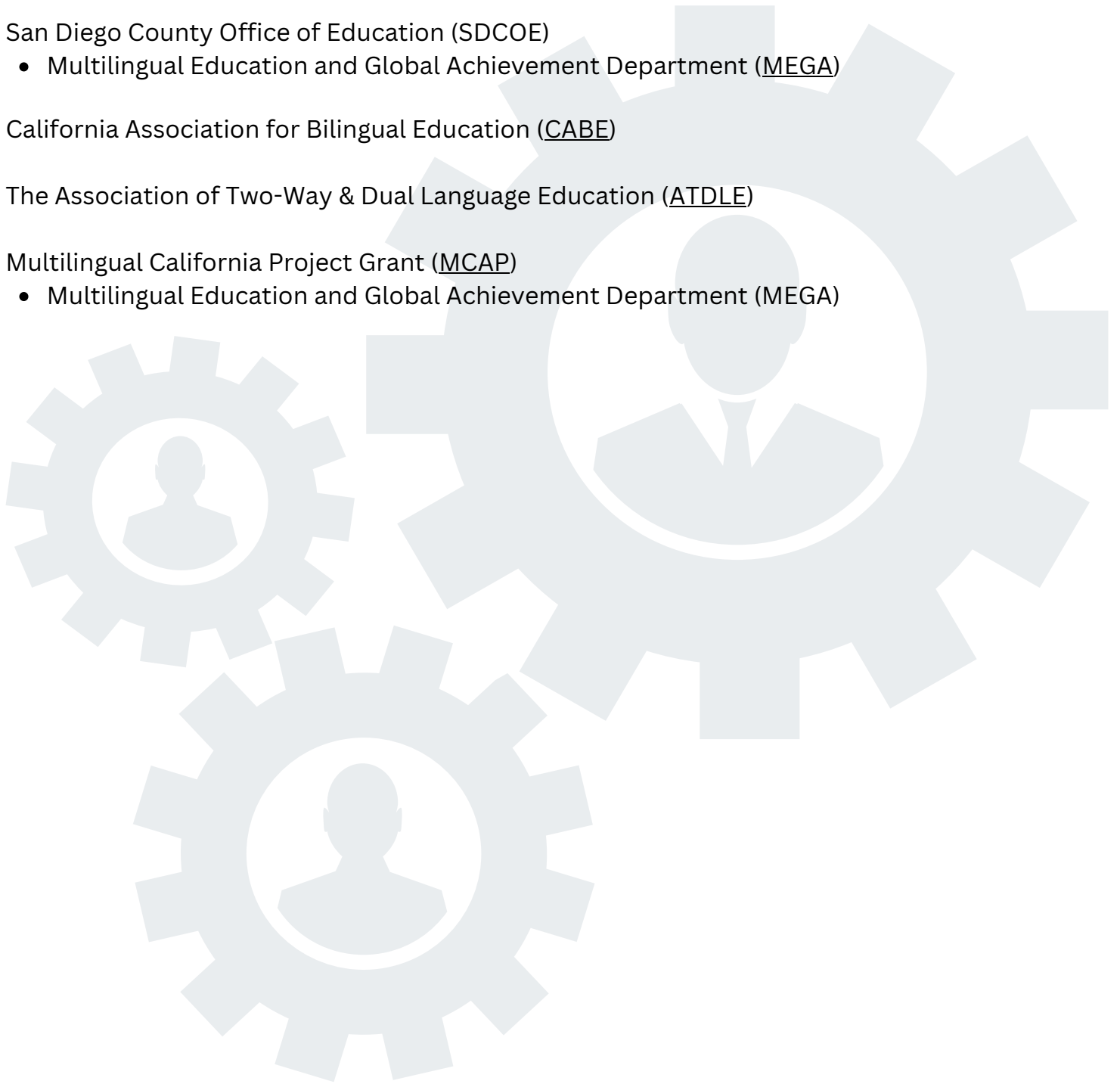
- Multilingual Education and Global Achievement Department ([MEGA](#))

California Association for Bilingual Education ([CABE](#))

The Association of Two-Way & Dual Language Education ([ATDLE](#))

Multilingual California Project Grant ([MCAP](#))

- Multilingual Education and Global Achievement Department (MEGA)



Supporting Research & Resources

For decades, the effectiveness of Dual Language Immersion programs has been extensively researched by renowned experts including Virginia Collier, Wayne Thomas, Nancy Cloud, Julie Sugarman, Jim Cummins, Fred Genesee, Else Hamayan, Yvonne S. Freeman, David E. Freeman, Rachel Valentino and Sean Reardon. A wealth of studies provide evidence supporting the academic value of these programs. For most recent examples of efficacy studies, visit the following link: [here](#).

For more information on Dual-Language Education, including the seminal document *Guiding Principles of Dual Language Education*, visit the [Center for Applied Linguistics](#).

[CARLA](#) (Center for Advanced Research on Language Acquisition):

Offers Immersive Educational Programs. Stay up-to-date with the latest language acquisition programs from CARLA. CARLA offers newsletters, conferences, and more to help you achieve your educational goals.

Discover Dual Language Education in New Mexico ([DLENM](#)):

DLENM is an excellent resource for staying updated on the latest developments in Dual Language Education. The site provides information on professional development, instruction and assessment, and research and development.

Exploring the California Association for Bilingual Education ([CABE](#)):

For those interested in bilingual education, the CABE website offers valuable resources. Included are the *Guiding Principles for Language Education* and a *Dual Language Immersion Planning Guide* to aid in establishing and maintaining DLI Programs.

Association of Two-Way and Dual Language Educators ([ATDLE](#)):

ATDLE is committed to enhancing professional development and hosts an annual conference. It provides resources in the form of videos and articles that encourage Dual Language (DL) Education programs.

References

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