

English Language Development Levels

The California English Language Development (ELD) Standards form the pathway to the State's English Language Arts Grade-Level Content Standards. Each ELD level includes listening, speaking, reading and writing skills as follows:

Emerging:

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding:

Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging:

Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

-California Department of Education

To ensure 21st Century success for all of our English Language Learners, we hold them to high standards of rigor, responsibility and results as outlined in the George Washington University Principles of an exemplary educational program for second language learning.

Principle 1: High Expectations

Principle 2: Full English Proficiency

Principle 3: Meeting Content Standards

Principle 4: Appropriate Instruction

Principle 5: Valid Assessments

Principle 6: Shared Responsibility

"Hayward Unified School District's vision is to provide a world-class education for every child, every day. Our mission is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which enrich our society. In tandem with our mission, the District believes it is critical for all students to acquire academic English."

-HUSD ELL Master Plan, 2006



Special Education Services are available for
English Language Learners
Special Ed. Office: (510) 784-2611

Hayward Unified School District

Academic Programs
for English Learners
K-6

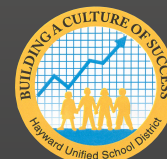


Department of
English Language Learner
Programs and Services

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Hayward, CA 94544

www.husd.us/ell2
(510) 723-3900 x30102

Dr. Matt Wayne



Parental Rights

In accordance with state law, students in HUSD who are learning English as a second language must be assigned to classes designed to provide a program of Structured English Immersion (SEI) instruction for one or more school years. Parents or guardians have the right to refuse placement of their students in a Structured English Immersion program and opt for a transfer to a mainstream English Program. However, students will still receive instruction as needed to acquire English language proficiency and meet the district's content and performance standards for their grade level. As an alternative to SEI, students may enroll in bilingual programs, which provide instruction in two languages, by applying for an exemption waiver at their child's school.

Structured English Immersion Program

Structured English Immersion is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English and mastery of academic core content. Instruction is nearly all in English. Primary language support is used for clarification and explanation when available.

STUDENTS SERVED

- ELs who have not yet acquired "reasonable fluency" in English

PROGRAM COMPONENTS

- Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition
- Differentiated instruction in reading, writing, math, science and social science delivered through Specially-Designed Academic Instruction in English (SDAIE) methodology, utilizing state-approved, district-adopted, standards-based materials
- Primary language support to clarify, direct and explain



Bilingual Alternative Program

The Bilingual Alternative program is a specialized program of instruction in both English and Spanish. The goal is acquisition of academic proficiency in two languages: English and Spanish, together with mastery of academic core content. Instruction is in English and Spanish.

STUDENTS SERVED

- May include Initial Fluent English Proficient (IFEPs) and Reclassified Fluent English Proficient students (RFEPs) based on parental choice

PROGRAM COMPONENTS

- Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition
- Full Spanish language arts component, comparable to English language arts
- English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency. Students can continue in the program after attaining reasonable English fluency per parent choice.
- Differentiated instruction in reading, writing, math, science and social science, delivered in Spanish or through Specially Designed Academic Instruction in English (SDAIE), utilizing state-approved, district-adopted, standards-based materials
- Separation of languages by time and space

Mainstream English Program

The goal for ELs in the mainstream English program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However, special support options are provided for ELs as needed.

STUDENTS SERVED

- ELs who are "reasonably fluent" in English
- Reclassified Fluent English Proficient (RFEPs) and Initial Fluent English Proficient students (IFEPs)
- EL students whose parents/guardian have declined participation in Sheltered English Immersion Programs

PROGRAM COMPONENTS

- Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition
- Differentiated instruction in reading, writing, math, science and social science, delivered through Specially Designed Academic Instruction in English (SDAIE) methodology, utilizing state-approved, district-adopted, standards-based materials
- Decreasing primary language support

Dual Language Immersion Program

This is a specialized program in which students receive instruction in two languages. Students whose primary language is English will be provided second language development in either Spanish or Mandarin. Students whose primary language is Spanish or Mandarin will be provided second language development in English. The Dual Language Immersion Program is available in Spanish and English at Burbank Elementary School, Schafer Park Elementary School and Palma Ceia Elementary School and in Mandarin and English at Stonebrae Elementary School.

STUDENTS SERVED

- English Only (EOs), Initial Fluent English Proficient (IFEPs), and Reclassified Fluent English Proficient students (RFEPs) by parental choice
- Enrollment in this program begins only in Kindergarten or Grade One. Exceptions require individual approval by the HUSD EL Department

PROGRAM COMPONENTS

- Separation of language by time and space
- Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition
- Daily Spanish or Mandarin Language Development for all EO students
- Full Spanish or Mandarin language arts component for all students comparable to English language arts
- Differentiated instruction in reading, writing, math, science and social science, delivered through both languages, with the use of SDAIE techniques for non-native speakers of each language, utilizing state approved, district adopted, standards-based materials



*"One language sets you in a corridor for life.
Two languages open every door along the way."
-Frank Smith*