Multilingual Learner Master Plan

JUNE 28, 2023

Adopted by the Hayward Unified School District's Board of Education

Introduction to the *Multilingual Learner Master Plan*

1 Introduction to the *Multilingual Learner Master Plan*

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1 Introduction to the *Multilingual Learner Master Plan*

Hayward Unified School District (HUSD) Statement Regarding the Use of the Term, "Multilingual Learners"

Given the assets-based educational policy for English Learners in California (outlined in the *California English Learner Road Map*[1]), HUSD has chosen to employ a more asset-based term for students who are identified as English Learners, those who have entered California schools with a home language other than English and who are moving toward becoming fluent English proficient. The term, "Multilingual Learner," will be used to refer to this group of students hereafter in this *Multilingual Learner Master Plan*.

Multilingual Learners in HUSD fully and meaningfully access and participate in a twenty-first century education from early childhood through high school graduation.

HUSD Vision and Mission for Multilingual Learners

HUSD Vision for Multilingual Learners

Multilingual Learners in HUSD fully and meaningfully access and participate in a twenty-first century education from early childhood through high school graduation that results in their attaining high levels of English proficiency, mastering grade level standards, developing proficiency in multiple languages, becoming lifelong learners, and having a positive impact on humanity and society.

HUSD Mission for Multilingual Learners

Through an antiracist lens, HUSD affirms, welcomes, celebrates, and embraces a diverse range of Multilingual Learners' strengths, needs, and identities. HUSD provides all students with an engaging, safe, and supportive environment to prepare high school graduates with the linguistic, academic, social, and cross-cultural skills and competencies they require for college, career, and civic participation in a global and linguistically diverse world, thus ensuring a thriving future for our community and beyond.

[1] The *English Learner Road Map* is available at: https://www.cde.ca.gov/sp/el/rm/

1 Introduction to the *Multilingual Learner Master Plan*

HUSD *Multilingual Learner Master Plan* Purpose

HUSD's *Multilingual Learner Master Plan* is a result of collaboration and the district's commitment to recognize and build upon the assets that our community's Multilingual Learners bring with them to school. The district also recognizes its responsibility to the families and communities of their Multilingual Learners to support all the Multilingual Learners toward the goals of high levels of literacy in English and academic achievement, their families, and communities. The district's hope is that this *Multilingual Learner Master Plan* will surpass the expectations of teachers, administrators, families, and especially the Multilingual Learners that it serves. This plan will serve as the basis for the district's work, a work that is inclusive of all learners' needs, from the school site to the district level, as HUSD continues to ensure that its Multilingual Learners are college and career ready. This plan will also ensure that the district's efforts to help its students embody the pride that is felt when they say, "Made in Hayward."

The *Multilingual Learner Master Plan* is based on state and federal laws, district board policies, current research, pedagogy, and best practices, and is grounded in the research and recommendations cited in the California English Language Arts/English Language Development Framework.[2] The laws as well as state and district policies surrounding Multilingual Learners are in place to support their acquisition of full literacy in English and achieving at or above grade level academically. These laws and policies have guided HUSD in developing this *Multilingual Learner Master Plan*.

Although this *Multilingual Learner Master Plan* ensures compliance with state and federal requirements for Multilingual Learner education, it also focuses on enhancing HUSD's systems and services to provide Multilingual Learners with an education focused on 21st-century language and literacy skills to support them in college and/or the career of their choice as they join a truly global economy as adult members of our community and beyond. It is HUSD's sincere hope that the faithful implementation of this *Multilingual Learner Master Plan* will provide its Multilingual Learners with a solid educational foundation that will serve them in whatever educational or career path they may choose.

HUSD continues to ensure that its Multilingual Learners are college and career ready.

[2] The *California ELA/ELD Framework* is available at: https://www.cde.ca.gov/ci/rl/cf/

1 Introduction to the *Multilingual Learner Master Plan*

Multilingual Learner Master Plan Evaluation Goals

While our *Multilingual Learner Master Plan* was inspired by the California English Learner Roadmap,[1] the revised *Multilingual Learner Master Plan* evaluation goals (below) will guide HUSD toward the desired results for its Multilingual Learners:

Evaluation Goal 1: Multilingual Learner Program Implementation

The Multilingual Learner program is fully implemented at the district, site, and classroom levels as described in the *Multilingual Learner Master Plan*.

Evaluation Goal 2: Multilingual Learner Proficiency in English

Multilingual Learners will make steady progress in developing academic English and attain academic English proficiency as efficiently and effectively as possible, within the research-based time span for acquiring a second language.

Evaluation Goal 3: Multilingual Learner Academic Progress

Multilingual Learners will make steady progress in core academic subjects, while still retaining access to electives and enrichment opportunities. Multilingual Learners in HUSD schools will meet or exceed grade-level standards in core academic subjects within the research-based time span for acquiring a second language.

HUSD must provide the resources and professional development as a part of its core Professional Development plan to aid its educators who work both directly and indirectly with Multilingual Learners to meet all three goals. It is the responsibility of HUSD educators and educational partners to support the district's Multilingual Learners in accomplishing Goals 2 and 3.

1 Introduction to the *Multilingual Learner Master Plan*

Multilingual Learner Master Plan Development and Acknowledgements

The HUSD English Learner Team began working to revise the district's *English Learner Master Plan* in 2016. This initial effort included parents/guardians, teachers from bilingual and dual language immersion programs, teachers from the World House program, English Learner Specialists, administrators, and other staff members. Since that time, the plan has gone through multiple iterations – including receiving feedback from the HUSD Board of Education in the fall of 2019. The work on the plan resumed in 2021, with a renewed effort from the English Learner Team, and input from school sites, the District English Learner Advisory Committee (DELAC), and English Learner Specialists.

The HUSD English Learner Team would like to thank the following participants for their contributions and insights that led to this latest draft of the *Multilingual Learner Master Plan*.

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- Elementary Curriculum Council
- Secondary Curriculum Council

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- Secondary Sites

Introduction to the *Multilingual Learner Master Plan*

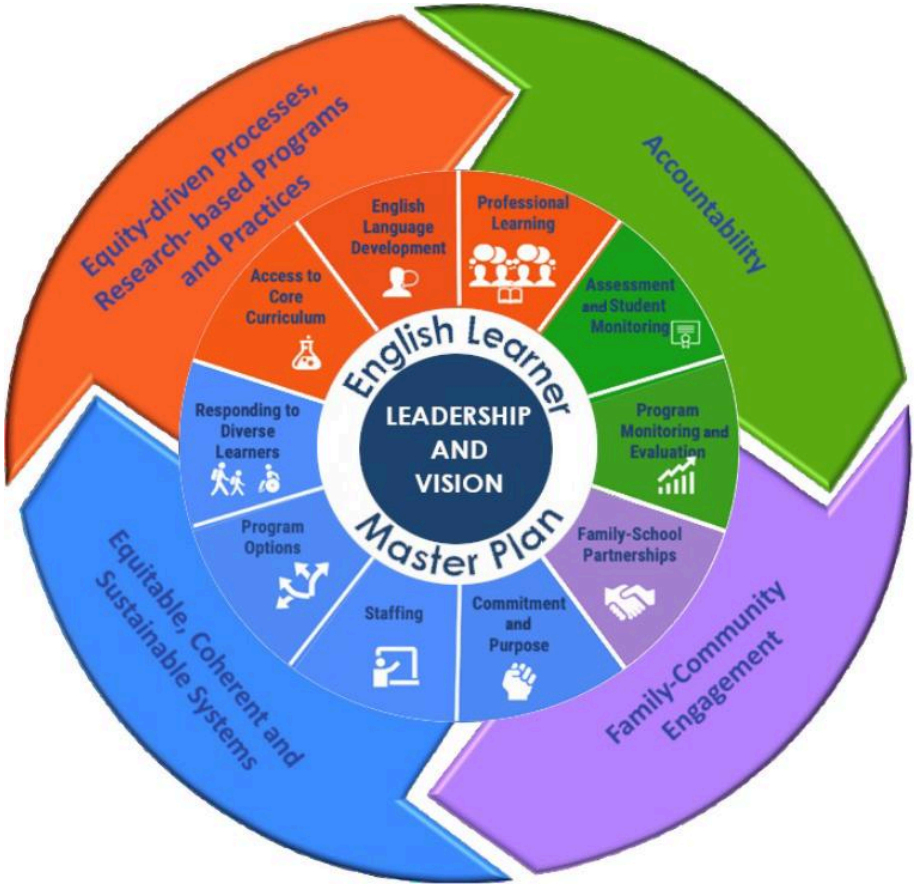
Hayward Unified School District's (HUSD's) *Multilingual Learner Master Plan* is based upon and adapted from the "*English Learner Master Plan Playbook*" created by the San Diego County Office of Education, which was adapted from the work of the *Loyola Marymount University Center for Equity for English Learners/Multilingual Learners*.[3] The district wishes to extend its thanks and appreciation for the work of these two entities as it seeks to enhance the systems and services it provides for its Multilingual Learners, their families, and communities.

HUSD proposes four essential goals for its *Multilingual Learner Master Plan*:

1. Create equitable, coherent, and sustainable systems of services for Multilingual Learners in HUSD
2. Develop equity-driven processes to build HUSD-wide capacity to deliver evidence-based programs and practices that leverage Multilingual Learners' assets and address their specific needs
3. Establish effective family-community engagement systems in HUSD to foster collaborative partnerships
4. Implement a local accountability model in HUSD that ensures Multilingual Learners' success

The HUSD *Multilingual Learner Master Plan* addresses ten components that correspond to these four goals (see Figure 1). These components are further developed in the *HUSD Multilingual Learner Master Plan*.

Figure 1: HUSD's *Multilingual Learner Master Plan* Goals and Components



[3] The *English Learner Master Plan Playbook* was adapted from Armas, E., Lavadenz, M., Rozsa, N., & O'Brien, G. (2021). *English Learner Master Plan Playbook: Developing Equitable Local Policies for Multilingual and English Learner Students.* Loyola Marymount University Center for Equity for English Learners/Multilingual Learners.

Equitable, Coherent, and Sustainable Systems

Component #1 – Commitment and Purpose

Overview of Hayward Unified School District's Diverse Populations, including Multilingual Learners by Typologies and Programs

Setting the Context: Why Multilingual Learners, and Why Now?

Since the last version of Hayward Unified School District's (HUSD's) *English Learner Master Plan* was written in 2006, the district has seen significant changes in the areas of state and federal policy. The district has experienced a demographic change, as well, especially among its Multilingual Learner population. In 2022, Hayward students and their families collectively spoke over forty languages.[4,5]

HUSD's students also come from a variety of socioeconomic and linguistic backgrounds. Please note that the number of Multilingual Learners (30.58%) includes Long-Term English Learners[6] and Newcomers,[7] and the total student population in HUSD in 2021-2022 is 18,075.

In addition to its socioeconomic and linguistic diversity, HUSD is home to students with unique assets and needs which extend beyond the categories described above.

In the 2021-2022 academic year, HUSD was home to 2,277 students who have been identified as *Students with Disabilities*. Approximately one third of our Students with Disabilities are also Multilingual Learners (31.40%) – which closely mirrors the percentage of Multilingual Learners within the total population (30.58%). Therefore, it is imperative that these students' needs be recognized and met in this plan to best serve *all* Multilingual Learners.

HUSD also has a population that has been growing over the last several years: Newcomer students in grades 4 through 12. California groups Multilingual Learners into categories, and those who have been in US schools for less than two years are considered "Newcomers."[7] Newcomers in HUSD, in grades 7-12, are often served by its World House program.[8] Newcomers receive services until such time that they have been in US schools for more than two years.

[4] All data excludes charter schools.

[5] Source: CDE DataQuest https://tinyurl.com/HUSDdemographics (unless otherwise noted)

[6] From California Education Code 313.1:

(a) (1) "Long-term English learner" means an English learner to which all the following apply:

(A) Is enrolled in any of grades 6 to 12, inclusive.

(B) Has been enrolled in schools in the United States for six years or more.

(C) Has remained at the same English language proficiency level for two or more consecutive prior years or has regressed to a lower English language proficiency level, as determined by the English language development test identified or developed pursuant to Section 60810, or a score determined by the Superintendent on any successor test.

(D) For a pupil in any of grades 6 to 9, inclusive, has scored far below basic or below basic on the prior year's English language arts standards-based achievement test administered pursuant to Section 60640, or a score determined by the Superintendent on any successor test.

[7] "'Newcomer' is an umbrella term for foreign-born students who have recently arrived in the United States. Newcomer students may include, but are not limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth identified by the local educational agencies (LEAs)." https://tinyurl.com/CDEdefNewcomer

[8] For a description of the World House program, please see p. 38

Federal and State Requirements for Services to Multilingual Learners

Figure 4: Timeline for Federal and State Requirements for Services to Multilingual Learners

HUSD is well known as the home of a richly diverse student population. Over the last several years, it has seen a consistent population of Multilingual Learners who represent over thirty languages from across the globe.[9] With the shifting global economy and changes in the political landscape, new challenges have emerged, and HUSD has felt the impact specifically around its emerging Newcomer student population. Since the ratification of the original *English Learner Master Plan in 2006*, HUSD's population has changed, and the federal and California Department of Education's policies have been updated; however, HUSD's commitment to excellence in education for all remains steadfast.

The sources of these policy changes come from the Department of Education in Washington, D.C. (DOE) and the California Department of Education (CDE). With the replacement of the Elementary and Secondary Education Act (ESEA) of 2001, also known as *No Child Left Behind* (NCLB), by the reauthorization of the ESEA in 2015, also known as the *Every Student Succeeds Act* (ESSA), a landslide of changes regarding content and language development standards and accountability have occurred. While some of these new policies have already taken effect (e.g., the *English Language Proficiency Assessments for California* [ELPAC] and the *California Assessment of Student Performance and Progress* [CAASPP] testing), others are forthcoming by the CDE (e.g., reclassification of Multilingual Learners

[9] Source: CDE DataQuest https://tinyurl.com/HUSDdemographics (unless otherwise noted)

to *Fluent English Proficient* [RFEP][10]). This *Multilingual Learner Master Plan* has been written to withstand and continue to guide HUSD as future changes occur and serves as a living document which will be updated as appropriate.

As a part of HUSD's commitment to its students, the HUSD Multilingual Learners Department strives to use a data-informed decision-making process. The department seeks to ensure that goals that are set for Multilingual Learners are measurable and that they can be met through the provision of the resources and support provided by the department, administrators, and educators that interact with the district's Multilingual Learners each day. This includes an aspirational goal for growth in the district's reclassification rate, positive trends on the California School Dashboard for Multilingual Learners and RFEP students, and growth in the numbers of Ever-English Learners[11] and Multilingual Learners meeting standards on the CAASPP in English Language Arts.

[10] "Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English." https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx

[11] "'Ever-EL' is a student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP)." https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx

Component #2 – Responding to Diverse Learners

Initial Identification Assessment Criteria

HUSD is committed to ensuring that students are placed correctly into an instructional setting when they enter our district for the first time, either as a transitional kindergarten (TK) or kindergarten (K) student, or as a transfer from another district. This commitment ensures that the dist*rict is following the law as stated in California Education Code § 60810*,[12] while also making sure that students experience a seamless transition into HUSD with minimal interruptions. The following pages illustrate the process that is followed in HUSD.

[12] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=60810.&lawCode=EDC

2 Equitable, Coherent, and Sustainable Systems

Initial Identification Assessment Tool and Procedures

Table 1: Multilingual Learner Program Placement At-A-Glance

Step	Description
Step 1: *Home Language Survey (HLS) Registration, HLS, and Program Placement*	• All TK-8 families begin the enrollment process online through the HUB and 9-12 students begin the enrollment process at their high school. • Completion of the *Home Language Survey* (HLS) ○ If any answers to questions 1-3 on the HLS are other than English, the student proceeds to the next step. • The educational program for the student is selected at the time of enrollment based on parent/guardian decision. • Parent/guardian consent is necessary for any changes to the student's program which may be recommended at the school site
Step 2: *English Language Proficiency Assessments for California (ELPAC)*	• Students in grades 1-12 take the *English Language Proficiency Assessments for California* (ELPAC) *Initial Assessment* (IA) within 30 days[13] of registration; students entering TK or kindergarten take it the summer before beginning school. • Results of ELPAC IA determine whether the student is a Multilingual Learner or Initially Fluent English Proficient (IFEP) • The ELPAC *Initial Alternate Assessment* (IAA) is the required state test for English Language Proficiency (ELP) that is given to students identified as requiring the alternate assessment and whose primary language is a language other than English. This administration is only available in person.
Step 3: *Language Classification*	• Within 90 days, any student identified as a multilingual learner will take a *primary language assessment* (if available) or the *Informal Language Survey* to determine fluency in their home language

Step 4: *Parent/ Guardian Notification*	• Parents/guardians are given all options for placement based on the student's English language proficiency.
	• Multilingual Learner educational program options:[14]
	  ○ Elementary
	  ■ *One-Way Dual Language Immersion* (DLI; native Spanish-speakers only)
	  ■ *Two-Way DLI* (available in Spanish or Mandarin)
	  ■ *Structured English Immersion* (SEI)
	  ○ Secondary
	  ■ *World House*
	  ■ *Structured English Immersion* (SEI) class(es) (e.g., sheltered courses)

[13] Please see the section below on Annual Transitional/Kindergarten Registration for information on when incoming TK and K students are assessed with the ELPAC IA/IAA

[14] Please see the descriptions for the Multilingual Learner educational program options on p. 22

Step	Description
	● IFEP educational program options: ○ One-Way DLI (native Spanish-speakers only) ○ Two-Way DLI (native Spanish- or Mandarin-speakers only) ○ Mainstream English

Step 1: Enrollment/Registration, Including Completion of the *Home Language Survey* (HLS)

The HUB facilitates the enrollment process for parents/guardians of students in grades TK-8 as part of the centralized enrollment process. As part of this process, parents/guardians complete the *Home Language Survey* (HLS), as required by state law. This four-question survey is completed the first time the parent/guardian enrolls the student in the district and is part of the general registration form (see Table 2, below). A copy of the completed HLS is kept in the student's cumulative file.

Parents/guardians of students in grades 9-12 enroll their students at their home high school. The HLS is completed by the site registrar with the information provided by the parent/guardian. All other parts of the enrollment process remain the same as for grades TK-8.

Table 2: Home Language Survey Questions

Home Language Survey (HLS)
1. Which language did your child learn when they first began to talk? 2. Which language does your child most frequently speak at home? 3. Which language do you (the parents/guardians) most frequently use when speaking with your child? 4. Which language is most often spoken by adults (parents/guardians, grandparents, or any other adults) in the home?

If the answers to questions 1, 2, and 3 on the HLS are “English” or “American Sign Language (ASL),” the child is classified as “English Only” (EO). The parent/guardian is then presented with the educational program options open to an EO student. These options include mainstream English and Dual Language Immersion (DLI). The student will then be placed in the program requested by the parent/guardian. In the case of a request for an alternative to the mainstream English program, the placement will take place only if space is available.

If the answers to any of questions 1–3 include a language that is not English, the parent/guardian is given an appointment at the HUB to initiate the *English Language Proficiency Assessments for California* (ELPAC) *Initial Assessment* (IA) and primary language assessment process (Steps 2 and 3, respectively).

Annual Transitional/Kindergarten Registration

Because of the large number of new TK and K students at the beginning of each school year, a special registration process is used for these two groups.

Registration begins in February of the school year preceding the student’s entry into TK-K. At the time the parent/guardian pre-registers the student at their assigned site, the HLS is completed as part of the registration form. If the HLS indicates a language other than English is spoken on questions 1, 2, or 3, the student is given an appointment at

the HUB to take the ELPAC IA. Official enrollment begins in July for schools on the year-round calendar, and August for schools on the traditional calendar.

Transfer Students

Intradistrict Transfers

Schools make intradistrict transfers through the *Child Welfare and Attendance (CWA) Office*, located at the HUSD Parent HUB. Intradistrict transfer forms are sent to the CWA Office, and all data regarding the student's Multilingual Learner assessment history such as current scores, current placement, records of academic progress, and interventions are sent to the receiving school.

The English Learner Specialist and site principal at the receiving school are responsible for reviewing the student's transcripts and records, including any information in the district's *Student Information System* (SIS), and ensuring that the student is placed in the appropriate type of program, as specified in the student's current records.

Transfers from Other California Schools

Students transferring into HUSD from another district within the state typically have records of an HLS, initial English language proficiency status (e.g., EO, IFEP, Multilingual Learner), and scores on the English and primary language proficiency assessments.

These students do not need to go through the HUSD initial identification process. Records are obtained from the previous district and entered into HUSD's SIS by the office manager. If these records are not available within ten days of having been registered, English and primary language assessments proceed and the identification, notification, and educational program placement process is implemented (Steps 1–4, above). The student's transcripts are reviewed to determine prior placements and academic history.

Transfers from Out of State, Other Countries, or Private Schools

Students entering HUSD who are new to the state or from another country follow the language assessment, classification, and placement process (Steps 1–4, above). Transcripts are reviewed to determine the student's prior educational program placements and academic history. This procedure also applies to students transferring from private schools.

Step 2: English Language Proficiency Assessment for California (ELPAC) Initial Assessment (IA) and ELPAC Initial Alternate Assessment (IAA)

California state regulations require that all students whose HLS indicates that a language other than English is used at home complete English language proficiency testing within 30 calendar days of initial enrollment. Initial assessment is administered by an Assessment Technician. Assessment Technicians will also administer the ELPAC Summative Assessment as needed.

The assessments used to determine initial English language proficiency in California are the ELPAC IA and the ELPAC IAA. Students with identified disabilities who cannot take one or more domains of the ELPAC IA with the allowed universal tools, designated supports, or accommodations are eligible for a domain exemption(s). Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take an alternate English language proficiency assessment, as noted in their individualized education program.[15] Both the ELPAC IA and ELPAC IAA are standardized language proficiency tests designed to measure students' initial English proficiency.

The student receives a score on each part of the ELPAC IA/IAA taken (listening, speaking, reading, writing), as well as an overall English language proficiency score. The data used in reporting include score, ELPAC IA/IAA English language proficiency level, and student classification.

Table 3, below, illustrates the role of the ELPAC in the identification of a student as a potential Multilingual Learner.

The ELPAC IA and IAA provide 3 English language proficiency levels:

- **Novice**, which corresponds to the "Emerging" proficiency level on the *California English Language Development (CA ELD) Standards*[16]
- **Intermediate**, which corresponds to the entire "Expanding" proficiency level and the lower range of the "Bridging" proficiency level on the *CA ELD Standards*[16]
- **Initial Fluent English Proficient (IFEP)**, which identifies the student as not a Multilingual Learner

[15] From California Department of Education (CDE) *Initial English Language Proficiency Assessments for California,* available at https://www.cde.ca.gov/ta/tg/ep/documents/inaltelpacfactsheet.pdf

[16] Available at: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Table 3: ***English Language Proficiency Assessments for California*** **(ELPAC)** ***Initial Assessment*** **(IA) Levels and Student Classification**

Score	***Level***	**ELPAC IA *Level* Title and *Description*[17]**	***Student Classification***
150-369	1	Novice Multilingual Learner *Students at this level are beginning to develop oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.*	Multilingual Learner
370-449	2	Intermediate Multilingual Learner *Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.*	Multilingual Learner
450-600	3	Initially Fluent English Proficient (IFEP) *Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.*	IFEP, not a Multilingual Learner

[17] Descriptions taken from the California Department of Education's ELPAC IA sample score reports, available at https://www.elpac.org/s/pdf/Initial-ELPAC-Kindergarten-Sample-Student-Score-Report-English.2022-23.pdf

For TK and K students, ELPAC IA/IAA testing begins on the first day of the academic calendar, which is July 1st. The ELPAC IA/IAA testing is done by trained personnel at the HUB as soon as possible after the student is pre-registered/enrolled, but within thirty calendar days. The goal is to make the pre-registration/enrollment and initial language proficiency assessment as convenient and efficient as possible for both the parent/guardian and the student.

ELPAC IA/IAA results are processed as quickly as possible at the HUB, with a student score report generated for the purposes of informing parents/guardians of their student's status as a Multilingual Learner or IFEP. A copy of the ELPAC IA/IAA results is placed in the student's green Multilingual Learner folder that is kept in their cumulative file and entered in the district's SIS for future use to monitor student language development progress and aid in educational program evaluation.

Based on the results of the ELPAC IA/IAA, students are classified as either Initially Fluent English Proficient (IFEP) or Multilingual Learner. IFEP students do not receive Integrated or Designated English Language Development (ELD). They are also not required to take the ELPAC annual summative assessment (ELPAC SA). Parents/guardians of IFEP students are informed of the ELPAC IA results and presented with educational program options based on their student's grade level (e.g., elementary or secondary): *Dual Language Immersion* (DLI; One-Way/Two-Way), *Structured English Immersion* (SEI), or *Mainstream English*. As with EO students, placement is based on parent/guardian choice.[18] Those classified as Multilingual Learners move on to Step 3.

Step 3: Primary Language Assessment and Language Classification

An initial assessment (or survey, if no assessment is available) of a Multilingual Learner's primary language is conducted as soon as possible after the completion of ELPAC IA/IAA, but no later than 90 calendar days after the date of enrollment. A team of district staff trained in administering primary language assessments is housed at the HUB to facilitate these assessments in a timely manner.

The primary language assessment is conducted by a staff member who is fluent in the student's primary language. As part of the process, parents/guardians are asked to complete an *Informal Primary Language Survey* if testing in their primary language is not available.

Results of the primary language assessments are communicated to the parents/guardians. The results of all primary language assessments are placed in the student's green Multilingual Learner folder and entered in the district's SIS. The results of the assessment may be used to evaluate the student's literacy development in the primary language and to make educational program recommendations.

The goal is to make the pre-registration/ enrollment and initial language proficiency assessment as convenient and efficient as possible for both the parent/guardian and the student.

[18] If the parent/guardian selects a Two-Way Dual Language Immersion (TWDLI) program placement, then they must attend a mandatory TWDLI meeting at the school site before the student can be placed in the DLI program.

Step 4: Parent Notification of Educational Program Options and Informed Decision Process

The ELPAC IA/IAA results and educational program options are communicated to the school site and the parent/guardian via the *Initial Language Assessment Form*. A copy of the *Initial Language Assessment Form* is then placed in the green Multilingual Learner folder inside the student's cumulative folder at the school site and entered in the district's SIS for future use to monitor student language development progress and aid in educational program evaluation.

As part of this step, parents/guardians are informed of their rights to request a language acquisition program, as outlined in *California Education Code § 310[a]*,[19] such a *One-Way Dual Language Immersion* (DLI) or *Two-Way DLI* program. If there is not such a program currently at the Multilingual Learner's school site, then if 30 or more students at the site, or 20 or more students at the same grade level at the site request a DLI program, the district is required to, at a minimum, respond to the request. HUSD may opt to offer the DLI program at the site or allow the student to transfer to a school where the DLI program is offered, provided there is space.

Based on all available information, the parent/guardian chooses the most appropriate program for the student. Placement is informed by the student's ELPAC IA/IAA proficiency level, which guides HUB staff in providing parents/guardians with the appropriate program options available to the student.

Following is a brief overview of the educational programs available in HUSD for Multilingual Learners. For more detailed descriptions of the programs, see Component #3 – Program Options.

Table 4: Educational Program Options for Multilingual Learners

Educational Program Options for Multilingual Learners	
Elementary, Grades TK-6	**Secondary, Grades 7-12**
Structured English Immersion (SEI), with primary language support provided by a Bilingual Instructional Assistant (BIA) as needed or available Dual Language Immersion (DLI; One-Way or Two-Way), an additive bilingual program where students develop high levels of biliteracy in English and Spanish or Mandarin	Structured English Immersion (SEI), with primary language support provided by a Bilingual Instructional Assistant (BIA) as needed or available World House (WH), a program for Newcomer students where content area courses are taught in Spanish (for Spanish speaking students) or translated into their primary language while they acquire higher levels of proficiency in English Dual Language Immersion, an additive bilingual program where students develop high levels of biliteracy in English and Spanish or Mandarin

Once a Multilingual Learner has been enrolled in an educational program, they should not be moved to a different program without due process. There should be a meeting that includes the principal, English Learner Specialist, teacher(s), and the parents/guardians to determine if it would be in the student's best interest to change educational programs. If the decision is that yes, it would not be detrimental to the Multilingual Learner to change educational programs, then informed consent would have to be secured from the parent/guardian in attendance at the meeting with an authorized signature provided on any appropriate follow-up documentation (e.g.,

[19] Available at: https://tinyurl.com/CAEdCode310

Multilingual Learner Catch-Up Plan, etc.). It is the site administrator's responsibility to work with classroom teachers and appropriate classified personnel to offer an annual educational program options presentation to parents/guardians of Multilingual Learners, typically in early fall. Parent/guardian consent is necessary for any changes to the student's educational program placement.

Types of Multilingual Learners in Schools

There are four types of Multilingual Learners in schools. These include Newcomer Multilingual Learners, Multilingual Learners, Long-Term English Learners, and Multilingual Learners with Disabilities (see the California Practitioners' Guide for Educating English Learners with Disabilities[20] for more guidance on Multilingual Learners who are dually identified).

Newcomer Multilingual Learners, Multilingual Learners, and Long-Term English Learners are shown in Table 5, and described in more detail, below.

Table 5: Types of Multilingual Learners in Schools

← Length of Time in US Schools →		
0 – 2 years	3 – 5 years	6 or more years
Types of Multilingual Learners in Schools		
Newcomer Multilingual Learner Multilingual Learner	Multilingual Learner	Long-Term English Learner (LTEL)
← Multilingual Learners with Disabilities →		

Elementary Newcomer Multilingual Learners in the Elementary Primary Grades

Elementary Newcomer Multilingual Learners are students in the primary grades (TK – 3rd) who were born outside of the US, have a language other than English as their primary language, most typically have not yet developed proficiency in English, have specific learning needs based on their English language proficiency, and have been in the US educational system for less than two years. Many students who enter HUSD schools in the elementary primary grades are identified as Newcomer Multilingual Learners. Generally, these students do not receive specialized Newcomer services outside of the educational program selected by their parents/guardians upon enrollment in the district unless there are extenuating circumstances.

Newcomer Multilingual Learners in the elementary primary grades, as with all other Multilingual Learners at the elementary level, receive Integrated and Designated ELD each day as non-negotiable components of the educational program chosen for them by their parents/guardians.

Elementary Newcomer Multilingual Learners in the Elementary Upper Grades

Elementary Newcomer Multilingual Learners in the upper elementary grades (4th – 6th) are students who were born outside of the US, have a language other than English as their primary language, most typically have not yet developed proficiency in English, have specific learning needs based on their English language proficiency, and have been in the US educational system for less than two years. These students typically need additional academic support to give them greater access to the core curriculum in English, which can be provided by the classroom teacher or a Bilingual Instructional Assistant (BIA) and/or additional after-school or sessions during the

[20] Available at: https://tinyurl.com/DuallyIdentifiedELs

school day. These supports will vary based on school site, each student's individual academic needs, and English proficiency level.

Secondary Newcomer Multilingual Learners

Secondary Newcomers are students in grades 7-12 who were born outside of the US, have a language other than English as their primary language, most typically have not yet developed proficiency in English, have specific learning needs based on their English language proficiency, and have been in the US educational system for less than two years. These students come equipped with a wide range of abilities and proficiencies, which factor into their placement in secondary schools. While most students who are newly arrived in the US have prior schooling in their primary language, there is a growing number of students arriving in HUSD who Unaccompanied Immigrant Youth (UIY) are, and/or Students with Limited or Interrupted Formal Education (SLIFE).

Newcomer Multilingual Learners in grades 7-12, as with all other Multilingual Learners at the elementary level, receive Integrated and Designated ELD each day as non-negotiable components of the educational program chosen for them by their parents/guardians.

Elementary and Secondary Long-Term English Learners

Long-Term English Learners (LTELs) are defined by HUSD as Multilingual Learners who have been enrolled in US schools for six or more years and have yet to gain sufficient proficiency academically and/or in English to be reclassified as Fluent English Proficient (RFEP). HUSD's definition is broader than the state of California's definition as outlined in *EDC § 313.1*.[21] HUSD has chosen to use a more inclusive definition to provide LTEL resources to more students.

At the secondary level, LTELs make up over half of HUSD's Multilingual Learner population. These students typically:

- Were born in the US and/or or have been in US schools since kindergarten
- Have plateaued in their development of English literacy, typically at an *Expanding* or ELPAC level 2 or low level 3
- May be challenged to fully access and/or be successful in college prep or advanced courses due to:
  - Having an elective slot in their school schedule taken by a Designated ELD course
  - Not yet developing sufficient academic English vocabulary in their linguistic repertoire

Middle school provides a key opportunity for LTELs to reclassify as Fluent English Proficient (RFEP; for more information, see the *Reclassification Criteria and Processes* section, below) before entering high school. Students who attain RFEP status before entering high school are able to leverage the English academic language in their linguistic repertoire to maximize access to college preparatory courses, Advanced Placement (AP), and Honors courses, and electives.

[21] Available at: https://tinyurl.com/CaEdCode313LTEL

Reclassification Criteria and Processes

The Reclassification Process

The ELPAC SA will continue to be administered annually to all Multilingual Learners until they are reclassified as RFEP. Once the ELPAC score results are received from the Educational Testing Service (ETS), parents/guardians can access the ELPAC results and general information on the ELPAC through the HUSD Parent Portal, listed on its website.

Each year, the English Learner Specialist and the site principal review the data from the ELPAC SA and other performance data to decide whether the student is making satisfactory progress towards reclassification as RFEP. Once a Multilingual Learner scores a 4 on the ELPAC SA, a review of the student's academic progress should be undertaken. If the student is not making satisfactory progress, a *Catch-Up Plan* will be created to provide other educational and language development opportunities to support greater progress for the Multilingual Learner.

If it is determined that the Multilingual Learner has made satisfactory progress academically and linguistically, then the site Reclassification Team, which includes the English Learner Specialist, site principal, classroom and/or English Language Development (ELD) teacher, academic counselor, any other relevant stakeholders, and the student's parent/guardian, should be convened to review the student's data and determine if reclassifying the student is in the student's best interest.

The English Learner Specialist and site principal notify parents/guardians of their rights regarding their student's reclassification and encourage them to meet with the Reclassification Team to participate in the reclassification process for their student and provide their opinion regarding whether they believe their student is ready to be reclassified as RFEP. If the parent/guardian wishes to attend, the meeting is scheduled at a time convenient for the parent/guardian. The school site must make every attempt to involve the parent/guardian in the Reclassification process.

If the parent/guardian is not in attendance at the meeting of the Reclassification Team and if it is the decision of the Reclassification Team is that the Multilingual Learner has met all current HUSD reclassification criteria for their grade level and should be reclassified as RFEP, then the English Learner Specialist fills out the *Reclassification Form* appropriate to the student's grade level, signed by the specialist and the site principal, and attaches the *Reclassification Parent/Guardian Letter*. A copy of the *Reclassification Form* and the *Reclassification Parent/Guardian Letter* will be sent home for the parent's/guardian's signature. Once these are returned with the parent/guardian signature, the original, fully executed *Reclassification Form* is then filed in the green Multilingual Learner folder, with copies sent to the parent/guardian, the Multilingual Department, and the HUB.

English Learner Specialists verify each submitted reclassification form and Assessment Technicians code the Multilingual Learner as having been reclassified as RFEP in the district's SIS. This enables district staff to monitor all RFEP students as a group for ongoing academic success in all district programs for a minimum of four years.

The site may elect to meet with parents/guardians of Multilingual Learners who are close to meeting the HUSD reclassification criteria to explain the process and steps needed to reach the goal.

Once a Multilingual Learner has been reclassified as RFEP, the site may invite the student's parents/guardians and teachers to a group meeting to explain that the student has met all the criteria to be reclassified, celebrate the student's accomplishment, and explain that district and site staff will monitor their student's academic performance

for four additional years to ensure that they continue to succeed academically. Students are also included in this meeting.

If all attempts listed above have been exhausted, the site will hold the meeting where the site English Learner Specialist and the principal will sign the reclassification form and the copy sent home for the signature. The original is filed in the green Multilingual Learner folder, and copies sent to the parent/guardian and the HUB.

Reclassification Criteria

Hayward's reclassification criteria are pursuant to *California Education Code, Section 313*. However, as the California Department of Education (CDE) issues further reclassification guidance, HUSD will update their reclassification criteria to reflect the State Board of Education-approved guidelines.

Currently, per *California Education Code § 313*,[22] Local Education Agencies (LEAs; e.g., HUSD) are required to use the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English Language Proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
3. Parent/guardian opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English-proficient students of the same age

HUSD's reclassification criteria align with the CDE's requirements as follows:

1. Overall score of 4 on the student's most recent ELPAC SA
2. Teacher evaluation of the student's academic performance
   a. **Elementary:** Teacher agrees that student is performing successfully in all academic areas and report card indicates that student is performing successfully, and any incurred deficits are due to factors unrelated to the student's English language proficiency.
   b. **Secondary:** Students who have a C- or better in English Language Arts (ELA) on their most recent report card, or the ELA teacher agrees that any deficits are unrelated to the student's English language proficiency.
3. Parents/guardians are invited to be a part of the reclassification process by either attending the Reclassification Team meeting at the school or are reached by phone or mail to provide their opinion regarding the reclassification of their student.
4. Students demonstrate English proficiency on a basic skills assessment by any of the following.
   a. **Grades TK-3:** Student performs at grade level as measured by locally determined assessments.
   b. **Grades 4-9 and 12:** Student scores an overall 2 on CAASPP ELA, or an equivalent score on a locally determined assessment for their grade level.
   c. **Grades 10-11:** Student performs at grade level as measured by locally determined assessments.

[22] Available at: https://tinyurl.com/CaEdCode313LTEL

Considerations for Diverse Learners, Including Dually Identified Students

Table 6: Reclassification for Multilingual Learners with Disabilities

Reclassification of Multilingual Learners with Disabilities
HUSD, under the guidance of its Special Education Local Plan Area (SELPA),[23] has adopted an alternative reclassification process for Multilingual Learners with disabilities. If a student's language proficiency is linked to the disability rather than language acquisition, the Individualized Educational Plan (IEP) team and/or the student's case worker will work with the English Learner Specialist, parent(s) or guardian(s), teacher(s), administrator(s), and other stakeholders to determine other criteria for reclassification. This process is highly personalized based on individual student needs and can look different for every student. In addition, the CDE released its *Practitioners' Guide for Educating English Learners/Multilingual Learners with Disabilities*[24] in the summer of 2019. This document provides detailed information on how to best meet the needs of Multilingual Learners with disabilities. The Alternate Reclassification Criteria, below, is taken from pp. 375-377 in this document.
Alternate Reclassification Criteria
The 2022-2023 ELPAC Information Guide[25] states that students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of English Language Proficiency (ELP) and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities. In accordance with federal and state laws, the IEP team may address the individual needs of each Multilingual Learner with a disability, using multiple criteria in concert with the four reclassification criteria in *Education Code §313(f)*.[26] These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student. The following are recommendations for applying the four criteria in *Education Code §313(f)* to reclassification policies regarding Multilingual Learners with disabilities (from the *2022-2023 ELPAC Information Guide*): **Criterion 1: Assessment of English Language Proficiency (ELP) Using an Objective Assessment Instrument** Assessment of ELP using an objective assessment, including but not limited to the ELPAC, is one of four criteria in state law per Education Code §313(f) to be used by LEAs in determining whether a Multilingual Learner should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment

[23] Information available at: https://www.acoe.org/page/1172
[24] Available at: https://drive.google.com/file/d/1uRdbsVIjQHwYxrn-FrmyZZdxhrPH_0Uh/view
[25] Available at: https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide22.docx
[26] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=313.&lawCode=EDC

aligned with the state *California* ELD Standards[27] for reclassification purposes. An alternate assessment may be used to measure the student's ELP on any or all four domains[28] in which the student cannot be assessed using the ELPAC.

For purposes of Title I accountability requirements,[29] a student assessed with a locally determined alternate assessment will receive the lowest obtainable scale score (LOSS) on the ELPAC for each domain tested with an alternate assessment. The IEP team, however, may use the results from the alternate assessment in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and the student's scores on an assessment of basic skills) to determine a student's eligibility for reclassification.

Criterion 2: Teacher Evaluation

The student's academic performance information, which is based on the student's IEP goals for academic performance *and* ELD, should be used for reclassification consideration.

Criterion 3: Parent/Guardian Opinion and Consultation

The parent or guardian should be encouraged to be a participant on the IEP team and in understanding and deciding on the student's reclassification.

Criterion 4: Comparison of Performance in Basic Skills

The student's IEP should identify an assessment of basic skills to meet the guidelines for reclassification (e.g., the *California Alternate Assessment for English Language Arts*). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of Multilingual Learners with disabilities to primary speakers of English with similar disabilities to determine whether the Multilingual Learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.

The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's disabilities.

[27] Available at: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

[28] The four domains of language, as measured by the ELPAC, are reading, writing, listening, and speaking.

[29] From the 2022-2023 ELPAC Information Guide (p. 14), available at: https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide22.docx

Component #3 – Educational Program Options

Educational Programs Offered for Multilingual Learners

Benefits and Alignment to Typologies for Each Multilingual Learner Program Being Offered

The goal of providing research-based program options for Multilingual Learners is to allow them opportunities to reap the academic, cognitive, linguistic, economic, and social-emotional benefits of learning in multiple languages.

In HUSD's K-12 *Structured English Immersion* (SEI) program, the goals are that Multilingual Learners receive the appropriate Tier 1 *Integrated and Designated English Language Development* (ELD) instruction to support their learning of the academic content being taught in English as well as develop full literacy in English.

In the HUSD K-6 Dual Language Immersion (DLI) programs, the goals extend beyond English proficiency to biliteracy, which includes literacy (which includes all four language domains: listening, speaking, reading, and writing) in English and the partner language. The biliteracy goals for Multilingual Learners and the design of the DLI programs include the use of the partner language for instruction even after students have reached the point where they are capable of full participation in mainstream English instruction. Some of the instructions in the *One-Way* and *Two-Way DLI* programs will be delivered in English and some in the partner language.

The goal of providing research-based program options for Multilingual Learners is to allow them opportunities to reap the academic, cognitive, linguistic, economic, and social-emotional benefits of learning in multiple languages.

Educational Programs for Multilingual Learners at the Elementary Level

With the passage of the *California EdGE Initiative* (Proposition 58)[30] in 2016, HUSD remains dedicated to providing rigorous DLI programs for its students.

Each of the three elementary educational programs options available for in HUSD: *SEI*, *One-Way DLI*, and *Two-Way DLI*, benefit any type of Multilingual Learner, as teachers use their knowledge and experience in providing *Integrated ELD* that builds upon the student's linguistic assets and provides greater access to the core curriculum in English. The teachers also provide *Designated ELD* instruction that is based on the student's individual needs to support the student in moving to the next level of proficiency on the *English Language Proficiency Assessments for California* annual summative assessment (ELPAC SA). Most specifically, rigorous and extensive educational research by Drs. Collier and Thomas, leading DLI researchers, indicate that *One-Way DLI* and *Two-Way DLI* programs benefit Multilingual Learners academically and linguistically.[31, 32]

[30] Available at: https://www.cde.ca.gov/sp/el/er/caedge.asp

[31] Articles available at: https://www.thomasandcollier.com/articles

[32] Research data chart from Collier and Thomas's research available at: https://di.gocabe.org/get-started/research/collier-and-thomas-2/

2 Equitable, Coherent, and Sustainable Systems

Each of the three elementary educational program options serves a distinct group of Multilingual Learners, and has specific purposes, foci, and goals for the students enrolled in them. Please refer to Tables 7 – 9, below, for more specific information regarding each educational program option.

Elementary Structured English Immersion (SEI)*

Table 7: Elementary SEI

Elementary Students Served	Research-Based Program Components	Support Options

• All Multilingual Learners (at any English proficiency/ELPAC level, including Newcomers)*	• Instruction is presented predominantly in English.
	• Primary language support may be used to provide students with greater access to the core curriculum in English
	• Teachers use *Integrated ELD* instructional strategies to differentiate the instruction to support Multilingual Learners academically and linguistically as they are learning in English at the same time as they are learning English.
	• Teachers use state- and district-adopted standards-based curriculum and other instructional materials
	• Students receive daily *Designated English Language Development* (ELD) that is designed according to students' ELPAC level
	  ○ Transitional Kindergarten and Kindergarten: 30 minutes
	  ○ 1st – 6th grade: 45 minutes
	• *Integrated ELD* instruction in all content areas utilizing state- and district-adopted standards-based curriculum and other instructional materials
	• Primary language support may be used to provide students with greater access to the core curriculum in English
		• Early Literacy Reading Intervention in English
		• Primary language support as available
		• Tutoring
		• Specialized instruction by English Learner Specialist, reading or literacy specialist
		• Participation in *Benchmark, Strategic*, and/or *Intensive* academic interventions
		• Before- and/or after- school academic support programs
		• Multilingual Learner Summer Academy (if offered/available)
		• Other appropriate services as available

Benefits for Students • Development of high levels of literacy in English • High academic achievement in all core subjects • Multicultural proficiency		

**SEI is an educational program rather than a classroom setting. Multilingual Learners are assigned to an SEI program, not an SEI classroom. When there are Multilingual Learners in the SEI program in a classroom that also has students in the English-instruction-only (also known as Mainstream English) program, it is important that the Multilingual Learners' participation in their educational program is a priority to ensure that they receive the appropriate linguistic and educational support services.*

Elementary One-Way Dual Language Immersion (OWDLI)

In alignment with the *Guiding Principles for Dual Language Education, 3rd Edition*,[33] the goals of the HUSD *One-Way DLI* program are for Multilingual Learners to engage in rigorous academic study in English and Spanish, develop high levels of literacy in Spanish, and in English, as well as develop sociocultural competence.

Table 8: Elementary One-Way DLI

Elementary Students Served	Research-Based Program Components	Support Options

• Multilingual Learners (at any English proficiency/ELPAC level) whose primary language is Spanish, including Newcomers**
• May also include *Initially Fluent English Proficient* (IFEP) and *Reclassified Fluent English Proficient* (RFEP) students, based on Spanish language proficiency level
• Enrollment preferred in TK/K for all students
• Enrollment in this program for native English-speaking students begins no later than the beginning of 1st grade**
• Enrollment in this program in 2nd – 6th grade is explained in Table 10, below.
	• The *One-Way DLI* program uses an 80:20 model in which instruction in Transitional Kindergarten (TK) Kindergarten (K), and 1st grade is 80% in Spanish and 20% in English, with Spanish decreasing 10% and English increasing 10% per year in 2nd – 3rd grade until reaching 50:50 instruction in English and Spanish in 4th – 6th grade, as shown in Figure 8, below.
	• At least two *One-Way DLI* classrooms per grade level (TK-6)
	• Teachers use *Integrated ELD* instructional strategies to differentiate the instruction to support Multilingual Learners academically and linguistically as they are learning in English at the same time as they are learning English.
	• Teachers utilize state- and district-adopted standards-based curriculum and other instructional materials
	• *Integrated Spanish Language Development (SLD)* instruction in all content areas taught in Spanish utilizing state- and district-adopted standards-based curriculum and other instructional materials
	• Cross-linguistic transfer is taught in both English and Spanish as applicable
	• Students receive *Spanish Language Arts* and *English Language Arts* instruction
	• Daily *Designated English Language Development (ELD)* that is designed according to students' ELPAC level.
	  ○ TK/K: 30 minutes
	  ○ 1st – 6th grade: 45 minutes
		• *Early Literacy Reading Intervention* in Spanish or English
		• Multilingual Learner Summer Academy (if offered/available)
		• Specialized instruction by English Learner Specialist, reading, or literacy specialist
		• Bilingual support staff including administrators, reading/intervention specialists, English Learner Specialists, etc.
		• Before- and/or after- school academic support programs
		• Multilingual Learner Summer Academy (if offered/available)
		• Other appropriate services as available

[33] Available at: https://www.cal.org/publications/guiding-principles-3/

2 Equitable, Coherent, and Sustainable Systems

Elementary Students Served	Research-Based Program Components	Support Options
Benefits for Students • Development of high levels of biliteracy (in English and Spanish) • High academic achievement in English and Spanish • Development of sociocultural competence[34]		

***Students in 2nd grade and above who wish to enroll in One-Way DLI and were not previously enrolled in a DLI program must demonstrate proficiency in the partner language appropriate to the grade level to which they are applying. Exceptions require individual approval by the HUSD Multilingual Learner Department.*

[34] From the *Guiding Principles for Dual Language Education, 3rd Edition,* https://www.cal.org/publications/guiding-principles-3/

Elementary Two-Way Dual Language Immersion (TWLI)

In alignment with the *Guiding Principles for Dual Language Education, 3rd Edition*,[35] the goals of the HUSD *Two-Way DLI* program are for Multilingual Learners to engage in rigorous academic study and develop high levels of literacy in their home language (either Spanish or Mandarin) and in English, as well as develop sociocultural competence.

Table 9: Elementary Two-Way DLI

Elementary Students Served	Research-Based Program Components	Support Options
• Multilingual Learners (at any English proficiency/ELPAC level) whose primary language is Spanish or Mandarin, including Newcomers** • May also include *Initial Fluent English Proficient* (IFEP) or *Reclassified Fluent English Proficient* (RFEP) students, based on Spanish or Mandarin language proficiency level. • Enrollment preferred in TK/K for all students • Enrollment in this program for native English-speaking students begins no later than the beginning of 1st grade** • Enrollment in this program in 2nd – 6th grade is explained in Table 10, below.	• The *Two-Way DLI* program uses an 80:20 model in which instruction in Transitional Kindergarten (TK), Kindergarten (K), and 1st grade is 80% in Spanish and 20% in English, with Spanish or Mandarin decreasing 10% and English increasing 10% per year in 2nd – 3rd grade until reaching 50:50 instruction in English and Spanish or Mandarin in 4th – 6th grade, as shown in Figure 8, below. ○ Teaming is an instructional delivery option • At least two *Two-Way DLI* classrooms per grade level (K-6) • *Integrated ELD* instruction is provided in all content areas taught in English utilizing state- and district-adopted standards-based curriculum and other instructional materials • *Integrated Spanish Language Development (SLD)* instruction in all content areas taught in Spanish utilizing state- and district-adopted standards-based curriculum and other instructional materials • *Integrated Mandarin Language Development* (MLD) instruction in all content areas taught in Mandarin utilizing state- and district-adopted standards-based curriculum and other instructional materials • Cross-linguistic transfer is taught in both English and Spanish or Mandarin as applicable • Students receive *Spanish Language Arts or Mandarin Language Arts* and *English Language Arts* instruction	• *Early Literacy Reading Intervention* in Spanish or English • Specialized instruction by English Learner, reading, or literacy specialist • Bilingual support staff including administrators, reading/intervention specialists, English Learner Specialists, etc. • Before- and/or after- school academic support programs • Multilingual Learner Summer Academy (if offered/available) • Other appropriate services as available

[35] Available at https://www.cal.org/publications/guiding-principles-3/

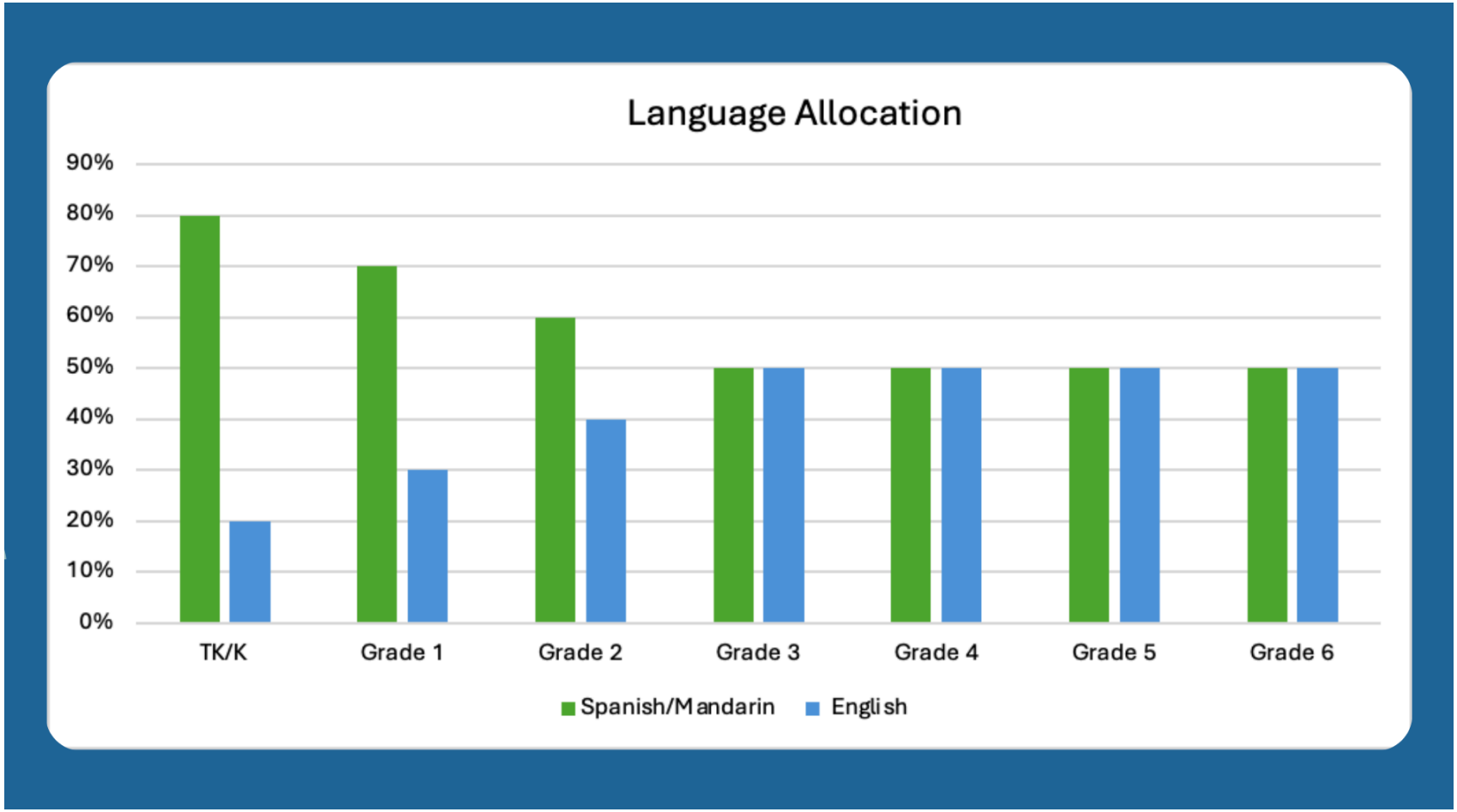
2 Equitable, Coherent, and Sustainable Systems

Elementary Students Served	Research-Based Program Components	Support Options
Benefits for Students • Development of high levels of biliteracy (in English and Spanish) • High academic achievement in English and Spanish • Development of sociocultural competence[36]	• Daily *Designated English Language Development (ELD)* that is designed according to the Multilingual Learners' ELPAC level. ○ TK/K: 30 minutes ○ 1st – 6th grade: 45 minutes	

***Students in 2nd grade and above who wish to enroll in Two-Way DLI and were not previously enrolled in a DLI program, must demonstrate proficiency in the language appropriate to the grade level to which they are applying. Exceptions require individual approval by the HUSD Multilingual Learner Department.*

[36] From the *Guiding Principles for Dual Language Education, 3rd Edition,* available at https://www.cal.org/publications/guiding-principles-3/

Figure 5: **Dual Language Immersion (DLI) 80:20 Program Model**



HUSD offers a Mandarin pathway that continues into middle and high school, which incorporates Mandarin language arts and Mandarin as a world language.

Table 10: Dual Language Program Placement Procedures for Students in 2nd – 6th Grade

Who	Previous Enrollment	Placement Criteria
2nd – 6th grade student who wishes to participate in a DLI program who is not currently enrolled in a DLI program *and* whose primary language is the partner language of the DLI program	HUSD student who was waitlisted for a DLI program	Assessment in the partner language indicates that the student's proficiency is at or near grade level proficiency.
	Transfer student from another district in the US	
	Transfer student from outside the US (e.g., an international school)	
2nd – 6th grade student who wishes to participate in a DLI program who was previously enrolled in a DLI program with the same partner language regardless of the student's primary language	Transfer student from another district in the US	Assessment in the partner language indicates that the student's proficiency is at or near grade level expectations ***or*** Other verification of partner language proficiency from the previous school district
	Transfer student from outside the US (e.g., an international school)	

Secondary Multilingual Learner Educational Programs

HUSD provides all Multilingual Learners with access to well-articulated, standards-based educational programs. Language support for Multilingual Learners takes place across all content areas through the provision of *Integrated ELD* in courses taught in English and primary language support for courses taught in Spanish.

There are currently two Multilingual Learner educational programs offered at the secondary level. They include *Structured English Immersion* (SEI), and *World House* (WH). In addition, HUSD is developing a *Dual Language Immersion* (DLI) pathway for secondary students. Each of these programs serves a distinct group of secondary Multilingual Learners, and has specific purposes, foci, and goals for the students enrolled in them. Please refer to the educational program descriptions in Tables 11 – 12, below, for more specific information.

Secondary Structured English Immersion (SEI)

Table 11: Secondary SEI

Secondary Students Served	Research-Based Program Components	Support Options
• All Multilingual Learners (at any English proficiency/ ELPAC level), including Newcomers***	• One period each day of *Designated English Language Development* (ELD) that is designed according to students' ELPAC level, through the SEI English Language Arts (ELA) (notated as Sheltered courses in the course catalog) courses at students' grade levels. • Integrated ELD instruction is provided in all content areas utilizing state- and district-adopted standards-based curriculum and other instructional materials	• Primary language support through Bilingual Instructional Assistants (BIAs) • Tutoring • Specialized instruction or MTSS Tier II or III intervention by English Learner, reading, or literacy specialist • Participation in Tier II and Tier III academic interventions (based on need and availability at each school site) • Before- and/or after- school academic support programs • Other appropriate services as available
Benefits for Students		
• Development of high levels of literacy in English • High academic achievement in core subjects • Maintain access to all other educational programs (e.g., Career and Technical Education, Visual and Performing Arts)		

*** *SEI is an educational program rather than a classroom setting. Multilingual Learners are assigned to an SEI program, not an SEI classroom. When there are Multilingual Learners in the SEI program in a classroom that also has students in the English-instruction-only (also known as Mainstream English) program, it is important that the Multilingual Learners' participation in their educational program is clearly identified to ensure that they receive the appropriate services.*

Secondary World House (WH)

The WH program serves secondary Newcomer Multilingual Learners at any English proficiency/ELPAC level. WH is currently offered at *César Chávez Middle School* and *Tennyson High School* as a *"school-within-a-school"* program. If the WH program is not offered at the student's home school, then the district will offer transportation from their home school to the WH school and back to their home school each day.

WH provides very specific and unique support for secondary Newcomer Multilingual Learners, as shown in Table 12, below.

Table 12: Secondary World House

Secondary Students Served	Research-Based Program Components	Support Options
• Newcomer Multilingual Learners (at any English proficiency/ELPAC level) **Benefits for Students** • Development of high levels of literacy in English while maintaining or developing literacy in primary language • High academic achievement in core subjects • Maintain access to all other educational programs (e.g. Career and Technical Education, Visual and Performing Arts)	• Instruction is presented predominantly in English. • Primary language support may be used to provide students with greater access to the core curriculum in English • Teachers use *Integrated ELD* instructional strategies to differentiate the instruction to support Multilingual Learners academically and linguistically as they are learning in English at the same time as they are learning English. • Teachers use state- and district-adopted standards-based curriculum and other instructional materials. • Students receive one period each day of *Designated English Language Development* (ELD) that is designed according to students' ELPAC level. • Primary language instruction is provided to support students in learning content and concepts in their home language (Spanish) while they are acquiring proficiency in English.	• Primary language support through teacher or Bilingual Instructional Assistants (BIAs) • Tutoring • Specialized instruction or MTSS Tier II or II intervention by English Learner specialist • An Assistant Principal at Tennyson High School to support the WH program • Unique courses specifically designed to support secondary Newcomer Multilingual Learners (ELD Fundamentals, ELD 1-3, Math 1/2, content area courses taught in Spanish) • Supplementary materials aligned with the ELD standards for the ELD courses • Supplemental materials for math courses taught in Spanish • Participation in Tier II and Tier III academic interventions (based on need and availability at each school site) • Before- and/or after- school academic support programs • Migrant Program Specialist provides regular outreach to students who qualify for the Migrant Education Program

WH Courses

Detailed course descriptions are available in the *HUSD Course Catalog*[37]

- **English Language Development (ELD) Fundamentals**
  HUSD has a population of *Students with Limited or Interrupted Formal Education* (SLIFE). These students, often arriving from traumatic circumstances, typically have not yet begun to develop literacy in English, have not had the opportunity to develop high levels of literacy in their primary language, and may have missed multiple prior years of schooling. These students need a foundation in English literacy to have access to the secondary core curriculum and are placed in *ELD Fundamentals* before taking ELD 1. This ELD class is offered exclusively at the WH sites.

- **ELD 1 and ELD 2**
  These classes are assigned based on a student's ELPAC level. Both courses are year-long and meet for two periods per day. Both are steeped in the *California ELD Standards*[38] and the *California ELA/ELD Framework*.[39] Semester 2 of ELD 1 and both semesters of ELD 2 qualify for HUSD graduation credits in English. These ELD classes are offered exclusively at WH sites.

- **ELD 3**
  ELD 3 is a one-year college-prep course that meets for one period per day. Students are placed in this class based on their ELPAC level and are expected to enter *Mainstream English* or *Structured English Immersion* (SEI) ELA courses (notated as sheltered courses in the course catalog) after completion of ELD 3.

- **Content Area Courses Taught in Spanish**
  Content area courses taught in Spanish are offered for students whose primary language is Spanish (approximately 80% of the WH population), depending on how many teachers are available. Generally, college prep and grade-level courses in math, science, and social science are offered as in Spanish at WH. The goal of these courses is to ensure that students have access to grade level content while acquiring sufficient proficiency in English to transition to these content area courses taught in English.

[37] The *HUSD Course Catalog* is available at https://tinyurl.com/HUSDCourseCatalog
[38] Available at: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
[39] The *California ELA/ELD Framework* is available at: https://www.cde.ca.gov/ci/rl/cf/

WH Course Progression

Table 13: Typical Course Progression for High School Multilingual Learners

Course Type	Typical Course Progression for World House Students					
ELD or **ELA**[40]	ELD Fundamentals[41]	ELD 1	ELD 2	ELD 3	English 9-12P[42] Sheltered	English 9-12P
Math	Math 1/2 Bilingual[43]	• Algebra Support Bilingual • Algebra P Bilingual[44] • Geometry P Bilingual • Algebra II P Bilingual		Sheltered math courses		Mainstream English math courses
Other Core Content	• Biology P Bilingual[45] • Chemistry P Bilingual • World History P Bilingual • US History P Bilingual • Health Sheltered			Sheltered content area courses		Mainstream English content area courses
Electives	Mainstream English electives with BIA support					

[40] *The HUSD Multilingual Department recommends that students enrolled in ELD Fundamentals, ELD 1, ELD 2, and ELD 3 progress to the next level each year, unless they receive a failing grade.*

[41] ELD Fundamentals is specifically designed for SLIFE students, but it is not necessarily a prerequisite for ELD 1.

[42] Courses with a "P" denotes ones that are College Preparatory and meet A-G requirements.

[43] Math 1/2 is specifically designed for SLIFE students, but it is not necessarily a prerequisite for other math courses.

[44] Bilingual content area courses are taught in Spanish due to the high proportion of Spanish speakers in WH. If a student's primary language is not Spanish, they will be placed in an SEI content area course with primary language support from a BIA.

[45] See above footnote.

Recommendations for Long-Term English Learners (LTELs)

High schools must provide opportunities to students which allow access to college preparatory courses and electives. The HUSD Multilingual Department and *Multilingual Learner Master Plan* recommend that each site consider the following approach to meeting the needs of this population.

HUSD 4-Pronged Approach to Serving LTELs[46]

1. An academic language/literacy course (or other instructional scaffolds embedded within an existing course, such as *Structured English Immersion* [SEI] ELA, or ELA Sheltered) compatible with meeting the needs of LTELs
2. Family and community engagement practices that maximize the student → school → family connection and ensure that parents/guardians are well-informed and equipped to advocate for their students' unique needs.
3. Peer mentoring scenarios in which LTELs are in direct contact with a high-performing peer who can serve as a mentor, advocate, and role model (possibly a student who is enrolled in the *Advancement Via Individual Determination* [AVID] or *Puente Program*)
4. Academic plans as part of the *Plan for Growth* (as embedded within the Multilingual Learner monitoring process) that support and empower each Multilingual Learner to reach and maintain a high level of academic performance to ensure full access to college and career preparatory courses, and ultimately maximize their postsecondary options

Mainstream English Options for Secondary Multilingual Learners

In addition to the educational program options described above, secondary Multilingual Learners who are placed in *Mainstream English* classes also have access to high-level and college-preparatory courses, including the *Puente Program* (grades 7-12), the AVID program (grades 6-12), Honors/AP courses (grades 10-12), and Regional Occupational Program (ROP) courses (grades 10-12).

California State Seal of Biliteracy

The California *State Seal of Biliteracy* is a prestigious award for California high school seniors upon graduation who meet rigorous criteria, including a written exam and interview conducted in a language other than English. HUSD is a participating district for the California State Seal of Biliteracy. Please see the California Department of Education's website for more information on the specific requirements for the California State Seal of Biliteracy.[47] The requirements are summarized below in Table 14.

[46] *4-pronged Framework* was inspired by Moreno Valley Unified School District

[47] Available at: https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp

Table 14: California Seal of Biliteracy Requirements

California State Seal of Biliteracy Requirements
1. Complete all English language arts (ELA) requirements for graduation with an overall GPA of 2.0 or above in those classes.
2. Pass the CAASPP ELA in grade 11 with a score of 3 (Standard Met) or higher.
3. Achieve proficiency in one or more language(s) in addition to English, demonstrated through any **one** of the following methods: • Pass a foreign language Advanced Placement (AP) exam with a score of 3 or higher, **or** an International Baccalaureate (IB) exam with a score of 4 or higher • Successfully complete a 4-year high school course of study in a foreign (world) language with an overall GPA of 3.0 or above in that course of study, and oral proficiency comparable to that required to pass an AP or IB exam • Pass the SAT II Foreign Language Exam with a score of 600 or higher • **Or**, if no AP or other "off the shelf" exam exists, the student can pass an exam, at the proficient level or higher, created by the district or another entity which assesses reading, writing, listening, and speaking.[48]
4. (Multilingual Learner only) Attain the level demonstrating English language proficiency on the ELPAC (or any previous or successor English language proficiency assessment) in any grade level, TK-12.

[48] A student who seeks to qualify for the State Seal of Biliteracy through a language that is not characterized by listening, speaking, or reading (e.g., American Sign Language), or for which there is no written system, shall pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.

Pathways to Biliteracy

HUSD, in accordance with California Department of Education's Biliteracy Pathways Recognitions,[49] supports students on their path to biliteracy. HUSD awards all sixth graders who are enrolled in a DLI program with a *Biliteracy Program Participation Award*. The Biliteracy Attainment Recognition Award is given to sixth grade students who meet the proficiency standards in English and either Spanish or Mandarin. This recognition is aligned with the *State Seal of Biliteracy* requirements and is an indication that, if a student continues on this path through high school, they will be prepared to meet the requirements to earn the *State Seal of Biliteracy*.

[49] Available at: https://www.cde.ca.gov/sp/el/er/blitoverview.asp

Component #4 – Staffing

Options for Staffing Multilingual Learner Programs, Including Recruitment and Retention Plans

Staff Certification for Multilingual Learner Educational Programs

HUSD ensures that all teaching personnel whose assignment includes Multilingual Learners hold appropriate certification to provide the students with the required instructional services. Any teacher with an assignment that includes providing English Language Development (ELD), including *Integrated and/or Designated ELD* (formerly *Specially Designed Academic Instruction in English* [SDAIE])[50] and/or primary language instruction must be properly authorized or "actively pursuing" authorization, with a signed agreement on file in the Human Resources (HR) Department. Teacher hiring and placement is based on student and program needs. The appropriate credentials for the Multilingual Learner educational program options are listed in Appendix E.

Staff Configuration: Teachers for Multilingual Learner Educational Programs

HUSD ensures that all certificated employees whose assignment includes working with Multilingual Learners hold the appropriate certification to provide necessary instructional services and support for Multilingual Learners. Teachers assigned to provide ELD, *Structured English Immersion* (SEI), and primary language instruction must be properly authorized or "actively pursuing" authorization. The hiring and placement of teachers is based on student and program needs.

Staff Configuration: Bilingual Instructional Assistants (BIAs) for Multilingual Learner Educational Programs

HUSD ensures that all classified employees whose assignment includes working with Multilingual Learners are qualified to provide necessary support for Multilingual Learners. The hiring and placement of *Bilingual Instructional Assistants* (BIAs) is based on Multilingual Learner student and Multilingual Learner educational program needs. Site administrators and staff consider the number of Multilingual Learners, the site categorical budget, and the need for specific primary language services at the school to be provided by BIAs.

Staff Configuration: Assessment Technicians

HUSD ensures that all Multilingual Leaners are assessed both initially and annually through the English Language Proficiency Assessment for California (ELPAC) Initial Assessment (IA) and Summative Assessment (SA). HUB Assessment Technicians facilitate the ELPAC IA at the Parent Resource HUB, and provide support across the district with the ELPAC SA during the testing window.

Teacher Vacancies and Plan to Remedy: New Hires and Veteran Teachers

When there are bilingual positions open for the district, the district Human Resources staff actively recruits and hires teachers to fill such positions who hold the appropriate credentials or authorization or who are eligible for an emergency permit or waiver. If fully credentialed candidates holding a BCLAD, BILA, or CLAD are not available, teachers "actively pursuing" a *Bilingual Authorization* (BILA) or Cross Cultural, Language, and Academic Development (CLAD) Certificate can fill the positions as long as they hold the appropriate emergency permit or waiver and complete all requirements within the required time specifications (3 years for CLAD and BILA).

[50] See footnote on p. 106 of the ELA/ELD Framework for an explanation of the status of SDAIE: https://www.cde.ca.gov/ci/rl/cf/

In the spring of each academic year, a team consisting of the Director of Certificated Personnel, the Directors of School Leadership and Accountability, site administrators, and other related staff members meet to review staffing needs for the educational programs for Multilingual Learners for the upcoming school year.

Recruitment Procedures: Teachers for Multilingual Learner Educational Programs

The Director of Multilingual Learner Programs and Services works closely with the Assistant Superintendent of Human Resources, the Director of Certificated Personnel, and the Human Resources Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district's approach to recruitment of teachers for Multilingual Learners.

1. Beginning in February, each school principal is informed of the numbers of qualified teachers needed to fully implement the Multilingual Learner educational programs at the site, as directed by the district's *Multilingual Learner Master Plan*.
2. Vacancies are posted as necessary, listing required *Commission on Teacher Credentialing* (CTC) authorizations for the positions. Working together, district HR staff and site administrators hire appropriately credentialed teachers for specific programs requiring their specialized expertise.
    a. When there are not enough fully credentialed teachers available to fill all the posted vacancies, the teachers who are hired for these assignments will work with the HR staff to apply for the appropriate emergency permit or waiver. The teachers must enroll in approved training programs or pass the required exams for the necessary authorizations.
3. Advertising and aggressive recruitment efforts are undertaken, internally and externally, until all positions are filled. These efforts include, but are not limited to, attending the *California Association of Bilingual Education* (CABE), *Association of Teachers of Dual Language Education* (ATDLE), *National Association of Bilingual Education* (NABE), *Teaching English to Speakers of Other Languages* (TESOL) conferences, college job fairs, etc.

Recruitment Procedures: Bilingual Instructional Assistants (BIAs)

The Director of Multilingual Learner Programs and Services works closely with the Assistant Superintendent of Human Resources, the Executive Director of Classified Personnel, and the HR Department staff on issues of recruitment, interviews, and recommendations to site administrators of Bilingual Instructional Assistants (BIAs). The following steps taken each year constitute the district's approach to recruitment of BIAs.

The recruitment procedure for BIAs is as follows:

1. Positions are initially advertised through the district website, Neo-Gov (www.governmentjobs.com), EdJoin, and through internal district bulletins.
    a. Position announcements indicate the language requirements for the position(s).
2. Applications from internal applicants are accepted during the open recruitment period and once a pool of applications is collected, the required testing for the position takes place.
3. For those positions that remain unfilled after the internal recruitment, testing, interviews, and selection process is completed, external advertising and recruitment efforts are undertaken until all positions are filled.

Hiring Priorities and Procedures

1. Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement in primary language classrooms. If there are additional BCLAD teachers available, then the first priority is assigning them to an SEI setting with a high concentration of Emergent students.
2. The second priority is CLAD or equivalent certified teachers. These teachers are placed in SEI and mainstream programs with Multilingual Learners. They may receive support from bilingual paraeducators who use the primary language to clarify, explain, motivate, and direct students.
3. The third priority is bilingual teachers who do not yet have BCLAD authorization and who may be assigned to designated bilingual classrooms. These potential BCLAD teachers must gain BCLAD certification within a five-year period.
4. The fourth priority is for teachers who are in the process of obtaining a CLAD or equivalent credential. Such teachers have three years to gain CLAD authorization.

Hiring Priorities and Procedures for Teachers and Bilingual Instructional Assistants (BIAs)

1. Highest priority is placed on the hiring of BCLAD/BILA or equivalent teachers and their subsequent placement in primary language classrooms. If there are additional of these teachers available, then the first priority is assigning them to an SEI setting with a high concentration of Multilingual Learner students at the Emerging level of English proficiency.
2. The second priority is CLAD or equivalent certified teachers. These teachers are placed in SEI and Mainstream English programs with Multilingual Learners. They may receive support from bilingual paraeducators who use the primary language to clarify, explain, motivate, and direct students.
3. The third priority is bilingual/biliterate teachers who do not yet have a BCLAD or a BILA and who may be assigned to designated bilingual classrooms. These potential BILA teachers must complete their BILA within three years.
4. The fourth priority is for teachers who are in the process of obtaining a CLAD certificate. These potential CLAD teachers must complete their CLAD certificate within three years.

Job applications, screening, eligibility interviews, and onboarding procedures for both certificated and BIA positions are handled by the district Human Resources Department. Candidates who pass the initial eligibility process are available for site administrators to interview and to recommend for hire for their respective sites.

Rationale for Staffing Based on State Requirements

Appropriate Use of Bilingual Instructional Assistants

HUSD provides Bilingual Instructional Assistants (BIAs), that are bilingual/biliterate in English and students' primary languages to support Multilingual Learners. BIAs contribute specialized skills to the Multilingual Learner educational programs and work and plan closely with the full instructional team. When the teacher does not hold a BCLAD/BILA, the BIA works in concert with a CLAD teacher to provide primary language support to clarify, direct, support, and explain facts and concepts to the Multilingual Learners in the class.

The most important priority for a BIA's assignment is support for Multilingual Learners in the classroom. BIAs ensure comprehensible core content instruction for all subjects taught in English. BIAs are not responsible for Designated ELD instruction. BIAs may also assist with the full spectrum of language needs outside the classroom:

- Parent/guardian-teacher conferences and notifications
- English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings
- Supporting the English Language Proficiency Assessments for California (ELPAC) testing
- Primary language testing
- Oral interpretation and/or written translations

The HUB has a number of BIAs that support district-wide interpreting and translating needs. These BIAs are also available to interpret or translate documents for all sites based on availability and the site's categorical funds if work is requested outside of the BIAs' work hours.

HUSD uses central Title III/Immigrant funds to fund BIA positions, and the Multilingual Department works to ensure that the BIAs are able to provide support in multiple languages. The budgetary funds to support BIA's full-time equivalents (FTEs) are allocated based on the students' primary languages. HUSD has worked with the WH sites to provide separate FTE allocations to ensure that the sites are able to provide enough teachers and courses to meet the ever-changing needs of their Multilingual Learner student population that typically grows throughout the year.

SECTION 3

Equity-Driven Processes, Evidence-Based Programs and Practices

Component #5 – Access to Core Curriculum

Component #6 – English Language Development

Rationale for Access to the Core Curriculum

Access to Core Curriculum Provided by Educational Programs

Hayward Unified School District (HUSD) is dedicated to providing rigorous educational programs for all students, including Multilingual Learners. HUSD Board Policy 6174 on Multilingual Learner instruction states, "*English Learners [Multilingual Learners] shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.*"[51]

HUSD offers three educational program options for Multilingual Learners[52] to provide them greater access to the core curriculum:

- *Structured English Immersion* (SEI)
- *One-Way Dual Language Immersion* (DLI; offered in Spanish)
- *Two-Way Dual Language Immersion* (DLI; offered in Spanish or Mandarin)

The educational programs, above, provide Multilingual Learners with access to a challenging curriculum and instruction that support the development of their proficiency in English as rapidly and effectively as possible while facilitating their academic achievement in the district's course of study.

[51] Available at: http://www.gamutonline.net/district/hayward/DisplayPolicy/909115/6

[52] Educational programs for Multilingual Learners are described in Tables 7-9, 11, 12, and 13 in Component #3, above.

3 Equity-Driven Processes, Evidence-Based Programs and Practices

Expectations for Rigorous Standards-Based Instruction for Multilingual Learners

The *English Learner Roadmap*[53] affirms that Multilingual Learners are to engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through primary language instruction and scaffolding. Multilingual Learners in HUSD have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Best Practices for All Multilingual Learners

Best, first instruction for Multilingual Learners will be differentiated based on the students' primary language writing systems, as well as their experiences with literacy in their primary language. For example, students who are literate in a language that uses the Latin alphabet (such as Spanish) will be able to transfer decoding and writing skills more easily than a student who is literate in a language with a non-Latin alphabet (such as Arabic, Korean, or Russian) or a language with a symbol-based writing system (such as Chinese). Similarly, students who are literate in a language related to English (such as Spanish) will be able to use knowledge of cognates (words with similar meaning and spelling in both languages), whereas students who are literate in languages unrelated to English (such as Arabic, Chinese, or Korean) will not.

As stated in Chapter 6 of the *ELD Standards*,[54] Multilingual Learners must systematically receive instruction in foundational literacy skills in the primary grades and be able to apply them in the upper elementary grades to build their reading skills in English. Instruction for Multilingual Learners in oral language knowledge, skills, and abilities must be explicit, intensive, and extensive. In addition to emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension, to be successful in reading English, Multilingual Learners must develop proficiency in listening and speaking skills in English that cover the depth and breadth of both social and academic vocabulary, as well as grammatical structures, while also developing foundational skills in reading and writing English. This occurs with the provision of both *Integrated ELD* across the content areas and daily *Designated ELD* instruction.

Academic and Language Development Expectations for Elementary Multilingual Learners

In Tables 14 and 15, HUSD lays out expectations for the level of achievement and language development that elementary Multilingual Learners should attain as they progress through HUSD elementary schools. In addition to the specified program model, these benchmarks are built around two parameters: (1) The student's performance level as determined by the *English Language Proficiency Assessments for California* (ELPAC) at the end of the academic year, and (2) the number of years in their educational program. Multilingual Learners' expected progress as measured on ELPAC assessments will be based on the ELPAC Summative Assessment score that they receive their first year in the district. For example, a student whose ELPAC score at the end of their first year is at the lower end of Level 3 will be expected to receive a score at the upper end of Level 3 by the end of their second year in the district.

[53] Available at: https://www.cde.ca.gov/sp/el/rm/

[54] Available at: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Table 14: Expected Benchmarks for Elementary Multilingual Learners in Structured English Immersion and English Mainstream Programs

ELPAC LEVELS	LEVEL1	LEVEL 2	LEVEL 2	LEVEL 3	LEVEL 3	LEVEL 4
ELD Overall Performance Level Descriptors	***Emerging/ Novice****	***Low Expanding/ Intermediate****	***Mid- Expanding***	***Upper Expanding***	***Lower Bridging***	***Higher Bridging***
Timeline toward reclassification based on ELPAC overall score at time of initial enrollment year*	1st year***	2nd year	3rd year	4th year	5th year	Reclassification
		1st year***	2nd year	3rd year	4th year	Reclassification
			1st year***	2nd year	3rd year	Reclassification
				1st year***	2nd year	Reclassification
					1st year***	Reclassification
(CAASPP) English Language Arts (ELA)	Standard Not Met	Standard Nearly Met	Standard Nearly Met *(Progress within scale score range)*	Standard Nearly Met *(Progress within scale score range)*	Standard Met or Exceeded	Standard Met or Exceeded
District Standards-Based Benchmark Assessments (K-6) in ELA	Standard Not Met	Standard Nearly Met	Standard Nearly Met *(Progress within scale score range)*	Standard Nearly Met *(Progress within scale score range)*	Standard Met or Exceeded	Standard Met or Exceeded

**Novice* refers to the lowest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

***Intermediate* refers to the highest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

****1st year refers to the first time the student took the test. (Initial Assessment [IA]; thereafter, students are tested annually).*

Table 15: Expected Benchmarks for Elementary Multilingual Learners in Dual Language Immersion Programs

ELPAC LEVELS	LEVEL1	LEVEL 2	LEVEL 2	LEVEL 3	LEVEL 3	LEVEL 4
ELD Overall Proficiency Level Descriptors	***Emerging/ Novice****	***Low Expanding/ Intermediate****	***Mid- Expanding***	***Upper Expanding***	***Lower Bridging***	***Higher Bridging***
Timeline toward reclassification based on ELPAC overall score at time of initial enrollment year*	1st year***	2nd year	3rd year	4th year	5th year	Reclassification
		1st year***	2nd year	3rd year	4th year	Reclassification
			1st year***	2nd year	3rd year	Reclassification
				1st year***	2nd year	Reclassification
					1st year***	Reclassification
(CAASPP) English Language Arts (ELA)	Standard Not Met	Standard Nearly Met	Standard Nearly Met *(Progress within scale score range)*	Standard Nearly Met *(Progress within scale score range)*	Standard Met or Exceeded	Standard Met or Exceeded
District Standards-Based Benchmark Assessments (K-6) in ELA	Standard Not Met	Standard Nearly Met	Standard Nearly Met *(Progress within scale score range)*	Standard Nearly Met *(Progress within scale score range)*	Standard Met or Exceeded	Standard Met or Exceeded
District Standards Based Benchmark Assessments (K-6) Second Language Assessment	Benchmark in L1****	Benchmark in L1****	Benchmark in L1****	Benchmark in L1****	Benchmark in L1****	Benchmark in L1****

**Novice* refers to the lowest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

***Intermediate* refers to the highest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

****1st year refers to the first time the student took the test. (Initial Assessment [IA]; thereafter, students are assessed annually).*

*****Students instructed and assessed in their primary language (L1) are expected to move more quickly to demonstrate benchmark and proficient levels in academic assessments given in their L1.*

Academic and Language Development Expectations for Secondary Multilingual Learners

Secondary Multilingual Learners are expected to make progress towards proficiency at a similar pace as their elementary counterparts. In Table 16 below, HUSD lays out expectations for the level of achievement and language development that secondary Multilingual Learners should attain as they progress through HUSD secondary schools. In addition to the specified program model, these benchmarks are built around two parameters: (1) The student's performance level as determined by the ELPAC at the end of the academic year, and (2) the number of years in their educational program. Multilingual Learners' expected progress as measured on ELPAC assessments will be based on the ELPAC score that they receive their first year in the district. For example, a student whose ELPAC score at the end of their first year is at the lower end of Level 3 will be expected to receive a score at the upper end of Level 3 by the end of their second year in the district.

Table 16: Expected Benchmarks for Secondary Multilingual Learners in *Structured English Immersion* or *English Language Mainstream* Programs

ELPAC LEVELS	LEVEL1	LEVEL 2	LEVEL 2	LEVEL 3	LEVEL 3	LEVEL 4
ELPAC Overall Performance Level Descriptors	***Emerging/ Novice****	***Low Expanding/ Intermediate****	***Mid- Expanding***	***Upper Expanding***	***Lower Bridging***	***Higher Bridging***
Timeline toward reclassification based on ELPAC overall score at time of initial enrollment year*	1st year***	2nd year	3rd year	4th year	5th year	Reclassification
		1st year***	2nd year	3rd year	4th year	Reclassification
			1st year***	2nd year	3rd year	Reclassification
				1st year***	2nd year	Reclassification
					1st year***	Reclassification
(CAASPP) English Language Arts (ELA)	Standard Not Met****	Standard Nearly Met****	Standard Nearly Met**** *(Progress within scale score range)*	Standard Nearly Met**** *(Progress within scale score range)*	Standard Met or Exceeded****	Standard Met or Exceeded

**Novice* refers to the lowest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

***Intermediate* refers to the highest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

****1st year refers to the first time the student took the test. (Initial Assessment [IA]; thereafter, students are assessed annually).*

*****Students take the CAASPP ELA assessment in 7th and 8th grade and then in 11th grade. They do not take the assessment in 9th, 10th, or 12th grade.*

Multilingual Learner Access to Advanced Placement, Honors, Gifted and Talented, Advancement Via Individual Determination, Puente, Regional Occupational, and College and Career Preparedness Programs

Access to the Core Instructional Program for Secondary Multilingual Learners

In addition to the placements and interventions described throughout this plan, secondary Multilingual Learners must also have access to high-level and college-preparatory courses, including the following:

- Advanced Placement (AP) courses (grades 10-12)
- Honors courses (grades 10-12)
- Gifted and Talented Education (GATE) program,
- Advancement Via Individual Determination (AVID) Program (grades 6-12)
- Puente program (grades 7-12)
- Regional Occupational program (grades 10-12)
- College and Career Preparedness program

This is consistent with California Education Code section 60811.8, which reads, "…a middle or high school pupil who is classified as an English learner [Multilingual Learner], except as specified in subdivision (d), shall not be denied participation in the standard instructional program of a school…" This provision also includes that Multilingual Learners are not denied access to advanced courses, including honors or advanced placement, "solely on the basis of [their] classification as an English learner [Multilingual Learner]."[55]

[55] Available at: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2735

The Role of English Language Development (ELD) in Accessing the Core Curriculum

Multilingual Learners face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education recognize that both *Designated and Integrated English Language Development* (ELD) are an integral part of a comprehensive program for every Multilingual Learner to meet their grade level linguistic and academic goals.

ELD is provided for all Multilingual Learners that is differentiated based on their English language proficiency level (from the California *ELD standards*:[56] *Emerging, Expanding, or Bridging*, as shown below in Table 17) and the ELD standards for their grade level and their ELPAC performance level (on a scale of 1 to 4). Support appropriate for the ELD proficiency level is provided, as shown in Table 17.

The California Department of Education (CDE) and the State Board of Education recognize that both Designated and Integrated English Language Development (ELD) are an integral part of a comprehensive program for every Multilingual Learner to meet their grade level linguistic and academic goals.

[56] Available at: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Table 17: English Language Development (ELD) standards proficiency level descriptors (PLDs)[38]

Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →		
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners ***enter*** the Emerging level having limited receptive and productive English skills. As they ***progress through*** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon ***exit*** from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners ***progress through*** the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners ***progress through*** the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon ***exit*** from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need ***varying linguistic support, depending on the linguistic and cognitive demand of the task.***	**General Extent of Support**						
	Substantial Students at the ***early stages*** of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **substantial** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be **moderate or light** for familiar tasks or topics.		**Moderate** Students at the ***early stages*** of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided **moderate** linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be **light** for familiar tasks or topics.		**Light** Students at the ***early stages*** of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **light** linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		**Occasional** Students who have ***exited*** the Bridging level benefit from **occasional** linguistic support in their ongoing learning of English.

The standards operate on this continuum to intentionally guide teachers in their planning to best meet students' diverse language needs according to their proficiency level. On the *Emerging* end of the proficiency continuum, the ELD standards recognize and leverage Multilingual Learners' rich language backgrounds, while on the *Bridging* end, the standards acknowledge that learning English (and indeed any second language) is truly a lifelong endeavor.

Different than the proficiency level descriptors (PLDs) from the ELD standards, the performance level descriptors (also PLDs) from the ELPAC describe the Multilingual Learner's performance on the summative assessment.

Table 18: ELPAC Summative Assessment Performance Level Descriptions[57]

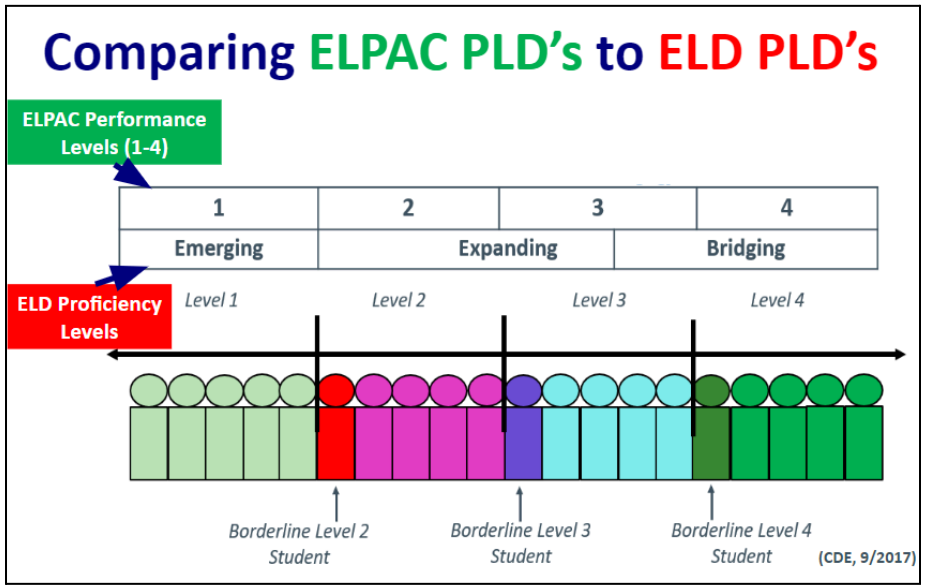
Level	ELPAC Summative Assessment Performance Level Descriptions
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

[57] Available at: https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp

3 Equity-Driven Processes, Evidence-Based Programs and Practices

Given that teachers are provided with their Multilingual Learners' ELPAC performance levels and not their ELD proficiency levels by the state, it is critical that they be able to connect the ELPAC performance level to the corresponding ELD proficiency level for each student to guide the support provided during *Integrated* and *Designated* ELD instruction. The relationship between the ELD proficiency level descriptors (PLDs) and the ELPAC performance level descriptors (PLDs) is demonstrated in Figure 6, below.

Figure 6. Correlation between ELD proficiency levels and ELPAC performance levels[58]



As a comprehensive approach to ELD, the California *English Language Arts/English Language Development (ELA/ELD) Framework*[59] states:

> *English Learners [Multilingual Learners] at all English proficiency levels and at all ages require **both** Integrated ELD **and** specialized attention to their particular language learning needs, or Designated ELD.*[60]

The HUSD educational programs for Multilingual Learners include *Integrated ELD* and *Designated ELD* to provide access to the core curriculum in English.

Integrated ELD

Integrated ELD is defined in *California Code of Regulations, Title 5 [5 CCR]* Section 11300[a] as:

> *…instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes Specially Designed Academic Instruction in English.*[61]

Integrated ELD is described in the ELA/ELD Framework[62] as shown in Figure 7, below.

[58] Adapted from California Department of Education presentation, September 2017

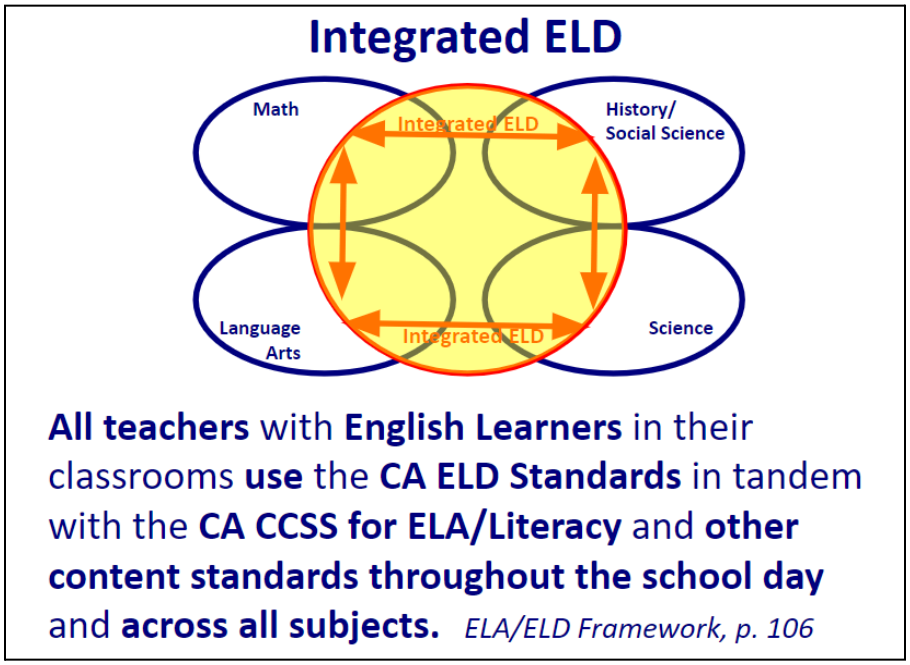
[59] Available at: https://www.cde.ca.gov/ci/rl/cf/

[60] California ELA/ELD Framework, p. 119

[61] Available at: https://www.cde.ca.gov/sp/el/er/edgeregsedcode.asp

[62] Available at: https://www.cde.ca.gov/ci/rl/cf/

Figure 7. Integrated ELD definition and visual[63]



Teachers, both elementary and secondary, are required to provide *Integrated ELD* across all content areas daily (i.e., Math, Language Arts, Science, etc.) for the Multilingual Learners in their classrooms, even if there is only one. Teachers use the *ELD Standards*[64] along with the subject-specific content standards to provide *Integrated ELD* instruction for all Multilingual Learners to support their acquisition of English as they simultaneously learn content knowledge taught in English. Multilingual Learners develop English primarily through strategic, structured, and meaningful interactions with others and through intellectually rich content, texts, and tasks.

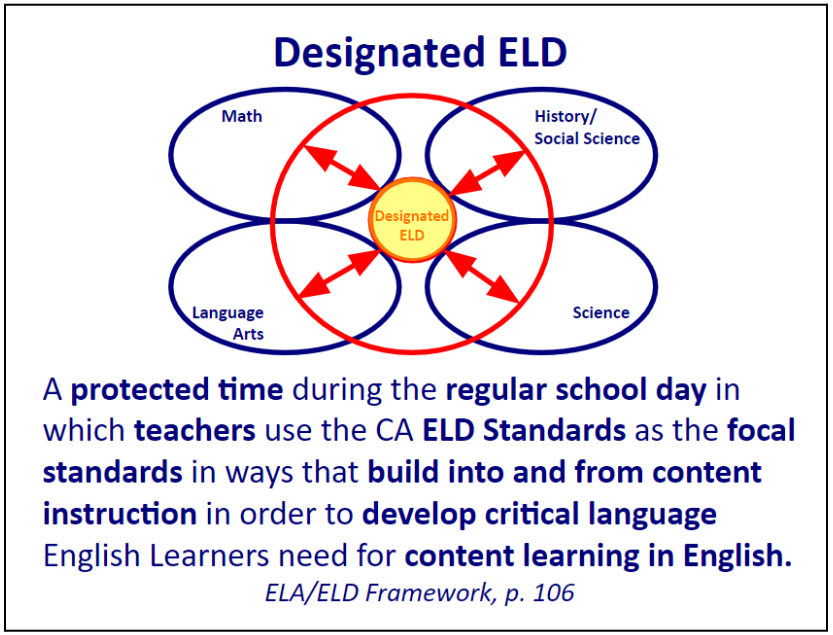
Designated ELD

Designated ELD is defined in California Education Code as:

> *…instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist English Learners [Multilingual Learners] to develop critical English language skills necessary for academic content learning in English.*[65]

Designated ELD is described in the *ELA/ELD Framework*[66] as shown in Figure 8, below.

Figure 8. Designated ELD definition and visual[67]



[63] Visual adapted from a presentation by Dr. Laurie Olsen

[64] Available at: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

[65] Available at https://www.cde.ca.gov/sp/el/er/edgeregsedcode.asp

[66] Available at: https://www.cde.ca.gov/ci/rl/cf/

[67] Visual adapted from a presentation by Dr. Laurie Olsen

3 Equity-Driven Processes, Evidence-Based Programs and Practices

Designated ELD must be a part of every Multilingual Learner's daily educational program throughout the entire academic year regardless of their ELD proficiency level or ELPAC performance level until such time as they are *Reclassified Fluent English Proficient* (RFEP).

The ELA/ELD Framework[68] states that:

> *Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.*

At the elementary level, it is a protected time during the instructional day; at the secondary level, it is a separate daily course that emphasizes the explicit development of academic language and language functions that prioritizes and enhances Multilingual Learners' access to the core curriculum.

Integrated and Designated English Language Development Across Educational Programs for Multilingual Learners

Integrated and Designated ELD in Structured English Immersion (SEI)

As described below, *Integrated* and *Designated ELD* are provided in *SEI* for Multilingual Learners who are learning English as a second or subsequent language so that they have the linguistic and academic support to be successful in developing high levels of literacy in English.

- *Integrated ELD* for content taught in English:
  - Well-articulated, differentiated *Integrated ELD* instruction is provided for Multilingual Learners across all content areas taught in English in the SEI program based on the *California Common Core State Standards*[69] (CCSS) in English Language Arts, Mathematics, or state standards in all other content areas. State-adopted and/or standards-aligned curriculum is used in instruction. These content standards are the primary standards, and the *ELD Standards*[70] are the secondary standards during *Integrated ELD* instruction.
- *Designated ELD:*
  - Well-articulated, differentiated *Designated ELD* instruction is provided specifically for Multilingual Learners and uses the *ELD Standards*[71] and state-adopted and/or standards-aligned curriculum. The *California ELD Standards* are the primary standards and the CCSS[72] in *English Language Arts, Mathematics*, or state standards in any of the other content areas are the secondary standards during *Designated ELD* instruction.

Integrated and Designated ELD in One-Way and Two-Way Spanish Dual Language Immersion (DLI)

As described below, *Integrated* and *Designated ELD* are provided in *One-Way* and *Two-Way Spanish DLI* programs for Multilingual Learners who are learning English as a second or subsequent language so that they have the linguistic and academic support to be successful in developing high levels of literacy in English.

- *Integrated ELD* for content taught in English:
  - Well-articulated, differentiated *Integrated ELD* instruction is provided for Multilingual Learners across all content areas

[68] Available at: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

[69] Available at: https://www.cde.ca.gov/re/cc/

[70] Available at: https://www.cde.ca.gov/ci/rl/cf/

[71] Available at: https://www.cde.ca.gov/ci/rl/cf/

[72] Available at: https://www.cde.ca.gov/re/cc/

taught in English in the *One-Way* or *Two-Way Spanish DLI* program based on the *CCSS*[73] for *English Language Arts, Mathematics*, or state standards in all other content areas. State-adopted and/or standards-aligned curriculum is used in instruction. These content standards are the primary standards, and the *ELD Standards*[74] are the secondary standards during *Integrated ELD* instruction.

- *Designated* ELD:
  - Well-articulated, differentiated *Designated ELD* instruction is provided specifically for Multilingual Learners and uses the *ELD Standards*[75] and state-adopted and/or standards-aligned curriculum. The ELD Standards are the primary standards and the *CCSS*[76] for *English Language Arts, Mathematics*, or state standards in any of the other content areas are the secondary standards during *Designated ELD instruction*.

Integrated and Designated ELD in the Two-Way Mandarin Dual Language Immersion (DLI)

As described below, *Integrated* and *Designated ELD* are provided in the *Two-Way Mandarin DLI* program for Multilingual Learners who are learning English as a second or subsequent language so that they have the linguistic and academic support to be successful in developing high levels of literacy in English.

- *Integrated ELD* for content taught in English:
  - Well-articulated, differentiated *Integrated ELD* instruction is provided for Multilingual Learners across all content areas taught in English in the *Two-Way Mandarin DLI* program based on the *CCSS*[77] for *English Language Arts, Mathematics*, or state standards in all other content areas. State-adopted and/or standards-aligned curriculum is used in instruction. These content standards are the primary standards, and the *ELD Standards*[78] are the secondary standards during *Integrated ELD* instruction.
- *Designated ELD*:
  - Well-articulated, differentiated *Designated ELD* instruction is provided specifically for Multilingual Learners and uses the *ELD Standards*[79] and state-adopted and/or standards-aligned curriculum. The *ELD Standards* are the primary standards and the *CCSS*[80] for *English Language Arts, Mathematics*, or state standards in any of the other content areas are the secondary standards during *Designated ELD* instruction.

Integrated and Designated Partner Language Development Across Dual Language Immersion (DLI) Educational Programs for Multilingual Learners

Integrated and Designated Spanish Language Development (SLD) in One-Way and Two-Way Spanish Dual Language Immersion (DLI)

Integrated and *Designated SLD* are also provided in *One-Way* and *Two-Way Spanish DLI* programs to provide students who are learning Spanish as a second or subsequent language, including those who may be Multilingual Learners, with the linguistic and academic support to be successful in developing high levels of literacy in Spanish.

[73] Available at: https://www.cde.ca.gov/re/cc/
[74] Available at: https://www.cde.ca.gov/ci/rl/cf/
[75] Available at: https://www.cde.ca.gov/ci/rl/cf/
[76] Available at: https://www.cde.ca.gov/re/cc/
[77] Available at: https://www.cde.ca.gov/re/cc/
[78] Available at: https://www.cde.ca.gov/ci/rl/cf/
[79] Available at: https://www.cde.ca.gov/ci/rl/cf/
[80] Available at: https://www.cde.ca.gov/re/cc/

- *Integrated SLD* for content taught in Spanish:
  - Well-articulated, differentiated *Integrated SLD* instruction is provided for all students enrolled in the *Spanish DLI* programs across all content areas taught in Spanish. It is based on the *CCSS for Spanish Language Arts or Mathematics*,[81] or state standards in all other content areas. State-adopted and/or standards-aligned curriculum is used in instruction. These content standards are the primary standards, and the California *SLD Standards*[82] are the secondary standards during *Integrated SLD* instruction.
- *Designated SLD*:
  - Well-articulated, differentiated *Designated SLD* instruction is provided for all students enrolled in the *Spanish DLI* programs who are learning Spanish as a second or subsequent language, including those who may be Multilingual Learners and uses the *SLD Standards*[83] and state-adopted and/or standards-aligned curriculum. The *SLD Standards* are the primary standards and the *CCSS en Español for Spanish Language Arts or Mathematics*,[84] or state standards in any of the other content areas are the secondary standards during *Designated SLD* instruction.

Integrated and Designated Mandarin Language Development (MLD) in Two-Way Mandarin Dual Language Immersion (DLI)

Integrated and *Designated MLD* are also provided in the *Two-Way Mandarin DLI* program to provide students who are learning Mandarin as a second or subsequent language, including those who may be Multilingual Learners, with the linguistic and academic support to be successful in developing high levels of literacy in Mandarin.

- *Integrated MLD* for content taught in Mandarin:
  - Well-articulated, differentiated *Integrated MLD* instruction is provided for all students enrolled in the *Mandarin DLI* program across all content areas taught in Mandarin. It is based on the *CCSS for English Language Arts* (modified to address aspects of Mandarin language arts not found in the ELA standards), *Mathematics,* or state standards in all other content areas. Standards-aligned curriculum is used in instruction. These content standards are the primary standards, and language development standards/goals are the secondary standards during *Integrated MLD* instruction.
- *Designated MLD*:
  - Well-articulated, differentiated *Designated MLD* instruction is provided for all students enrolled in the Mandarin DLI program who are learning Mandarin as a second or subsequent language, including those who may be Multilingual Learners. It uses the site-developed rubrics, pacing guides and a scope and sequence created by teachers based on Mandarin language benchmarks. These are the primary standards and the *CCSS in English Language Arts and Mathematics*, and the state standards in all other content areas, are the secondary standards during *Designated MLD* instruction.

[81] Available at: https://www.sdcoe.net/common-core-espanol/ca-ccss-en-espanol

[82] Available at: https://resources.finalsite.net/images/v1634679917/sdcoenet/mznbvuyspy3zciqj6gmb/2018_09_18_K-12_SLD_Standards_Translated.pdf

[83] Available at: https://resources.finalsite.net/images/v1634679917/sdcoenet/mznbvuyspy3zciqj6gmb/2018_09_18_K-12_SLD_Standards_Translated.pdf

[84] Available at: https://www.sdcoe.net/common-core-espanol/ca-ccss-en-espanol

3 Equity-Driven Processes, Evidence-Based Programs and Practices

Regardless of the educational program that a Multilingual Learner is enrolled in, the program is expected to support each of them to make annual growth in their English proficiency, measured by their performance on the ELPAC summative assessment, and in grade-level academics, measured by the *California Assessments of Student Performance and Progress* (CAASPP) assessments in English language arts towards meeting the district's requirements to be reclassified as RFEP and to continue along the path toward college and career readiness.

Supporting Teachers' Implementation of Integrated and Designated ELD

The *ELA/ELD Framework*[85] offers a glimpse into classroom instruction with snapshots and vignettes. Snapshots provide a quick overview of classroom instruction and are short in length. Vignettes provide a closer look at classroom instruction by giving details and summarizing dialogue. See Appendix D for a complete list.

Expectations for Daily *Designated ELD* Instruction

Daily Time Allotment for Designated ELD

Per state, federal, and local guidelines, Multilingual Learners must receive a daily period of *Designated ELD* instruction until they reach English proficiency by scoring a 4 on the ELPAC and meet the other HUSD criteria for reclassification and are formally *Reclassified Fluent English Proficient* (RFEP). In HUSD, the daily required minutes for Designated ELD are:

- TK/K - 30 minutes daily
- 1st-6th grade - 45 minutes daily

There are options for school sites to consider when scheduling their language development block, which includes *Designated ELD*, *Academic Language Development* (ALD; for students whose primary language is English or who are identified as *Initially Fluent English Proficient* [IFEP] or *Reclassified Fluent English Proficient* [RFEP]), and *Second Language Development* (SLD) in Spanish or Mandarin, as outlined in Table 19, below.

Table 19. Scheduling Options for the Language Development Block

#	Scheduling Options for the Language Development Block
1	School wide language development for the first 45 minutes of the school day where students are grouped into ELD/ALD/SLD by language proficiency level
2	Language development block by grade and language proficiency level at different times (*Site Based Decision Making* [SBDM])

Per state, federal, and local guidelines, Multilingual Learners must receive a daily period of Designated ELD instruction until they reach English proficiency by scoring a 4 on the ELPAC and meet the other HUSD criteria for reclassification and are formally Reclassified Fluent English Proficient (RFEP).

[85] Available at: https://www.cde.ca.gov/ci/rl/cf/

Role of Primary Language

According to the publication from the California Department of Education, *Improving Education for English Learners/Multilingual Learners*,[86] Multilingual Learners come to school with many assets, including their knowledge and experiences in their primary language. The linguistic resources from their primary language can be used to build a bridge to English language proficiency and academic achievement in English, as outlined in Principle 1 in the *English Learner Roadmap*,[87]

> *Pre-schools and schools are responsive to different English learner [Multilingual Learner] strengths, needs, and identities and support the socio-emotional health and development of English learners [Multilingual Learners]. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.*[88]

Educators use the student's primary language to accelerate learning with strategic planning that creates a relationship for the student between languages. Multilingual Learners excel when they are allowed to utilize all their linguistic resources to make meaning and express themselves orally and in writing. Effective teachers of Multilingual Learners support and encourage students to use bilingual dictionaries as well as to speak and write in their primary language to strengthen what they are learning in English. By promoting and supporting the use of the student's primary language, the teacher is not only supporting the student's academic achievement, but also being culturally and linguistically responsive to the social-emotional needs of the students they serve. These efforts are in alignment with Principle 2 in the *English Learner Roadmap*,[89]

> *English learners [Multilingual Learners] engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners [Multilingual Learners] have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.*[90]

[86] *Improving Education for Multilingual Students and English Learner Students, California Department of Education,* Sacramento, 2020, available at: https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf

[87] Available at: https://www.cde.ca.gov/sp/el/rm/

[88] Available at: https://www.cde.ca.gov/sp/el/rm/principleone.asp

[89] Available at: https://www.cde.ca.gov/sp/el/rm/

[90] Available at: https://www.cde.ca.gov/sp/el/rm/principletwo.asp

Below are some examples of how HUSD teachers can draw upon the primary languages of their Multilingual Learners, including those who have an Individualized Education Program (IEP), to provide a bridge to English language proficiency.[91]

- Multilingual Learners are in a group that produces a diagram that includes English as well as students' primary language to support meaning-making.
- Teacher uses *Google* translate, *DeepL*, *Read Write for Google Chrome* to translate text to provide comprehensible input in student's primary language.
- Teacher uses contrastive analysis resources of English and other world languages to support Multilingual Learners with sound-spelling in English. (*Most state adopted curriculum have contrastive analysis charts as part of the additional resources they provide for teachers.*)

Additional Interventions/Multi-Tiered Systems of Support (MTSS)

In addition to classroom teaching, our Multilingual Learners at secondary sites are also eligible for additional Tier II and/or Tier III interventions. Such interventions go above and beyond the scope of regular classroom instruction, and even beyond the general scope of *Designated* and *Integrated ELD*. The list below contains some options that may be available, but it is not exhaustive. These options will differ by site based on need and availability.

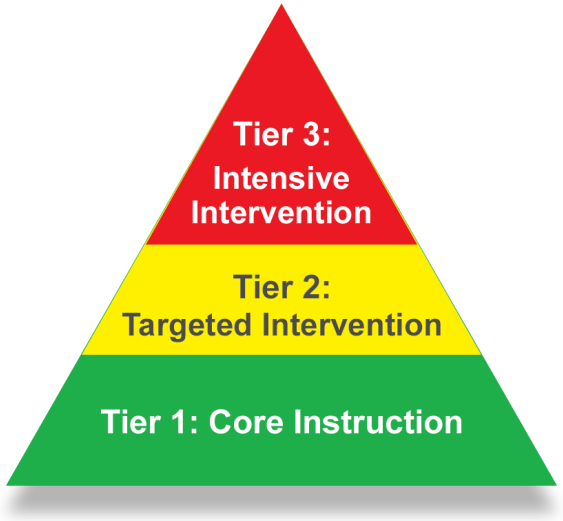


Table 21. Possible Multi-Tiered Support System (MTSS) Interventions

Possible MTSS Tier II/Tier III Interventions	
Push-in instruction	A credentialed teacher works with students either in small groups, or individually, within a student's class during class time
Pull-out instruction	A credentialed teacher works with students either in small groups, or individually, outside of a student's class but still during class time
Before- or After-School Intervention	A credentialed teacher, classified staff member, or tutor provides before- or after-school intervention, tutoring, and/or other academic support
Clubs	A credentialed teacher advises a club specifically for Multilingual Learners and/or international students, which provides both academic and other support.

[91] Adapted from chart in *Improving Education for Multilingual and English Learner Students: Research to Practice*, p. 261, attributed to Olsen and Hernández, 2019; whole text available at: https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf

Component #7 – Professional Learning

Rationale for Professional Learning to Build and Sustain the Capacity of Multilingual Learners

Professional Learning for Educators of Multilingual Learners

All educators in Hayward Unified School District (HUSD) are teachers of Multilingual Learners. The Professional Learning (PL) Department seeks to provide professional learning experiences for all educators to advance their work in support of our Multilingual Learners, and by extension, all learners.

Educator Professional Learning

In collaboration with the Multilingual Learner Department, the Professional Development Department organizes professional learning experiences in a three-level framework, encouraging all teachers to build foundational knowledge and skills around serving Multilingual Learners, engage in relevant curricular and pedagogical learning, and consider participation in inquiry-based professional development to deepen their pedagogical practice based on a now-stronger foundation.

For more details on specific professional learning opportunities offered during a given academic year, including additional supplemental professional learning resources for sites, please refer to the links below, and/or the district's Professional Development webpage.

Annual Professional Learning Opportunities

- Elementary
- Secondary

Connectedness Between Professional Learning for Multilingual Learner Educators and HUSD's Educational Plans

HUSD's *Local Control Accountability Plan*[92] (LCAP) includes a separate action for addressing the needs of Multilingual Learners, and centers on language acquisition. This action contains guidance for the district to provide funding for positions and materials, as well as expectations for professional learning.

In addition to the LCAP, HUSD also has a *Literacy Plan*[93] in place, which includes the needs of Multilingual Learners in our classrooms. There are specific sections and examples for both elementary and secondary settings throughout the Plan. It also includes district-wide professional learning opportunities and options, including those that are specific to the literacy needs of Multilingual Learners.

[92] Available at: https://www.husd.us/lcap
[93] Available at: https://docs.google.com/document/d/1N8klNvqwQmihfS2UYhCkk-RZwMikvyPAken9quup90I/edit

Family—Community Engagement

Component #8 – Family – School Partnerships

Role of Families in the Education of Multilingual Learners

Equity Statement

Educational Equity Regardless of Immigration Status, Citizenship, or Religion California Education Code – §234.7[94]

Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools must accept a variety of documents from the student's parent to demonstrate proof of the child's age or residency. No information about citizenship/immigration status or Social Security number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied based on actual or perceived nationality, ethnicity, or immigration status.

The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at: https://oag.ca.gov/immigrant/rights and https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

In HUSD, we believe that schools and classrooms are more effective when families and community stakeholders actively work together toward the district's mission of college, career, and community readiness. In the case of Multilingual Learners, this involvement is of particular importance because it helps immigrant and Multilingual Learner families experience empowerment in an educational system that might be unfamiliar.

In HUSD, we believe that schools and classrooms are more effective when families and community stakeholders actively work together toward the district's mission of college, career, and community readiness.

[94] Available at: https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=1.&chapter=2.&article=5.7.

4 Family—Community Engagement

In alignment with the HUSD *Values for Meaningful Family Engagement*[95] and practices to support Multilingual Learners, family and community participation in HUSD must:

- Be clearly defined and well-advertised in a parent-/guardian-friendly format, at both the site and district level.
- Be welcoming and culturally and linguistically responsive.
- Provide a space for parents/guardians and families to both learn about and contribute to the specific needs of their Multilingual Learners.
- Fully engage parents/guardians representing all Multilingual Learners at the site-level and district-level governance structures, particularly within the School Site Council (SSC), District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committee (ELAC).
- Ensure clear communication and connection between the parent/guardian governance structures at the site level and the parent/guardian governance structures at the district level.
- Be supported by dedicated Family Engagement Specialists and resources at the site, network, and district level.

To provide strong family and community engagement for Multilingual Learner families, sites need to:

1. Work with Translation Services to ensure parents/guardians are afforded the translation and interpretation services needed to understand important communication, participate in district, and site meetings and events.
2. Ensure the formation of a site ELAC.
3. Ensure robust Multilingual Learner parent/guardian participation in school governance through the ELAC and SSC.
4. Ensure that the site is a safe and welcoming place for Multilingual Learner families and help the parents/guardians effectively navigate school procedures and contribute to the school culture so they can fully support their children's academic success and English language development.
5. Work with the Student and Family Services Department and the Multilingual Learner Department to support Multilingual Learner parents'/guardians' engagement at the site.

Expectations and Systems for Multilingual Learner Families, Including Students, to Engage in HUSD Activities and Education

Creating a Welcoming School Environment for Multilingual Learner Families

HUSD is committed to making all families feel safe at our schools. Every site has a Family Engagement Outreach and Equity Specialist who works a minimum of 15 hours per week at the site. In addition, the Multilingual Learner Department recommends taking steps to ensure that all students and families feel welcomed at our school sites. Some best practices include:

- Displaying student work and/or photos on the walls
- Having signs printed in multiple languages
- Displaying maps and/or flags of students' home countries
- Greeting/welcoming students/parents/guardians in their primary language

[95] Available at: https://haywardusd-ca.schoolloop.com/file/1514016329260/1444719716587/858932904467571026 5.pdf?filename=Binder1%2Bready%2Brevised.pdf

- Providing staff with opportunities to learn common phrases in students' primary languages, and/or learn key information about families' cultures
- Having books in Multilingual Learners' primary languages in school and classroom libraries
- Connect new families with a contact person who speaks their primary language and offer tours of the school in the primary language
- Host events specifically for Multilingual Learner parents/guardians (including ELAC) and address challenges to their participation

Forms of and Purposes for Communicating with Multilingual Learner Families

Communication with all Multilingual Learner families in their primary language is crucial practice at HUSD that helps ensure their full involvement and engagement in the education of their children. The recommendations that follow are aligned to the HUSD translation and interpretation process.

Communication with Multilingual Learner Families

To the extent possible, families who have a primary language other than English must be provided opportunities to participate equitably in district and school programs and activities and should have full access to and understanding of the education process. Translation and interpretation services are provided by the HUSD Multilingual Learner Department in accordance with *California Education Code §48985*.[96] Under federal law, a school must ensure that all parents/guardians receive meaningful access to important information, such as an *Individual Education Plan* (IEP), which would need to be translated into the family's home language to provide them meaningful access. When families are not literate in their home language, communication must be provided orally in the families' primary language. In addition, under California state law, when fifteen percent (15%) or more of the students in the district or at a site speak a language other than English, translation and interpretation services must be provided in that language for any oral or written communication.

[96] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=48985.&article=4.&highlight=true&keyword=translation

Home Language Communication/Translation

Translation and Interpretation

Communication with all Multilingual Learner families in their primary language is an essential practice that helps ensure their full involvement and engagement. The *California Longitudinal Pupil Achievement Data System* (CALPADS) will determine whether the 15% threshold has been met that requires communication in the primary language with families from that language group.

The district and sites must provide translation of all universal documents, when 15% or more of the student population speaks a language other than English. District and site administrators must ensure that all written communication sent to parents/guardians is provided in that language through its Translation and Interpretation Services including, but not limited to, the following:

- Parent/guardian notification letters
- Annual English Language Proficiency Assessments for California (ELPAC) and California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessment System (SBAC) score reports
- Notification of Multilingual Learner reclassification
- Report cards
- HUSD Parent/Guardian Guide
- Program options for Multilingual Learners
- District Annual Report
- Free/reduced price lunch information
- Socioeconomic status (SES) Information
- Uniform Complaint Procedure and form
- Media Release Consent Form
- Gifted and Talented Education (GATE) program letters and forms
- Special Education Handbook
- Special Education letters and forms
- Suspension documentation
- Major disciplinary documentation
- Formal hearing documents
- 504 Accommodation Plan Handbook

Role of Advisory Committees

Multilingual Learner Parent/Guardian Advisory Committees

English Learner Advisory Committees (ELAC)

Per *California Education Code §52176 (b)*,[97] any school with 21 or more Multilingual Learners must establish a functioning, active *English Learner Advisory Committee* (ELAC). The ELAC is a state-required committee that may serve as a core consultative body for the school's *Single Plan for Student Achievement* (SPSA). The ELAC must meet a minimum of five times per year and there should be an appointment of an ELAC designee, either a site administrator or teacher, who serves as a liaison between the school and district administration and the ELPAC.

The ELAC designee must:

- Ensure elections are conducted at the school site by October 1st of each year
- Submit all required meeting documentation to the Multilingual Learner Department in a timely fashion
- Ensure newly elected officers receive professional learning offered by the Multilingual Learner Department or at the school site to facilitate the fulfillment of their duties as ELAC officers

Annually, the Multilingual Department provides training on establishment, documentation, and accountability procedures and provides other support to the ELAC designee, as appropriate, to ensure successful ELAC meeting outcomes.

Elected ELAC positions (commonly referred to as *ELAC Officers* or the *ELAC Board*) include an ELAC President, ELAC Vice President, an ELAC Secretary, and two additional representatives: one who will represent the ELAC at the DELAC meetings and one who will represent the ELAC at the SSC meetings.

ELAC Annual Responsibilities

Annually, and at a minimum, per the California Department of Education,[98] the ELAC must ensure that parents/guardians of Multilingual Learners:

- Provide feedback on the SPSA
- Conduct a site needs assessment
- Understand the importance of their children's regular school attendance

ELAC meetings should, to the greatest extent possible:

- Be attended by the ELAC designee, and whenever feasible, by the site principal
- Be facilitated by the elected ELAC officers
- Be conducted using Parliamentary Procedures, particularly for any binding decisions or votes
- Be recorded by the elected ELAC secretary, reflecting any motions and votes that take place
- Be held separate from SSC meetings
- Adhere to any existing ELPAC by-laws
- Be open to the public with agendas available for all attendees

For a detailed description of the work of the committee, please refer to the HUSD ELAC Handbook.[99]

[97] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52176.&lawCode=EDC

[98] Available at: https://www.cde.ca.gov/ta/cr/elac.asp

[99] Available at: https://haywardusd-ca.schoolloop.com/file/1445668685065/1338040734456/3258031207458676787.pdf

District Multilingual Learners Advisory Committee (DELAC):

Per *California Education Code §52176*,[100] any school district with 51 or more Multilingual Learners must establish an active DELAC.

The DELAC is a state-required committee that may serve as a core advisory group for the district's *Local Control and Accountability Plan* (LCAP). In HUSD, joining DELAC in this critical work are the *Parent/Guardian Advisory Committee* (PAC) and *District Advisory Committee* (DAC). Together, all three serve as decision-making forums for final recommendations on LCAP goals. Under the *Local Control Funding Formula* (LCFF), these committees must continue to receive regular updates and provide input on all LCAP goals. DELAC voting members include the DELAC Board (per bylaws), and those who are elected by their respective school sites' ELAC as DELAC representatives.

The DELAC Board, through input from site representatives, advises the Multilingual Learner Department leadership and the HUSD Board of Trustees on:

- Multilingual Learner program goals and objectives per requirements of the LCFF pursuant to California Education Code §52062[101]
- District Multilingual Learner reclassification procedures
- Written parent/guardian notification of initial school enrollment
- A districtwide needs assessment on a school-by-school basis

DELAC meetings should:

- Be attended by the designated DELAC liaison from the Multilingual Learner Department, and whenever possible, the Multilingual Learner Director
- Be facilitated by the DELAC Board to the greatest extent possible
- Be conducted using *Parliamentary Procedures* particularly for any binding decisions or votes and to serve as a model for how the ELAC meetings should use the procedures
- Be recorded by the DELAC secretary, reflecting any motions and votes that take place
- Operate and adhere to the guidelines contained in the DELAC by-laws, meeting eight times a school year
- Be open to the public with agendas and evaluation forms available to all non-voting attendees (see above for more information on voting membership)

The DELAC Board, through input from site representatives, advises the Multilingual Learner Department leadership and the HUSD Board of Trustees.

[100] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52176.&lawCode=EDC
[101] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52062.&lawCode=EDC

DELAC Annual Responsibilities

In addition to the ELAC responsibilities, the DELAC is responsible for[102]:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting of a district wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

For a detailed description of the operation of the DELAC, please refer to the HUSD DELAC by-laws, available on the DELAC web page.[103]

Parent/Guardian and Community Input: Local Control & Accountability Plan (LCAP)

In 2013, California restructured the way it finances schools, with the implementation of a *Local Control Funding Formula* (LCFF) This policy restructured state funding for schools and requires that parents/guardians of historically underserved students (e.g., Multilingual Learners, those from low-income households, or foster youth) provide input on local decision-making at the district level and provide recommendations to ensure that these funds support initiatives yielding high levels of academic and English language acquisition success. The product of this collaboration is a document known as the *Local Control and Accountability Plan* (LCAP). Per LCFF policy, LCAPs must describe:

- Specific district and school-wide goals and their respective actions ensuring they are carried out for targeted students (e.g., Multilingual Learners, those from low-income households, or foster youth) within a minimum of five identified state areas of priority (and any other locally agreed upon priority area)
- Expected progress toward meeting each goal
  - Once adopted, annual updates must describe actual progress and any adjustments, as applicable.
- Expenditures required to complete each goal/action
  - Specific funding earmarked for Multilingual Learners must also describe how these additional funds will be used to increase or improve services for this subgroup of students.
- The process used to involve parents/guardians, community members, and/or other stakeholders to develop, review, and support implementation of the LCAP
  - This includes any parental/guardian advisory committees currently in existence or to be created, and their meeting

[102] Available at: https://www.cde.ca.gov/ta/cr/delac.asp
[103] Available at: https://haywardusd-ca.schoolloop.com/file/1445668685065/1338040734456/2896302577907302557.pdf

dates and times as per *California Education Code §52063 (a) (3)*[104]

School districts must convene their identified parent/guardian advisory committees to assist in developing the goals that will guide the LCAP over time.

All committees open to the public must conform to *California Education Code §35147 (c)(1)*[105] (known as the Greene Act) requiring notification of the meeting date, time, location and content no later than 72 hours before the meeting is to be held.

Also, pursuant to *California Education Code §48985*,[106] meeting documents must be available in any language spoken by at least 15% of the student population, as determined per the annual *Language Census*. At the time of this publication, only Spanish meets this criterion. This policy also requires a school district to have a Multilingual Learner Parent/Guardian committee as part of the LCAP input and advisory process as well as to provide translation of meeting documents and interpretation in the language other than English that is above the 15% threshold.

Rights of Parents/Families of Students with Disabilities

The rights of parents/guardians of students with disabilities are outlined in the documents below in English, Spanish, Farsi, and Hindi.

- English
  - *Parent/Guardian Rights Regarding 504 Accommodation Plans*[107]
  - *Parent/Guardian of Students with Disabilities Procedural Safeguards*[108]
- Spanish
  - *Derechos de los padres/tutores con respecto a los planes de alojamiento 504 (Parent/Guardian Rights Regarding 504 Accommodation Plans)*[109]
  - *Aviso de garantías procesales de los padres, tutores legales y padres sustitutos de niños con discapacidades (Parent/Guardian of Students with Disabilities Procedural Safeguards)*[110]

[104] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52063.&nodeTreePath=2.3.4.11.4&lawCode=EDC

[105] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=35147.&lawCode=EDC

[106] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=48985.&lawCode=EDC

[107] Available at: https://haywardusd-ca.schoolloop.com/file/1514016329248/1456828041010/6831029569958934551.pdf

[108] Available at: https://haywardusd-ca.schoolloop.com/file/1514016329236/1589353993660/660555244095928000.pdf

[109] Available at: https://haywardusd-ca.schoolloop.com/file/1514016329248/1456828041010/4518451481256223774.pdf

[110] Available at: https://haywardusd-ca.schoolloop.com/file/1514016329236/1589353993660/2435482895806320910.pdf

4 Family—Community Engagement

Capacity Building for Families and Community

Parent/Guardian Engagement & Professional Development

With the goal of ensuring that all HUSD parents/guardians participate meaningfully in their children's education, including parents/guardians of Multilingual Learners, the Student and Parent Support Department provides a multitude of offerings that address needs far beyond the classroom and the conventional school day. Z and more that the HUSD Parent Engagement staff coordinate which are often held at the *HUSD Parent Resource Hub*.[111] The DELAC serves as a forum to keep parents/guardians of Multilingual Learners informed on the many opportunities available to them in addition to the opportunities that are provided by the Multilingual Learner Department.

To ensure the communication and collaboration regarding these types of opportunities for parents/guardians, the Multilingual Learner Department works collaborates with other departments, particularly with *Student and Parent Support Programs*[112] and *Parent Engagement*,[113] in order to leverage resources already earmarked to serve the wide variety of needs of all HUSD's diverse families. By working together, HUSD ensures that the many offerings, events, collaborations, and workshops coordinated by HUSD Parent Engagement staff consistently consider the unique needs of our Multilingual Learners and their parents/guardians. To ensure this cross-departmental work, the Multilingual Learner Department maintains a presence at monthly HUSD Parent Engagement meetings and this information is then brought back to the DELAC Board for presentation to the DELAC meeting attendees.

Parent/Guardian Resources

Multilingual Content Area Glossaries: These *content area glossaries*[114] at the elementary, middle, and high school levels are in 11 languages in the following content areas: US History, Global History, Math A & B, Algebra & Trigonometry, Geometry, Physical & Earth Science, Chemistry, Physics, Math, Science, and Social Studies.

Other Opportunities for Parents/Guardians of Multilingual Learners:

- *School Site Council* (SSC)
- *Site-Based Decision Making* (SBDM) committee
- *Parent/Guardian-Teacher Association* (if available at the site)

Evaluation of Parent/Guardian Engagement

Parent/guardian engagement is an indicator that is part of the state educational accountability system under LCFF, known as the *California School Dashboard*.[115] In order to measure this, the HUSD Parent Engagement Department requests that all sites keep track of the attendance of parent/guardian participation in all site-based activities, many of which reflect activities that take place across most school sites.

[111] Available at: https://haywardusd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1514016329259&vdid=i915e7sw1qs5l7o2

[112] Available at: https://haywardusd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1290582774707&vdid=i153e1qsj5l6fe

[113] Available at: https://www.husd.us/parentuniversity

[114] Available at: https://steinhardt.nyu.edu/metrocenter/language-rbern/resources/bilingual-glossaries-and-cognates

[115] Available at: https://www.caschooldashboard.org/

Accountability

Component #9 – Assessment and Student Monitoring

Comprehensive Assessment Program

Multilingual Learner Progress Monitoring

Both federal law (*Title III*) and California law (*California Code of Regulations, section 5*[116]) require monitoring for both Multilingual Learners and students who have exited Multilingual Learner status within the last 4 years (see Table 22, below). *Title III* was updated in September 2017 as the *Every Student Succeeds Act* (ESSA) of 2015,[117] took effect, amending the *Elementary and Secondary Education Act* (ESEA). Under these revised statutes, there are some additional responsibilities placed on districts (i.e., increasing the Reclassified Fluent English Proficient [RFEP] monitoring window from 2 years to 4 years after the students are reclassified and exit Multilingual Learner status).

[116] Available at: http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000

[117] Available at: https://www.cde.ca.gov/re/es/

Table 22: Legal Requirements for Monitoring Multilingual Learners and Reclassified Fluent English Proficient Students

Legal Requirements for Monitoring Multilingual Learners
LEAs must report "the number and percentage of Multilingual Learners in the programs and activities who are making progress toward achieving English language proficiency…" (Title III, § 3121(a)(2))[118]
Legal Requirements for Monitoring Reclassified Fluent English Proficient (RFEP) Students
LEAs must report "the number and percentage of English Learners/Multilingual Learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part…" (Title III, § 3121(a)(5))[119] and "... to ensure correct classification, placement, and additional academic support, as needed." (5 CCR § 11304)[120]

District Assessments to Monitor Annual English Language Development Progress of Multilingual Learners

All HUSD schools use standardized assessments and procedures to gather information on English language development specific to Multilingual Learners, as shown in Table 23.

[118] Available at: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-iii-part-a/

[119] Available at: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-iii-part-a/

[120] Available at: https://govt.westlaw.com/calregs/Document/I393B7E034C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

5 Accountability

HUSD uses the *English Language Proficiency Assessments for California Summative Assessment* (ELPAC SA) to measure students' proficiency in each of the four domains of language: listening, speaking, reading, and writing. All students who are administered the assessment receive a score for both oral language, which includes listening and speaking, and written language, which includes reading and writing. From there, scores are further broken down by specific language domain so that parents/guardians, students, teachers, and Multilingual Learner Specialists can determine students' strengths and areas for growth.

The following details the instruments, grade levels, and descriptions for assessments of English and the primary languages of students. Included are timelines and information on the person(s) responsible for administering these assessments. Further information on the ELPAC immediately follows Table 23.

Table 23: English Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
English Language Proficiency Assessments for California (ELPAC) Initial Assessment (IA)	TK-12	• Norm-referenced standardized initial assessment of students whose Home Language Survey indicates a language other than English on questions 1-3 to determine their proficiency in English based on the California English Language Development (ELD) standards	Year-round, upon initial registration in the district if they have not previously been registered in a district in California	HUB Assessment Technicians
English Language Proficiency Assessments for California (ELPAC) Summative Assessment (SA)	TK-12	• Norm-referenced standardized assessment of Multilingual Learners' proficiency in English based on the California ELD standards	Annually in spring (Feb. 1 – May 31)	Site ELPAC Coordinators; HUB Assessment Technicians
Express Placement Test (optional)	TK-12	• Measures Multilingual Learners' ability to understand and generate specific language patterns in English • Helps teachers identify *Integrated* and *Designated ELD* instructional level • Used for initial ELD placement only	Upon student's arrival in the district	Classroom Teacher, Site Multilingual Learner Specialist
Curriculum-embedded ELD assessments (optional)	K-6	• Assess basic English skills in speaking, reading, and writing	As chosen by teacher	Teacher

5 Accountability

English Language Proficiency Assessment for California, Summative Assessment (ELPAC SA)

First launched in 2017, the ELPAC SA measures all four language domains: reading, writing, listening, and speaking. The ELPAC SA is given to Multilingual Learners annually in the spring, with a testing window that opens on February 1 and closes on May 31 of each year. HUB Assessment Technicians will support the administration of the ELPAC SA district wide.

The ELPAC SA is given in the following grade levels and spans as shown in Table 24, below.

Table 24: ELPAC Assessments Given by Grade/Grade Span

ELPAC Assessments by Grade Span						
Transitional Kindergarten/ Kindergarten	Grade 1	Grade 2	Grades 3-5	Grades 6-8	Grades 9-10	Grades 11-12

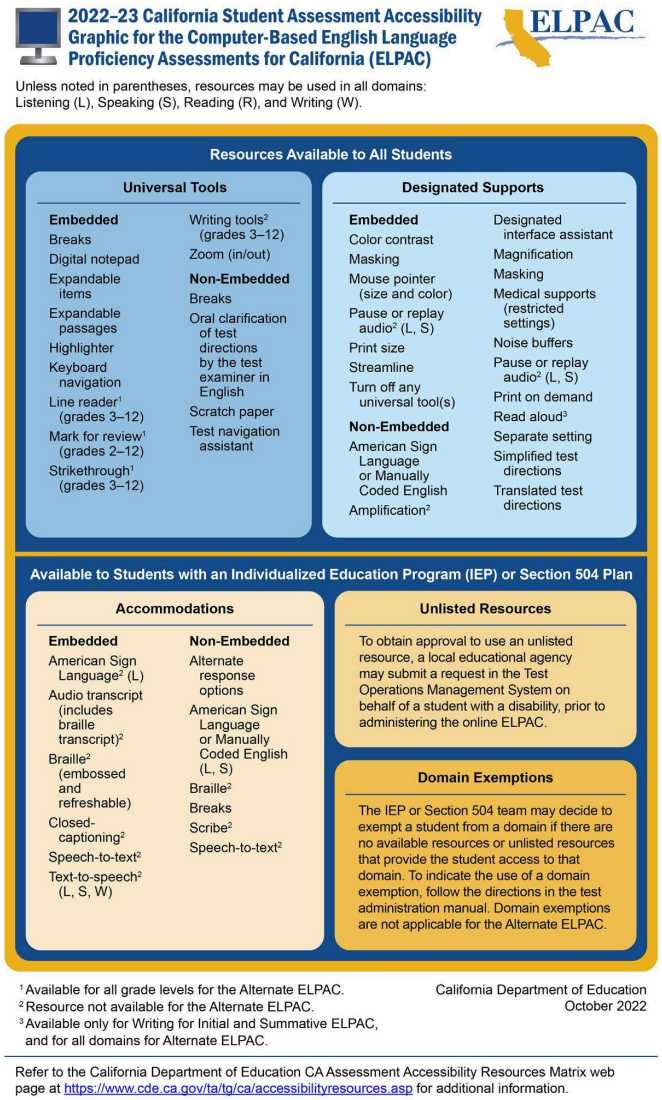
There are provisions for Multilingual Learners who are dually identified as students with disabilities. The ELPAC SA includes *Universal Tools*, *Designated Supports*, and *Accommodations* for students who qualify. All of these, described below, are listed in the *California Assessment Accessibility Resources Matrix*.[121]

The provisions include:

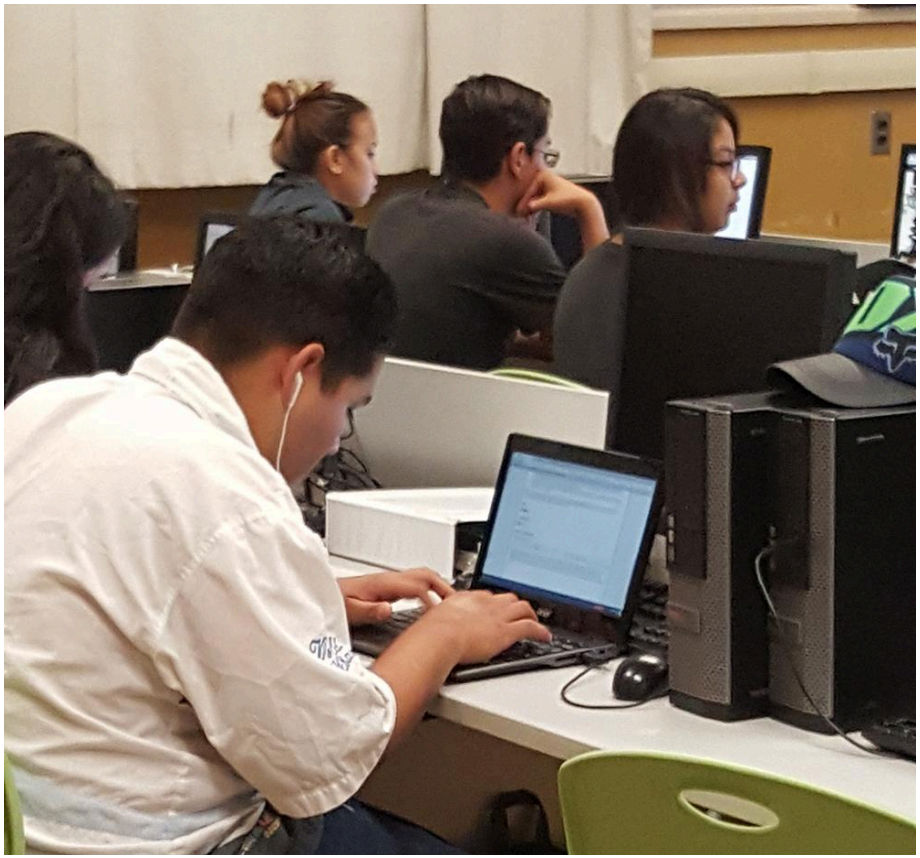
- ***Universal Tools*** that are available to all students based on student preference and selection
- ***Designated Supports*** that are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's *Individualized Education Program* (IEP) or *Section 504 Plan*.
- ***Accommodations*** that must be permitted on ELPAC tests to all eligible students if specified in the student's *IEP* or *Section 504 Plan*.

[121] Available at: https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp

Figure 9: California Student Assessment Accessibility Graphic for the Computer-Based ELPAC Assessments[122]



[122] Available at: https://www.cde.ca.gov/ta/tg/ca/documents/elpacresourcescb.pdf



ELPAC SA Score Ranges

The ELPAC SA provides students with scale scores and an overall proficiency level. Please note that the score ranges can change from year to year, based on ELPAC SA refinements.[123]

[123] November 2022 guide available at: https://www.cde.ca.gov/ta/tg/ep/documents/summativescalescores.pdf

Figure 10: Summative ELPAC Scale Score Ranges[124]

Summative English Language Proficiency Assessments for California
Scale Score Ranges

The Summative English Language Proficiency Assessments for California (ELPAC) assess English learner students in four domains: Listening, Speaking, Reading, and Writing.

Students will receive an Overall score that falls into one of four levels. The table below shows which scores fall within each range.

Summative ELPAC Overall Scale Score Ranges

The Overall score consists of the student's Oral Language score and Written Language score. The Oral Language score consists of the student's scores from the Listening and Speaking domains. The Written Language score consists of the student's scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student's grade level.

Grade Level/Span	Level 1	Level 2	Level 3	Level 4
Kindergarten	1150–1373	1374–1421	1422–1473	1474–1700
One	1150–1410	1411–1454	1455–1506	1507–1700
Two	1150–1423	1424–1470	1471–1531	1532–1700
Three	1150–1447	1448–1487	1488–1534	1535–1800
Four	1150–1458	1459–1498	1499–1548	1549–1800
Five	1150–1466	1467–1513	1514–1559	1560–1800
Six	1150–1474	1475–1516	1517–1566	1567–1900
Seven	1150–1480	1481–1526	1527–1575	1576–1900
Eight	1150–1485	1486–1533	1534–1589	1590–1900
Nine and ten	1150–1492	1493–1544	1545–1605	1606–1950
Eleven and twelve	1150–1499	1500–1554	1555–1614	1615–1950

In kindergarten, the weighting of the Summative ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.

In grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

Summative ELPAC Scale Score Ranges, continued

The tables below show which scores fall within each range for the Oral Language score and the Written Language score.

Summative ELPAC Oral Language (Listening and Speaking) Scale Score Ranges

Grade Level/ Span	Level 1	Level 2	Level 3	Level 4
Kindergarten	1150–1385	1386–1426	1427–1477	1478–1700
One	1150–1407	1408–1450	1451–1492	1493–1700
Two	1150–1413	1414–1459	1460–1509	1510–1700
Three	1150–1434	1435–1465	1466–1511	1512–1800
Four	1150–1438	1439–1471	1472–1521	1522–1800
Five	1150–1446	1447–1476	1477–1532	1533–1800
Six	1150–1449	1450–1483	1484–1541	1542–1900
Seven	1150–1455	1456–1497	1498–1553	1554–1900
Eight	1150–1460	1461–1504	1505–1568	1569–1900
Nine and ten	1150–1464	1465–1511	1512–1578	1579–1950
Eleven and twelve	1150–1469	1470–1513	1514–1582	1583–1950

Summative ELPAC Written Language (Reading and Writing) Scale Score Ranges

Grade Level/ Span	Level 1	Level 2	Level 3	Level 4
Kindergarten	1150–1345	1346–1409	1410–1462	1463–1700
One	1150–1413	1414–1458	1459–1519	1520–1700
Two	1150–1432	1433–1480	1481–1553	1554–1700
Three	1150–1460	1461–1508	1509–1556	1557–1800
Four	1150–1477	1478–1524	1525–1574	1575–1800
Five	1150–1486	1487–1549	1550–1586	1587–1800
Six	1150–1498	1499–1549	1550–1591	1592–1900
Seven	1150–1504	1505–1555	1556–1597	1598–1900
Eight	1150–1509	1510–1561	1562–1609	1610–1900
Nine and ten	1150–1519	1520–1577	1578–1631	1632–1950
Eleven and twelve	1150–1528	1529–1594	1595–1645	1646–1950

For additional information, visit the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.

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[124] Available at: https://www.cde.ca.gov/ta/tg/ep/documents/summativescalescores.pdf

5 Accountability

District Assessments Used for Annual Progress Monitoring of Multilingual Learners

HUSD assessments that are used to determine the annual academic progress for all Multilingual Learners include the state-mandated *California Assessment of Student Progress and Performance* (CAASPP) tests in English language arts (ELA) which is taken by all students in grades 3-8 and 11, regardless of their language classification.

For students in kindergarten through second grade, results of local curriculum-embedded assessments in Language Arts are considered. These assessments are also taken by all students in grades K-6, regardless of their language classification.

As a part of the monitoring process, ELA CAASPP test results are used in conjunction with diagnostic tests in the adopted Language Arts and *Designated ELD* curriculum along with grades the students receive in these subjects to identify those who may benefit from additional support or intervention as well as to inform teachers regarding the appropriate Tier I instructional modifications and strategies to consider.

Table 25: Academic Achievement Assessments in English

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Assessment of Student Performance and Progress (CAASPP) in English language arts (ELA) [125]	3-8, 11	Norm-referenced standardized assessment to determine students' proficiency on the California CCSS ELA standards	February-June	Teacher
District-adopted English language arts program assessments	TK-6	Curriculum-embedded reading/language arts assessments; district-mandated	Periodically throughout the year	Teacher
Fountas & Pinnell Benchmark Assessment System	TK-2 (Eng.)	Identify instructional and independent reading levels	Twice per year (K-2);	Teacher
Universal Screener English (Reading)	TK-6	Assess grade level reading skills	Three times per year	Teacher

[125] Multilingual Learners take all state mandated tests for their respective grade levels, except for the CAASPP ELA, which allows students who have been in the United States for 12 or fewer months to waive the assessment.

5 Accountability

District Assessments Used for Annual Progress Monitoring of Dual Language Immersion Students, Including Multilingual Learners

For students who are participating in the Spanish or Mandarin Two-Way dual language immersion (DLI) programs, including Multilingual Learners, the language proficiency and academic performance assessments in Spanish and Mandarin are shown in Table 26, below.

Table 26: Spanish/Mandarin Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Fountas & Pinnell Benchmark Assessment System (optional)	K-2 (Spanish)	Identify instructional and independent reading levels	Twice per year (K-2); as needed (3-6)	Teacher
District-adopted Spanish Language Arts program assessments	TK-6 (Spanish)	Curriculum-embedded reading/language arts assessments; district-mandated	Periodically throughout the year	Teacher
Universal Screener Spanish (Reading)	TK-6 (Spanish)	Assess grade level reading skills	Three times per year	Teacher
Basic Phonics Skills Test (BPST) (optional)	K-2 (Spanish)	Assesses letter name and sound recognition	Three times per year (as needed)	Teacher
*Benchmark math assessments (optional/highly recommended)	TK-6 (Spanish)	Assessment of grade level mathematical skills; district-mandated	Once each trimester	Teacher
Trimester Tests	K-6 (Mandarin)	Assessment of grade level standards in Mandarin (Teacher created)	Once per trimester	Teacher
Level Chinese Reading Assessment	K-6 (Mandarin)	Identify reading levels in Mandarin	Twice per year	Teacher
HUSD Spring Writing Task	K-6 (Mandarin)	Assessment of Writing Skills in Mandarin	Once each Spring	Teacher

**Math assessments are used by teachers to monitor progress towards mastery of grade level standards. These assessment scores are not populated on the EL Monitoring Forms.*

5 Accountability

Academic and Language Development Expectations for Elementary Multilingual Learners

In Tables 27 and 28, below, HUSD lays out expectations for the level of achievement and language development that Multilingual Learners should attain as they progress through its elementary schools.

In addition to the specified educational program model, these benchmarks are built around two parameters:

- The student's performance level as determined by the English Language Proficiency Assessments for California (ELPAC) at the end of the academic year
- The number of years in their educational program

Multilingual Learners' expected progress as measured on the ELPAC will be based on the ELPAC Summative Assessment (SA) score that they receive in their first year in the district. For example, a student whose ELPAC SA score at the end of their first year is at the lower end of Level 3 will be expected to receive a score at the upper end of Level 3 by the end of their second year in the district.

Table 27: Expected Benchmarks for Elementary Multilingual Learners in *Structured English Immersion* and *English-Only Instruction/Mainstream* Programs

ELPAC LEVELS	LEVEL1	LEVEL 2	LEVEL 2	LEVEL 3	LEVEL 3	LEVEL 4
ELD Overall Proficiency Level Descriptors	***Emerging/ Novice****	***Low Expanding/ Intermediate****	***Mid- Expanding***	***Upper Expanding***	***Lower Bridging***	***Higher Bridging***
Timeline toward reclassification based on ELPAC overall score at time of initial enrollment year*	1st year***	2nd year	3rd year	4th year	5th year	Reclassification
		1st year***	2nd year	3rd year	4th year	Reclassification
			1st year***	2nd year	3rd year	Reclassification
				1st year***	2nd year	Reclassification
					1st year***	Reclassification
(CAASPP) English Language Arts (ELA)	Standard Not Met	Standard Nearly Met	Standard Nearly Met *(Progress within scale score range)*	Standard Nearly Met *(Progress within scale score range)*	Standard Met or Exceeded	Standard Met or Exceeded
District Standards-Based Benchmark Assessments (K-6) in ELA	Standard Not Met	Standard Nearly Met	Standard Nearly Met *(Progress within scale score range)*	Standard Nearly Met *(Progress within scale score range)*	Standard Met or Exceeded	Standard Met or Exceeded

**Novice* refers to the lowest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

***Intermediate* refers to the highest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

****1st year refers to the first time the student took the test. (Initial Assessment [IA]; thereafter, students are assessed annually).*

Table 28: Expected Benchmarks for Elementary Multilingual Learners in *One Way* and *Two-Way Dual Language Immersion* Programs

ELPAC LEVELS	LEVEL1	LEVEL 2	LEVEL 2	LEVEL 3	LEVEL 3	LEVEL 4
ELD Overall Proficiency Level Descriptors	***Emerging/ Novice****	***Low Expanding/ Intermediate****	***Mid- Expanding***	***Upper Expanding***	***Lower Bridging***	***Higher Bridging***
Timeline toward reclassification based on ELPAC overall score at time of initial enrollment year*	1st year***	2nd year	3rd year	4th year	5th year	Reclassification
		1st year***	2nd year	3rd year	4th year	Reclassification
			1st year***	2nd year	3rd year	Reclassification
				1st year***	2nd year	Reclassification
					1st year***	Reclassification
(CAASPP) English Language Arts (ELA)	Standard Not Met	Standard Nearly Met	Standard Nearly Met *(Progress within scale score range)*	Standard Nearly Met *(Progress within scale score range)*	Standard Met or Exceeded	Standard Met or Exceeded
District Standards- Based Benchmark Assessments (K-6) in ELA	Standard Not Met	Standard Nearly Met	Standard Nearly Met *(Progress within scale score range)*	Standard Nearly Met *(Progress within scale score range)*	Standard Met or Exceeded	Standard Met or Exceeded
District Standards- Based Benchmark Assessments Target Language (K-6)	Benchmark in L1****	Benchmark in L1****	Benchmark in L1****	Benchmark in L1****	Benchmark in L1****	Benchmark in L1****

**Novice* refers to the lowest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

***Intermediate* refers to the highest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

****1st year refers to the first time the student took the test. (Initial Assessment [IA]; thereafter, students are assessed annually).*

*****Students instructed and assessed in their primary language (L1) are expected to move more quickly to demonstrate benchmark and proficient levels in academic assessments given in their L1.*

5 Accountability

Academic and Language Development Expectations for Secondary Multilingual Learners

Secondary Multilingual Learners are expected to make progress towards proficiency at a similar pace as their elementary counterparts. In Table 30 below, HUSD lays out expectations for the level of achievement and language development that secondary Multilingual Learners should attain as they progress through Hayward secondary schools. In addition to the specified program model, these benchmarks are built around two parameters: The student's ELPAC level at the end of the academic year and the number of years in their educational program.

Multilingual Learners' expected progress as measured on ELPAC assessments will be based on the ELPAC Summative Assessment (SA) score that they receive at the end of their first year in the district. For example, a student whose ELPAC SA score at the end of their first year is at the lower end of Level 3 will be expected to receive a score at the upper end of Level 3 by the end of their second year in the district.

Table 29: Expected Benchmarks for Secondary Multilingual Learners in *Structured English Immersion* or *English Language Mainstream* Programs

ELPAC LEVELS	LEVEL1	LEVEL 2	LEVEL 2	LEVEL 3	LEVEL 3	LEVEL 4
ELD Overall Proficiency Level Descriptors	***Emerging/ Novice****	***Low Expanding/ Intermediate****	***Mid- Expanding***	***Upper Expanding***	***Lower Bridging***	***Higher Bridging***
Timeline toward reclassification based on ELPAC overall score at time of initial enrollment year*	1st year***	2nd year	3rd year	4th year	5th year	Reclassification
		1st year***	2nd year	3rd year	4th year	Reclassification
			1st year***	2nd year	3rd year	Reclassification
				1st year***	2nd year	Reclassification
					1st year***	Reclassification
(CAASPP) English Language Arts (ELA)	Standard Not Met****	Standard Nearly Met****	Standard Nearly Met**** *(Progress within scale score range)*	Standard Nearly Met**** *(Progress within scale score range)*	Standard Met or Exceeded****	Standard Met or Exceeded

**Novice* refers to the lowest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

***Intermediate* refers to the highest performance level for a Multilingual Learner on the ELPAC IA, given to students when they first enter the district if they have not previously taken the ELPAC in a previous district.

****1st year refers to the first time the student took the test. (Initial Assessment [IA]; thereafter, students are assessed annually).*

*****Students take the CAASPP ELA assessment in 7th and 8th grade and then in 11th grade. They do not take the assessment in 9th, 10th, or 12th grade.*

5 Accountability

Annual Multilingual Learner Progress Monitoring, Reclassification Qualification, and Reclassified Fluent English Proficient (RFEP) Student Monitoring

The annual progress monitoring of Multilingual Learner and RFEP students is aligned with the federal and state requirements for their annual monitoring.

The monitoring requirement for Multilingual Learners is found in Title III, and states that LEAs must report "*the number and percentage of English Learners [Multilingual Learners] in the programs and activities who are making progress toward achieving English language proficiency…*" (*Title III, section 3121(a)(2)*)[126]

The monitoring requirement for RFEP students is found in Title III of the *ESSA* and in the California Code of Regulations, which state that LEAs must report "*the number and percentage of English Learners [Multilingual Learners] meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part…*" (*Title III, section 3121(a)(5)*)[127]

"... to ensure correct classification and placement." (*5 CCR section 11304*)[128]

Therefore, the progress of Multilingual Learner and RFEP students is formally monitored in HUSD on an annual basis.

The progress of Multilingual Learner and RFEP students is formally monitored in HUSD on an annual basis.

[126] Available at: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-iii-part-a/

[127] Available at: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-iii-part-a/

[128] Available at: https://govt.westlaw.com/calregs/Document/I393B7E034C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

5 Accountability

Process for Annual Monitoring of Student Progress and Reclassification Eligibility

Annual Progress Monitoring of Multilingual Learner and RFEP Students

Each year, the site Multilingual Learner Specialist, counselors, principal, ELD or ELA teacher at each school collect and review the assessment data regarding each Multilingual Learner's and RFEP student's academic and language development progress. Specific criteria for Reclassification can be found in the Reclassification section of this document.

Assessment data currently used for this annual review include:

- English language performance level as determined in the most recent ELPAC SA administration, including their performance in the listening, speaking, reading, and writing domains
- Academic achievement in ELA as measured by the CAASPP ELA assessment
- Academic achievement in English reading and writing as measured by district standards-based benchmark assessments in ELA
- Progress in English Language Development as measured by the district adopted curriculum-embedded ELD assessments (optional, for Multilingual Learners only)
- Student report card grades

"Making progress" in HUSD is defined as any combination of the following for Multilingual Learner and RFEP students:

- Growth on the ELPAC SA
  - This applies to Multilingual Learners only as RFEP students no longer take the ELPAC
- Achieved a passing grade (C- or higher, or elementary equivalent) in ELA
  - This would be the sole monitoring criterion for RFEP students

Through this review process, Multilingual Learner and RFEP students who are demonstrating satisfactory academic and English language development progress and those who are not are identified as shown in Table 30 below.

5 Accountability

Table 30: Annual Process Monitoring Process for Multilingual Learner and RFEP Students

Step	Description
1	Annual review of **Multilingual Learner** and **RFEP student** progress

	• *If the student was not eligible to reclassify, then **Multilingual Learner monitoring** begins*
	  ○ *Elementary: at the end of Trimester 1*
	  ○ *Secondary: at the end of Quarter 1*
	• *A Monitoring Form is generated for each Multilingual Learner in Illuminate*

	• *If the student did reclassify, then **RFEP monitoring** begins and continues for four (4) years after reclassification*
	  ○ *Elementary: at the end of Trimester 1*
	  ○ *Secondary: at the end of Quarter 1*
	• *An RFEP Monitoring Form is generated for each RFEP student in Illuminate*

2	**For Multilingual Learners only:** Review of English language proficiency data • *Review of the student's results from the latest administration of the ELPAC SA* • *A Catch-Up Plan (elementary) or Plan for Growth (secondary) will be created in Illuminate with appropriate, standards-based, and measurable goals for any Multilingual Learner whose ELPAC overall score shows no growth year-to-year*

3	**For Multilingual Learner and RFEP students:** Review of basic skills and academic performance data
	• *Review or most recent academic performance data*
	  ○ *Basic skills assessment appropriate to the student's grade level*
	  ○ *Student's performance in ELA as measured on the student's report card*
	• *A Catch-Up Plan or Plan for Growth with appropriate, standards-based, and measurable goals will be created for any student whose ELA grade is D+ or lower (or equivalent) at the semester/trimester preceding the fall monitoring window*

5 Accountability

Step	Description
4	**For Multilingual Learner and RFEP students:** *Student Study Team* (SST) determination of progress (as needed) ● If there is consensus that any of the reviewed assessment data shows a lack of progress that is due to factors unrelated to English language proficiency, then: ○ The student's language classification remains the same for the following year ○ A Multilingual Learner or RFEP *Catch-Up Plan* or *Plan for Growth* is created for the student, outlining appropriate goals for the area(s) that show a lack of progress ○ One copy of the *Catch-Up Plan* or *Plan for Growth* is provided to the parent/guardian and one copy is placed in the student's Multilingual Learner folder ● **For Multilingual Learner monitoring only:** If the student made adequate academic and language development progress, but has not yet met existing reclassification criteria, then the student's language classification remains the same for the following year
5	**For Multilingual Learner and RFEP students:** ● If the student made adequate academic and language development progress (for Multilingual Learners only), then the *Monitoring Form* will be generated and automatically populated with information showing that they are making progress, as these measures are already in the students' cumulative records. ● If the student failed to make adequate academic and English language development (for Multilingual Learners only) progress, all efforts will be made to review appropriate goals with the parents/guardians and seek their signature on the *Monitoring Form* or *RFEP Monitoring Form* along with a *Catch-Up Plan* or *Plan for Growth*
6	**For Multilingual Learners:** Parents/guardians are consulted regarding reclassification eligibility ● If the student made adequate academic and language development progress, but has not yet met current reclassification criteria (e.g., did not yet receive a score of 4 on the ELPAC SA or a score of 2 or higher on CAASPP ELA), parents/guardians will be informed of students' progress ● If the student meets the reclassification criteria at this time, then a *Reclassification Form* will be produced, and parents/guardians will be contacted for consultation, and all communication with parents regarding consultation and opinion will be documented

At the conclusion of the annual monitoring process, the *Monitoring Form* or *RFEP Monitoring Form* is filed in the student's green Multilingual Learner folder.

Multi-Tiered Systems of Support (MTSS) Tier II or III services that may be provided to RFEP students who do not make progress include but are not limited to:

- Tutoring
- Specialized or adapted instruction
- Participation in any intensive interventions or acceleration programs provided by the school.

Examples of these supports can be found in *Component #5* of this document.

Component #10 – Program Monitoring and Evaluation

Plan for Multilingual Learner Program Evaluation

Overview

As a Local Education Agency (LEA), HUSD is required to monitor and report on the efficacy of its Multilingual Learner programs, which are outlined in this Master Plan. There are multiple measures for evaluating the program, including (but not limited to) the *English Learner Progress Indicator* (ELPI) and participation in *Federal Program Monitoring* (FPM). HUSD is committed to going beyond the compliance model and providing services for all educational partners, including parent/guardian and community engagement.

As part of its accountability procedure, HUSD routinely reports on its programs both to the California Department of Education and the United States Department of Education. HUSD's Program Evaluation Goals are shown in Table 31, below.

HUSD is committed to going beyond the compliance model and providing services for all educational partners, including parent/guardian and community engagement.

5 Accountability

Table 31: Multilingual Learner Program Evaluation Goals and Questions

Goal Area	Evaluation Questions	Measurement Instrument(s)
1. Implementation: Multilingual Learner programs are fully implemented as described in this plan.	Are Multilingual Learner programs fully and consistently implemented in ways that meet or exceed the requirements of state and federal laws?	*Principal's Assurances Checklist*
	Are Multilingual Learners at all levels gaining access to academically rigorous coursework?	Internal data as measured annually on the Local Control Accountability Plan (LCAP)
2. English Proficiency: Multilingual Learners will make steady progress in developing academic English and attain academic English proficiency as efficiently and effectively as possible.	Are there overall proficiency gains on all subtests of the *English Language Proficiency Assessments for California Summative Assessment* (ELPAC SA) for all categories of Multilingual Learner (Newcomer, Long-Term English Learner [LTEL], dually identified Multilingual Learners with Disabilities)?	C*alifornia School Dashboard:* ELPI
	What are the overall gains made by Multilingual Learners by categories (Newcomer, LTEL, dually identified Multilingual Learners with Disabilities)?	ELPAC performance data, disaggregated
3. Academic Progress: All Multilingual Learners will make annually expected academic progress in core academic subjects.	Are increasing percentages of Multilingual Learners making steady progress on CAASPP ELA and Mathematics performance?	*California School Dashboard:* Academic Indicator
	Are the Multilingual Learners who are not making steady academic progress being identified and receiving appropriate interventions?	Schools' *Single Plan for Student Achievement* (SPSA)
	Are increasing percentages of LTELs meeting reclassification criteria?	Internal calculations of LTELs meeting RFEP criteria
	Are Multilingual Learner and *Reclassified Fluent English Proficient* (RFEP) students in high school making expected progress toward graduation? How do they fare when compared to the overall student population?	*California School Dashboard:* Graduation Rate
	Are Multilingual Learner and RFEP students proportionately represented in the following groups? ● Meeting UC/CSU (A-G) course requirements upon high school	*DataQuest* reports: A-G Completion, College-Going Rate

Goal Area	Evaluation Questions	Measurement Instrument(s)
	graduation ● Taking and passing college entrance examinations ● Admission to postsecondary education	
	Is there an annual increase in the percentage of Multilingual Learner and RFEP students for each of the three categories described above?	See data sources listed above

Evaluation Design

To ensure that the academic and linguistic supports necessary for Multilingual Learner success required by federal and state law are being met, the Multilingual Learner Department and HUSD commit to an evaluation design which guarantees:

- Multilingual Learners have access to state board-adopted, Common Core- and other California content standard-aligned curriculum and materials
- *Integrated ELD* is being provided across the content areas taught in English each day for all Multilingual Learners
- *Designated ELD* is being provided daily during a protected time during the regular school day to build into and from content instruction to develop the critical language Multilingual Learners need for content learning in English.[129]
- All Multilingual Learner and RFEP students are monitored annually to verify they are making appropriate academic and English language development progress.

HUSD uses multiple types of data, including state and local assessments, to ensure our students are making ongoing progress. This information will be shared with the HUSD Board annually.

This approach serves two purposes, as it ensures that HUSD is providing the academic and linguistic support necessary for Multilingual Learner success and prepares the district to demonstrate these supports during an FPM review.

Evaluating Multilingual Learner Program Effectiveness

The district has identified benchmarks for Multilingual Learners in all programs, including the Structured English Immersion, English Language Mainstream, One-Way Dual Language Immersion, and Two-Way Dual Language Immersion program. See Component #9 for more detailed information on assessment and monitoring Multilingual Learner student progress in each program.

[129] Adapted from p. 106 in the ELA/ELD Framework, which is available at: https://www.cde.ca.gov/ci/rl/cf/

5 Accountability

Monitoring Program Implementation and Effectiveness

Goal 1: Program Implementation as Described in the Master Plan for Multilingual Learners

District and site staff will monitor the implementation of all Multilingual Learner programs. The primary goal of the monitoring is to ensure that every school in the district has optimally effective programs for Multilingual Learners.

Principal's Assurances Checklist

School principals are responsible for the daily, site-level implementation of the Master Plan for Multilingual Learners. Throughout the academic year, principals complete sections of the *Principal's Assurances Checklist for Multilingual Learner Program Services* and submit it to the Director of Leadership and Accountability and the Multilingual Learner Director according to the timeline indicated on the checklist. This facilitates ongoing communication between the Multilingual Learner Director and department and assists in the monitoring of the fidelity of the program to the descriptions included in this *Multilingual Learner Master Plan* throughout the school district. The Associate Superintendent of Educational Services reviews all Principal's Assurances Checklists at the end of the academic year.

Goal 2: Steady Progress Toward and Attainment of English Language Proficiency

Multilingual Learners are expected to make growth annually in their English language proficiency to be reclassified as RFEP within five to seven years of entering a US school system. Greater details on how English language proficiency progress is monitored are provided in *Component #9, Assessment and Student Monitoring*.

Goal 3: Steady Academic Progress Toward and Attainment of Grade-Level Academic Proficiency

Multilingual Learners in HUSD will make steady progress toward meeting grade-level standards in English language arts and core academic subjects as demonstrated on a student's report card as well as on state and district assessments. For more information on Multilingual Learner and RFEP progress monitoring and reclassification, see *Component #9*.

Using Program Effectiveness Information to Improve Implementation and Modify the Multilingual Learner Program

As the *California Department of Education* (CDE) and the *United States Department of Education* (USDOE) make changes in policies and recommendations related to Multilingual Learners, this *Multilingual Learner Master Plan* will be updated to reflect these changes.

As a district, there will be on-going opportunities to revise instructional programs to meet the changing needs of all HUSD students, including Multilingual Learners. These revisions will go through a transparent, systematic process which will involve multiple stakeholders and will include teacher, parent/guardian, labor partners, and student representation. This process will be formalized and will include bringing the recommended revisions to the *District English Learner Advisory Committee* (DELAC), *Curriculum Councils*, HUSD Cabinet, and the HUSD Board of Education.

5 Accountability

Federal, State and LEA Requirements and Evaluation Processes

State and Federal Accountability

In response to federal changes in educational policy, the CDE created the *California School Dashboard*[130] to track annual student performance and progress on both state and local performance standards.

The *California School Dashboard* is designed to:

1. Support LEAs in identifying strengths, weaknesses, and areas for improvement
2. Assist in determining whether LEAs are eligible for assistance
3. Assist the State Superintendent of Public Instruction (SSPI) in determining whether LEAs are eligible for more intensive state support/intervention[131]

To fulfill these goals, the *California School Dashboard* measures performance across ten priority areas across school sites, LEAs, and county offices of education (COEs). The ten priority areas are modeled after and in compliance with the *Every Student Succeeds Act* (ESSA) of 2015,[132] which is the reauthorization of the *Elementary and Secondary Education Act* (ESEA), and are shown in Table 32.

[130] Available at: https://www.cde.ca.gov/ta/ac/cm/
[131] Source: *Fall 2018 California School Dashboard Technical Guide*, pp. 13-14, available at: https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp
[132] Available at: https://www.cde.ca.gov/re/es/

5 Accountability

Table 32: LCFF Priority Areas in the California Accountability System[133]

LCFF Priority Area	State Indicator	Local Indicator
Priority 1: Basic Services or Basic Condition at Schools	n/a	Textbook availability, adequate facilities, and correctly assigned teachers
Priority 2: Implementation of State Academic Standards	n/a	Progress in implementing state academic standards (annual)
Priority 3: Parent/Guardian Engagement	n/a	Progress in seeking input from parents/guardians in decision making and promoting parent/guardian participation in programs (annual)
Priority 4: Student Achievement	• Academic (grades 3-8) • English Learner Progress	n/a
Priority 5: Student Engagement	• Graduation Rate • Chronic Absenteeism	n/a
Priority 6: School Climate	Suspension Rate	Administer a Local Climate Survey every other year
Priority 7: Access to a Broad Course of Study	College/Career	Annually measures progress on the extent students have access to, and are therefore enrolled in, a broad course of study.
Priority 8: Outcomes in a Broad Course of Study	College/Career	n/a
Priority 9: *(COEs only)* Coordination of Services for Expelled Students	n/a	Annual survey that measures progress in coordinating instruction for expelled students
Priority 10: *(COEs only)* Coordination of Services for Foster Youth	n/a	Annual survey that measures progress in coordinating services for Foster Youth

[133] Source: CDE California School Dashboard Technical Guide, available at: https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp

5 Accountability

Multilingual Learner Student Groups

For each of the indicators on the California School Dashboard, Multilingual Learners are considered as a separate student group (along with other groups, such as Foster Youth, Homeless Youth, Low Income, and Students with Disabilities) and the score for Multilingual Learners is calculated uniquely within each of the indicators, as shown in Table 33, below.

Table 33: Multilingual Learners Reported in the *California School Dashboard*[134]

State Indicator	Definition
Chronic Absenteeism	Students who are marked as Multilingual Learner (Or English Learner; EL) at any time in the school year who are chronically absent
Suspension Rate	Students who are marked as Multilingual Learner at any time in the school year who are suspended
English Learner Progress[135]	Multilingual Learners in grades 1-12 with an ELPAC Summative Assessment (ELPAC SA) overall performance level in the current *and* prior year, and who are marked as Multilingual Learner in the *California Longitudinal Pupil Achievement Data System* (CALPADS) during the ELPAC Summative Testing Window (February 1 - May 31)
Graduation Rate	Students who are marked as EL at any time during the four- or five-year cohort.
Academic: Grades 3-8 and Grade 11 Distance from Level 3 Report	Students who are marked as EL at any time in the school year, including students reclassified within the past 4 years.
College/Career[136]	Students who are marked as EL at any time during the four-year cohort.

[134] Source: 2022 CA Dashboard Technical Guide Introduction, pp. 26-28, available at: https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp
[135] For the English Learner Progress Indicator, Multilingual Learners is the only student group reported.
[136] This metric has been suspended for the 2022 *California School Dashboard*

The English Learner Progress Indicator

The ELPI determines Multilingual Learners' progress towards English proficiency through the use of ELPAC data.

Table 34: *English Language Progress Indicator* (ELPI) Calculation Formula for Status[137]

ELPI Calculation Formula for Status
Annual ELPAC SA test takers who increased at least one ELPAC level between the current and prior year
Combined with the number of
ELPAC SA test takers who maintained a level 4 on the ELPAC SA between the current and prior year
Divided by
The total number of annual ELPAC SA test takers with both a current and prior year ELPAC SA level in grades 1-12)

Federal Program Monitoring (FPM)

HUSD participates in FPM to ensure that all students, including Multilingual Learners, receive required and appropriate services. Per the CDE,

> *School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.*[138]

Current FPM requirements can be found on the CDE's Compliance Monitoring webpage, available at https://www.cde.ca.gov/ta/cr/.

Success Criteria for Multilingual Learners' Linguistic and Academic Outcomes

The *California School Dashboard* provides HUSD with useful tools to measure Multilingual Learners students' linguistic and academic outcomes through its academic indicators. The state collects data on student achievement that is measured by the *California Assessment of Student Performance and Progress* (CAASPP) in both English language arts and mathematics. In addition, it collects *College and Career Readiness data*. HUSD uses these measures to determine how its Multilingual Learners are performing in meeting academic standards, and whether they are on track to graduate from its high schools college and/or career ready.

In addition to CAASPP and *College and Career Readiness* data, California also provides HUSD with linguistic outcome data through its reporting of the ELPAC. This data is compared year over year to see whether our programs are serving our students effectively and is analyzed by grade level and linguistic domain.

HUSD state reports can be found through the following links:

- California School Dashboard[139]
- Annual CAASPP data[140]
- Annual ELPAC data[141]

[137] 2022 CA Dashboard Technical Guide: English Learner Progress, p. 8, available at: https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp

[138] From the first paragraph of the webpage available at: https://www.cde.ca.gov/ta/cr/

[139] Available at: https://www.caschooldashboard.org/reports/01611920000000/2022

[140] Available at: https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2022&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=01&lstDistrict=61192-000&lstSchool=0000000

[141] Available at: https://caaspp-elpac.ets.org/elpac/DashViewReportSA?ps=true&lstTestYear=2022&lstTestType=SA&lstGroup=1&lstSubGroup=001&lstGrade=13&lstSchoolType=A&lstCounty=01&lstDistrict=61192-000&lstSchool=0000000

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In addition to quantitative data (e.g., the *California School Dashboard* indicators), HUSD partners with its site-level *English Learner Advisory Committees* (ELACs) and the DELAC annually to gather qualitative and anecdotal data on the district's and sites' provision of the academic and linguistic supports necessary for Multilingual Learner success and the students' experiences in HUSD schools. The ELAC informs sites on the academic and linguistic supports necessary for Multilingual Learner success for the development of each site's annual SPSA, and the DELAC informs the district on the academic and linguistic supports necessary for Multilingual Learner success to inform the development of the district's annual *Local Control and Accountability Plan* (LCAP).

Core Base Program vs. Supplemental Supports

All HUSD students receive access to core academic programs across all grade levels and content areas, including Multilingual Learners. However, Multilingual Learners also benefit from supplemental supports which are offered that supplement, but do not supplant, the core program, including Tier II and Tier III interventions and accelerations. Base programs, also referred to as Core programs or general programs, include core instruction and materials, as well as professional development that is given to all teachers and/or staff members.

Evaluation of Base and Supplemental Funding

Funding and Resources

State funds are allocated following the funding mandates prescribed by the California Education Code, the *Local Control Funding Formula* (LCFF), district policies, and local site plans. These funds are used to supplement the core educational program and not supplant general fund monies. Federal funds continue to be regulated by ESSA. All core program expenditures are supported by the general fund. Expenditures are audited annually by the HUSD Business Services Division and/or state/federal auditors.

General Funds

Core/general educational funds should be used to provide a core academic program and core material for Multilingual Learners. *One-Way Dual Language Immersion* (DLI) and *Two-Way DLI* program services and materials should also come from general funds, as these are the core programs for the students enrolled in them.

Included in core instruction are all the content areas, including *English Language Development* (ELD). The district uses general fund monies to provide a core program for all students. It includes core curricular materials, instructional supplies, teachers' salaries, and other general pupil services (for example, transportation, Special Education expenditures, food, health, counseling services, etc.). General fund monies are also used to support program implementation and student progress monitoring systems as well as for program evaluation. State-adopted core materials in English language arts and mathematics also include Integrated ELD strategies to help ensure that Multilingual Learners have access to the core curriculum. The core program also includes HUSD-adopted ELD curriculum materials, as well as primary language instructional materials for students enrolled in Dual Language Immersion programs.

Core/general educational funds should be used to provide a core academic program and core material for Multilingual Learners.

State Supplemental Funds

Supplemental grant funds are provided per the LCFF. Under the formula, each Multilingual Learner, low-income (LI), or foster youth student generates an additional 20 percent in funds of the qualifying student's adjusted grade-span base rate.

Per LCFF guidelines, supplemental funds are *unduplicated*, meaning that each student generating these funds, regardless of having more than one designation (e.g., a student who is both a Multilingual Learner and LI), is only counted once.

Federal Supplemental Funds

Title I Part A

Schoolwide programs under Title I, Part A, permit a school to use funds from Title I to raise achievement for all students and improve the entire educational program of the school. School-wide programs are not required to identify particular children as eligible for services. These schools can use their Title I funds in a flexible manner as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all children according to a comprehensive plan to help students meet the *Common Core State Standards* (CCSS).

Title II Part A

Supporting Effective Instruction is a federal categorical program contained in the *Consolidated Application* (*ConApp*). The purpose of Title II, Part A, is to increase the academic achievement of all students by helping schools and districts:

- Improve teacher and principal quality through professional development and other activities
- Providing low-income and minority students greater access to effective teachers, principals, and other school leaders

Title III

The federal Title III program provides funds for supplementary programs and services for Multilingual Learners and immigrant students. Activities required by Title III include providing instructional support services related to both Designated and Integrated ELD and to the acceleration of academic progress in the CCSS in a manner that allows Multilingual Learners to meet both grade level and graduation requirements. As such, funds may also be used to provide professional development to staff assigned to the instruction of Multilingual Learners. Finally, Title III funds may also be used for a variety of instructional support, curriculum development, parent/guardian involvement and other Multilingual Learner-related program activities and events. More information about Title III funds can be found on the CDE webpage.[142]

Single Plans for Student Achievement (SPSAs)

California Education Code (EC) Section 64001[143] requires that principals coordinate development of the SPSA annually. The School Site Council's (SSC's) responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually. EC Section 64001 also specifies that schools and districts that receive state and federal or other applicable funding through the district's ConApp process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the FPM process.

[142] Available at: https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp

[143] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=64001&lawCode=EDC

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The SPSA identifies and addresses the instructional needs of students and specifies how categorical funds provided through the ConApp will be used to accomplish the goals outlined in the plan. State guidelines require that the SPSA must:

- Identify site-specific achievement goals based on a variety of student performance data
- Describe specific instructional strategies to accelerate student learning
- Describe the ways in which student progress will be monitored on a regular basis
- Identify interventions for students not achieving the site goals
- Determine the necessary professional development for staff
- Delineate strategies for parent/guardian communication and engagement
- Reflect estimated costs and funding sources
- Involve consultation with other site advisory groups.

State regulations require that the SSC be the group responsible for developing and revising the SPSA in collaboration with the site instructional leadership team. Ongoing consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA, as cited in *California Education Code (EC) Section 64001*.[144] Every year, an ELAC representative must give input to the SSC and make recommendations for the school's SPSA development as they relate to Multilingual Learners' needs.

This ongoing involvement of the SSC in the review of the SPSA is a critical element of the annual planning cycle and should be reflected in meeting agendas and minutes. Documentation of SSC development, revision, monitoring, and evaluation of the SPSA should be maintained at each school.

Local Control Accountability Plan (LCAP)

Per the CDE, "The LCAP is intended as a comprehensive planning tool to support student outcomes and is an important component of the local control funding formula (LCFF). Under the LCFF, all local educational agencies (LEAs) including school districts, county offices of education (COEs), and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to *California Education Code (EC)* sections 52060(d), 52066(d), and 47605."[145]

Each year, HUSD ensures that Multilingual Learners are represented in our LCAP goals. HUSD's *Strategic Plan*[146] outlines the process for drafting the LCAP.

[144] Available at: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=64001&lawCode=EDC

[145] From the CDE's *LCAP Frequently Asked Questions*: https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#LCAP

[146] Available at: https://www.husd.us/strategicplan

Appendix

6 Appendix

- **Appendix A: Glossary of Terms**
- **Appendix B: Draft 3 Year Plans for Implementation**
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6 Appendix

Appendix A

Glossary of Terms

Please note: All definitions are per the California Department of Education[147] [148], unless otherwise noted.

Acronyms At-A-Glance

Acronym	Definition
ALD	Academic Language Development
AP	Advanced Placement
ASL	American Sign Language
AVID	Advancement Via Individual Determination
BCLAD	Bilingual Crosscultural Language and Academic Development
BIA	Bilingual Instructional Assistant
BPST	Basic Phonics Skills Test
CAASPP	California Assessment of Student Performance and Progress
CCR	California Code of Regulations
CCSS	Common Core State Standards
CDE	California Department of Education
CLAD	Crosscultural Language and Academic Development
COE	County Office of Education
CTC	Commission on Teacher Credentialing

Acronym	Definition
GATE	Gifted And Talented Education
HLS	Home Language Survey
IEP	Individual Education Plan
IFEP	Initially Fluent English Proficient
LAS	Language Assessment Scales
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency
LI	Low Income
LTEL	Long-Term English Learner
MLA	Mandarin Language Arts
MLD	Mandarin Language Development
MTSS	Multi-Tiered Systems of Support
OWLI	One Way Language Immersion

[147] CDE DataQuest EL Definitions: https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx
[148] CDE Multilingual Program Definitions: https://www.cde.ca.gov/sp/el/er/multilingualedu.asp

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CWA	Child Welfare and Attendance
DAC	District Advisory Committee
DELAC	District English Learner Advisory Committee
DLI	Dual Language Immersion
EC	Education Code
EdGE	Education for a Global Economy
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELP	English Language Proficiency
ELPAC (IA, SA, IAA, AA)	English Language Proficiency Assessment for California (Initial Assessment, Summative Assessment, Initial Alternate Assessment, Alternate Assessment)
ELPI	English Learner Progress Indicator
EO	English Only
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ETS	Educational Testing Service
FPM	Federal Program Monitoring

PAC	Parent Advisory Committee
PL	Professional Learning
PLD	Proficiency Level Descriptor
RFEP	Reclassified Fluent English Proficient
ROP	Regional Occupational Program
SELPA	Special Education Local Plan Area
SES	Socio-Economic Status
SLA	Spanish Language Arts
SLD	Spanish Language Development
SLIFE	Student with Limited or Interrupted Formal Education
SPSA	School Plan for Student Achievement
SSC	School Site Council
SSPI	State Superintendent of Public Instruction
TBD	To Be Determined
TK	Transitional Kindergarten
TWLI	Two Way Language Immersion
WH	World House

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Glossary

Academic Language Development (ALD): When Multilingual Learners are receiving Designated English Language Development (ELD) in a dual language immersion (DLI) classroom, English-Only (EO), Initially Fluent English Proficient (IFEP), and Redesignated Fluent English Proficient (RFEP) students receive ALD (*HUSD Internal Definition*)

District English Learner Advisory Committee (DELAC): A district-level English Learner Advisory Committee composed of parents, staff, and community members designated to advise district officials on English learner programs and services.[149]

Dual-Language Immersion (One-Way Immersion): provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in students' first and second languages. (*HUSD Internal Definition*)

Dual-Language Immersion (Two-Way Immersion): Language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students' first and second languages, and cross-cultural understanding.

Dually-Identified Student: A student who is identified as both an English Learner and as a Student with Disabilities.

English Learner Advisory Committee (ELAC): A school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.[150]

English Learner (EL) (also called Multilingual Learner): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC (*Note: The 2018–19 determinations At-Risk of becoming LTEL [AR-LTEL] reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from AR-LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.)*; and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA).In addition, please note the following: (1) students for whom one or more of the required

[149] Available at: https://www.cde.ca.gov/ta/cr/delac.asp
[150] Available at: https://www.cde.ca.gov/ta/cr/elac.asp

testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see California Education Code (EC) 313.1.

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the HLS is English or American Sign Language (ASL).

"Ever-EL": A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Home Language Survey (HLS): When a child first enrolls in a California public school, the school will provide a questionnaire called the HLS for parents to complete. The questions on the HLS are recommended by the state and are consistent with the questions provided by the U.S. Department of Education. Generally, the HLS consists of four questions about the language spoken when the student first began to speak as well as the language (or languages) most frequently used at home. An HLS must be completed for every new student who enrolls for the first time into a California public school regardless of the language(s) that are spoken at home.[151]

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC *(Note: The 2018–19 determinations of Long-Term English Learners (LTEL) reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.)*; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.

Multilingual Learner: A student in HUSD who meets the California Department of Education criteria for being an English Learner. (*HUSD Internal Definition*)

[151] Available at: https://www.cde.ca.gov/sp/el/er/prntinfo.asp

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Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Students with Limited or Interrupted Formal Education (SLIFE): Students with Limited or Interrupted Formal Education (SLIFE) are those who have had limited to no access to school in their home country or whose education was either limited or interrupted.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the HLS and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

Appendix B

DRAFT 3 Year Plans for Implementation – HUSD Multilingual Learner Master Plan Implementation

Category	Planning year (2023-2024)	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
Elementary				
Overall Implementation	Recruit and identify committee members to finalize the 3-year plan and timeline to support implementation of the Multilingual Learner Master Plan.	Begin Professional Learning (PL) for teachers and staff	Ongoing PL for teachers and staff	Ongoing PL for teachers and staff
Dual Language Pathways	Develop common understanding of Dual Language Models and Pathways Meet with staff, students and parent/guardians for their input into a pathway model Collaborate with Human Resources and Labor Partners around updated and/or new approved positions Recruitment and retention of Bilingual Staff to support	Begin Professional Learning (PL) for dual language teachers and staff Human resources and Labor partners will begin the work of updating/creating job descriptions for BOE approved positions	Ongoing PL fordual language teachers and staff Professional Learning for Dual Language teachers, school admin team, office staff, etc.	OngoingProfessional Learning (PL) for dual language teachers and staff Professional Learning for Dual Language teachers, school admin team, office staff, etc.

Category	Planning year (2023-2024)	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
	instruction, intervention and assessment			
Designated English Language Development (ELD), Academic Language Development (ALD), and Second Language Development (SLD)	Update the Administrative Regulations (ARs) to reflect the EL Committee recommendations for Language Development time. Inform elementary staff of the updates and shifts in model and practice	Implementation of the updated Administrative Regulations at all elementary sites.	Continued implementation of the updated Administrative Regulations at all elementary sites.	Continue implementation of the updated Administrative Regulations at all elementary sites
Considerations for Newcomer Students	Create a Professional Learning Community (PLC) to develop best practices and needs to support Newcomers.	Provide professional learning for elementary sites around best practices for educating Newcomers. Provide language, academic, social emotional support for all Newcomers	Provide professional learning for elementary sites around best practices for educating Newcomers. Provide language, academic, social emotional support for all Newcomers	Provide professional learning for elementary sites around best practices for educating Newcomers. Provide language, academic, social emotional support for all Newcomers
Considerations for Long Term English Learners (LTELs)	Identify and provide training on interventions for Long Term English Learners	Implementation of intervention for Long Term ELs	Continue implementation of intervention for Long Term ELs	Continue implementation of intervention for Long Term ELs

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Category	Planning year (2023-2024)	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
Secondary				
Overall Implementation	Recruit and identify committee members to finalize the 3-year plan and timelines	Begin Professional Learning (PL) for teachers and staff Ongoing teacher/staff recruitment	Ongoing PL for teachers and staff Ongoing teacher/staff recruitment	Ongoing PL for teachers and staff Ongoing teacher/staff recruitment
Dual Language Pathways	Research and shadowing of other districts Research potential courses and instructional materials Begin recruitment of new/existing teachers for Secondary program as needed Meet with staff, students and parent/guardians for their input into a pathway model	Identify participating schools Begin process of PL for counselors and other staff who would support the program Begin process of PL for existing teachers who would opt to teach 7th grade class starting in the 26-27 school year Course creation for Dual Language classes at the middle school level Selection of course materials Develop program assessments	Recruitment of incoming 7th graders Begin process of articulating through high school	Ongoing implementation of course materials Course creation for Dual Language classes at the high school level Ongoing incoming 7th grader recruitment Recruitment of 8th grade class at participating schools
Considerations for Newcomers	Identify PL opportunities to support best practices for secondary ELD and content teachers for Newcomers	Begin PL for secondary ELD and content teachers with Newcomers	Continue PL for secondary ELD and content teachers with Newcomers, adding new teachers	Continue PL for secondary ELD and content teachers with Newcomers, adding new teachers

Category	Planning year (2023-2024)	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
	Research credit recovery options for the World House students, plan for implementation Increase BIA's allocation based on enrollment needs and identify PL opportunities for BIAs working with secondary Newcomers	Implement approved credit recovery options Begin PL for BIAs working with secondary Newcomers	Continue PL for BIAs working with secondary Newcomers, adding new staff	Continue PL for BIAs working with secondary Newcomers, adding new staff
Considerations for Long Term English Learners (LTELs)	Research models and implement Sheltered ELA at all middle and high schools to support LTELs and meet designated ELD requirements Identify PL opportunities for teachers with LTELs Explore flexible scheduling to support ELD instruction	Continue implementation *Additional actions TBD by direction of the Committee and/or Board*	Continue implementation *Additional actions TBD by direction of the Committee and/or Board*	Continue implementation *Additional actions TBD by direction of the Committee and/or Board*

Appendix C

Supplemental Professional Learning Resources

Professional Learning or Resource Name/Title	Description

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US Department of Education Newcomer Toolkit	Designed to help K-12 teachers, principals, and other school staff support Newcomer ELs.
Newcomer Resources	A detailed list of resources to support Newcomers.
Oakland Unified School District Newcomer Tool Kit	A list of procedures and assessments for welcoming and placing Newcomer ELs at the secondary level
SLIFE Support from the 2018 WIDA Annual Conference	A Padlet site with multiple resources for meeting the needs of Students with Limited or Interrupted Formal Education (SLIFE)
SupportED	A collection of infographics, graphic organizers, and best practices for meeting the needs of ELs at all grade levels and including SLIFE resources. Professional Development modules and online courses are also offered, for a fee.
CDE ELA/ELD Framework (Implementation Support for ELs)	A collection of resources that provides EL support for the implementation of the English Language Arts/English Language Development Framework for
ELA/ELD Framework- A Guide to Resources with an English Learner Emphasis	A guide to support California educators in the use of the components within the ELA/ELD Framework that focus on meeting the needs of English Learners/Multilingual Learners.
ELA/ELD Framework- Integrated ELD & Designated ELD Vignettes	Glimpses of Integrated and Designated ELD instruction at grade levels K-12.
ELA/ELD Framework- Integrated ELD & Designated ELD Snapshots	Glimpses of various Integrated and Designated ELD instruction at grades TK-12
CA EdGE FAQs	Compiled questions and answers regarding implementation of the CA EdGE Initiative, also known as Prop. 58.
Supporting LTELs in Mastering Academic English	Webinars and resources from WestEd on meeting the needs of Long-Term English Learners/Multilingual Learners (LTELs).
Supporting Immigrant and Refugee Students (SIRS)	A set of resources for teachers and schools to provide support for Immigrant and Refugee Students. Topics include trauma-informed practices.
Colorín Colorado	A bilingual site with resources for educators and families of English Learners/Multilingual Learners.

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Long Term English Learners/Multilingual Learners: Fulfilling the Unkept Promise of Educational Opportunity	A collection of readings and webinars for teachers and schools who support Long Term English Learners/Multilingual Learners (LTELs). Webinar and scholarly articles created by Dr. Laurie Olsen.
Blueprints for Effective Leadership and Instruction for our English Learners/Multilingual Learners' Future (B.E.L.I.E.F.)	A set of six modules developed by the CA ELA/ELD Curriculum and Instruction Steering Committee, which are geared towards district, site, and EL program leaders.

Appendix D

Vignettes and Snapshots from the CA ELA/ELD Framework

Grade Level	Integrated or Designated ELD	Snapshot or Vignette	Title	ELA/ELD Framework Chapter	ELA/ELD Framework Pages
TK	Designated	Vignette	Designated ELD Instruction in Transitional Kindergarten: Retelling Using Past Tense Verbs and Expanded Sentences (Three Little Pigs)	Chapter 3	82-85
K	Integrated	Snapshot	Integrated ELA, ELD, Science, and History-Social Science (Civics) in Kindergarten (Litter)	Chapter 3	112-113
K	Designated	Snapshot	Designated ELD Connected to Science in Kindergarten (Scientific Vocabulary)	Chapter 3	116-117
K	Designated	Vignette	Designated ELD Instruction in Kindergarten: General Academic Vocabulary Instruction from Storybooks (Wolf)	Chapter 3	127-131
1	Designated	Snapshot	Designated ELD Connected to Mathematics in Grade One (Math Understanding)	Chapter 3	160-161
1	Designated	Snapshot	Designated ELD Connected to ELA/Social Studies (Historical Figures)	Chapter 3	161-162
1	Designated	Vignette	Designated ELD Instruction in First Grade: Unpacking Sentences (Bees)	Chapter 3	170-174
2	Integrated	Snapshot	Integrated ELA/ELD/Science/Visual Arts in Grade 2 (Pine Cones)	Chapter 4	64-66
2	Designated	Snapshot	Designated ELD Connected to Science in Grade Two (Ecosystems)	Chapter 4	69-70
2	Designated	Snapshot	Designated ELD Connected to History/Social Studies (Biographies)	Chapter 4	70-71
2	Designated	Snapshot	Designated ELD Connected to Mathematics (Math Language)	Chapter 4	71-72
2	Designated	Vignette	Designated ELD Instruction in Grade Two: Discussing "Doing" Verbs in Stories (Author Study)	Chapter 4	78-82

3	Designated	Snapshot	Designated ELD Connected to ELA in Grade Three (Retelling Stories)	Chapter 4	113-114
3	Designated	Vignette	Designated ELD Instruction in Grade Three: Analyzing Complex Sentences in Science Texts (Order of Events)	Chapter 4	122-125
4	Designated	Snapshot	Designated ELD Connected to ELA in Grade Four (Characters/Short Stories)	Chapter 5	75-76
4	Designated	Snapshot	Designated ELD Connected to Mathematics in Grade Four (Math Understanding)	Chapter 5	76-77
4	Designated	Vignette	Designated ELD Instruction in Grade Four: General Academic Vocabulary in Biographies	Chapter 5	85-88
5	Integrated	Snapshot	Integrated ELA/Literacy, ELD, and the Visual Arts in Grade Five (American Gothic)	Chapter 5	108-109
5	Integrated	Snapshot	Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five (Walkway)	Chapter 5	109-111
5	Designated	Snapshot	Designated ELD Connected to ELA and the Visual Arts in Grade Five (Art from Different Countries)	Chapter 5	117-119
5	Designated	Vignette	Designated ELD Instruction in Grade Five: Learning about Cohesion (Ecosystems)	Chapter 5	127-130
6	Designated	Snapshot	Designated ELD Connected to ELA in Grade Six (Summarize/Analyze)	Chapter 6	66
6	Designated	Snapshot	Designated ELD Connected to World History in Grade Six (Models of Argument)	Chapter 6	69-70
6	Designated	Vignette	Designated ELD Instruction in Grade Six: Using Language Analysis to Deepen Understandings of Complex Text (Making of a Scientist)	Chapter 6	93-96
7	Designated	Snapshot	Designated ELD Connected to Science in Grade Seven (Vocabulary/Sentence Structure Plate Tectonics)	Chapter 6	106-107
7	Designated	Snapshot	Designated ELD Connected to Mathematics in Grade Seven (Mathematical Communication)	Chapter 6	114-115

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7	Designated	Vignette	Designated ELD Instruction in Seventh Grade: Unpacking Arguments: Text Organization and Language for Persuading (Organic Food)	Chapter 6	125-130
8	Designated	Snapshot	Designated ELD Connected to History/Social Science in Grade Eight (Frederick Douglass)	Chapter 6	145-148
8	Designated	Vignette	Designated ELD Instruction in Eighth Grade: Using Persuasive Language to Debate (First Amendment)	Chapter 6	166-171
10	Designated	Vignette	Designated ELD Instruction in Grade Ten: Analyzing Texts from World History	Chapter 7	116-124
11	Designated	Vignette	Designated ELD Instruction in Grade Eleven: Unpacking Sentences and Nominalization in Complex History Texts	Chapter 7	164-170

Appendix E

Credential Requirements for Multilingual Learner Program Teachers

Multilingual Learner Educational Programs *Types of ELD Taught*	**Elementary *Structured English Immersion*** *Integrated & Designated ELD*	**Elementary *One-Way or Two-Way Dual Language Immersion*** *Integrated & Designated ELD*	**Secondary *Structured English Immersion*** *Integrated ELD**	**Secondary *World House*** *Integrated ELD**	**Secondary *Dual Language Immersion*** *Integrated ELD**
Type(s) of English Language Development (ELD) taught in each	*Teaching Integrated & Designated ELD*	*Teaching Integrated & Designated ELD*	*Teaching Integrated ELD**	*Teaching Integrated ELD**	*Teaching Integrated ELD**
Bilingual Cross-cultural, Language, and Academic Development (BCLAD) *Multiple Subject Credential (MSC)*	✔	✔	–	–	–
Cross-cultural, Language, and Academic Development (CLAD) MSC	✔	✔	–	–	–
MSC with BCLAD certificate	✔	✔	–	–	–
MSC with *Bilingual Authorization* (BILA)	✔	✔	–	–	–
MSC with *Bilingual Certificate of Competence* (BCC)	✔	✔	–	–	–
MSC with *Language Development Specialist* (LDS)	✔	–	–	–	–
MSC with SB 395 or SB 1969 certificate	✔	–	–	–	–

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Multilingual Learner Educational Programs *Types of ELD Taught*	**Elementary *Structured English Immersion*** *Integrated & Designated ELD*	**Elementary *One-Way or Two-Way Dual Language Immersion*** *Integrated & Designated ELD*	**Secondary *Structured English Immersion*** *Integrated ELD**	**Secondary *World House*** *Integrated ELD**	**Secondary *Dual Language Immersion*** *Integrated ELD**
MS Internship credential with *English Learner Authorization* and an emergency BCLAD	✔	✔	–	–	–
Single Subject Cross-cultural, Language, and Academic Development (CLAD) *Credential* (SSC) in authorized content area	–	–	✔	–	–
SSC in authorized content area with CLAD or *California Teacher of English Learners* (CTEL) certificate	–	–	✔	–	–
Bilingual Cross-cultural, Language, and Academic Development (BCLAD) *SSC* in authorized content area	–	–	✔	✔	✔
SSC in authorized content area with BCLAD certificate	–	–	✔	✔	✔
SSC in authorized content area with a *Bilingual Authorization* (BILA)	–	–	✔	✔	✔
SSC with *Bilingual Certificate of Competence (BCC)*	–	–	✔	✔	✔
SSC with *Language*	–	–	✔	–	–

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Multilingual Learner Educational Programs *Types of ELD Taught*	**Elementary *Structured English Immersion*** *Integrated & Designated ELD*	**Elementary *One-Way or Two-Way Dual Language Immersion*** *Integrated & Designated ELD*	**Secondary *Structured English Immersion*** *Integrated ELD**	**Secondary *World House*** *Integrated ELD**	**Secondary *Dual Language Immersion*** *Integrated ELD**
Development Specialist (LDS)					
SSC with SB 395 or SB 1969 certificate	–	–	✔	–	–
SS Internship credential with *English Learner Authorization* and an emergency BCLAD	–	–	✔	✔	✔

**Single subject teachers credentialed with an English Learner Authorization prior to 2014 may teach a departmentalized course in Designated ELD. Those credentialed after 2014 may only teach Integrated ELD in the subject area(s) they are credentialed/authorized to teach.*