

# CHAPTER **TWO**

## **Instructional Programs**



# Instructional Programs

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## Instructional Programs Overview

Hayward Unified School District offers four program options to English Language Learners: Structured English Immersion, Mainstream English, Bilingual Alternative, and Dual Language Immersion. Each of these options is designed to ensure that students acquire English-language proficiency and recoup any academic deficits that may have developed in other areas of the core curriculum. All options contain the following required components:

- Well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Language Learners.
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language support and/or Specially Designed Academic Instruction in English (SDAIE).
- Structured activities designed to develop multicultural proficiency and positive self-esteem.

Regardless of program option provided, each ELL is expected to make progress in English and in grade level academics.



The Board’s Policy for ELLs states: Students are expected to achieve English proficiency as soon as possible, with the goal of one to three years, and generally no longer than six years. ELD instruction begins in kindergarten, and should equip participants in all programs to participate effectively in mainstream English language instruction. The bi-literacy goals, and the design of the Bilingual Alternative and Dual Language Immersion programs include the use of the primary language for some instruction even after students have reached the point where they are capable of full participation in mainstream English language instruction. Some of their instruction will be delivered in mainstream English, and some in the primary language.

## Figure 2.1: George Washington University Principles for Second Language

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**Principle 1:** English language learners are held to the same high expectations of learning established for all students. We hold the same standards for all students and our work in meeting student needs can draw upon work in the fields of bilingual education, second language acquisition, and recognizing that the education of an ELL student is multi-faceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.

**Principle 2:** English language learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. HUSD recognizes that language acquisition is multi-faceted and that while the basic interpersonal skills may develop more quickly, the academic use of language can take from 5-7 years depending on the individual learning variation of a student.

**Principle 3:** English language learners are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students. HUSD further recognizes that students who participate in the Bilingual Alternative program option or the Dual Language Immersion program are provided the same challenging content in all academic areas for the intended outcome of bi-literacy.

**Principle 4:** English language learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. HUSD recognizes that ongoing assessment using multiple measures is crucial in determining progress and to drive instruction in language acquisition and academic progress. HUSD further recognizes the need to provide professional development for administrators, teachers and all school staff to help support the learning of ELLs in our schools.

**Principle 5:** English language learners are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of the students.

**Principle 6:** The academic success of English language learners is a responsibility shared by all educators, the family, and the community. HUSD, in partnership with the families and community must all take interest and responsibility for the education of ELL students. The ELL Master Plan strives to promote the family's role in the education of the student and to promote open communication and avenues for involvement.

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The George Washington University (GWU) Principles for Second Language serve as a crucial underpinning for all of our work in serving English Language Learners.

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## English Language Development

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English Language Development (ELD) is a component of all program options for English Language Learners. The ELD component is based on the California English Language Development standards



and provides a pathway to the English Language Arts (ELA) standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English. Instruction must develop ELL's full receptive and expressive proficiencies in the domains of listening, speaking, reading, and writing.

ELD instruction provides an on-ramp to the English language arts curriculum. It should build academic language proficiency that includes functions, forms and fluency. This approach, "...places meaning and use as the central features of language and approaches grammar from that stance." The district supports the use of rigorous ELD instruction that includes both informal and formal language learning opportunities (Dutro and Moran, 2002). A great deal of emphasis should be placed on natural language acquisition, with appropriate use of direct instruction of academic language.

Our work in ELD and in all curricular areas involve the use of scaffolding content to make it accessible for all ELL students. The use of scaffolding, "...is not simply another word for help. It is a special kind of help that assists learners to move toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone." (Gibbons, 2002)<sup>1</sup>. Thus, our instruction must address the variety of English proficiency levels but also work towards building academic language using scaffolds, building on prior knowledge, and using multiple opportunities for students to engage in academic language use.

All schools are expected to use state-adopted ELD materials or state-designated ELD materials that provide full access to the California ELD Standards, and that can ensure effective and efficient mastery of English as a foundation for further success in mainstream English instruction.

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<sup>1</sup> Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*. (2002)

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is in context;
- It has real-life purpose;
- Prior knowledge is activated;
- Background knowledge is developed;
- The affective filter is low;
- Risk-taking and approximations are encouraged;
- Errors are accepted as part of the acquisition process;
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia”, props, visuals, facial expressions, and/or gestures);
- Positive feedback and correction by modeling are used.

### **Transferability of Skills**

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New learning is achieved most successfully when introduced in connection to prior knowledge. Students are able to transfer their knowledge from one language to another given adequate instruction, support and opportunities to make connections. Many skills in English are either totally or partially transferable from Spanish. A simple illustration is when a student understands the concept of synonyms in their primary language (Spanish), they would be able to transfer the concept into the new language (English). In many cases, decoding in English will not need to be taught separately for students who can decode in Spanish. The exceptions, however, do need to be taught. For example, the vowels in English are only partially

transferable, since some English short vowels do not exist in Spanish. Of course, there are some concepts that are not transferable at all, or that differ greatly, depending on the primary language of the student.

Transferable skills are directly taught so that students make the connection between their primary language and English. Transferability of skills is possible when instruction about a specific concept or skill has already taken place in the student’s primary language. The teacher then gradually assists the student in moving the knowledge from the primary language to the second language.

### **Time for ELD**

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English Language Development must be a part of the daily program for every ELL throughout the whole year. The teaching of English within the program is based on the students’ levels of English Proficiency. The purpose of the ELD component is to teach second language learners to communicate with high levels of understanding in English. ELD also provides a foundation for literacy development (reading and writing). It is a planned, specific, explicit component of the student’s total educational program and is based on the student’s level of English proficiency. The following minimum daily times are mandatory: 30 minutes per day in Kindergarten, 45 minutes per day in 1st – 6th grades. There must be at least one period a day of ELD instruction for the whole year, until the student is reclassified.

This means that students at CELDT 4/5 must receive at least a period a day all year of Sheltered English/Language Arts, which serves as their ELD instruction.

### **Mandatory daily minimum time to devote to English Language Development**

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30 minutes per day in Kindergarten

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45 minutes per day in 1st – 6th grades

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1 year long, daily block or period in middle and high school.

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Additional time should be allocated for ELD for students at CELDT levels 1 and 2 in middle and high school.

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### Instructional Programs at the Elementary Level

Please refer to Chapter 5, Parent and Community Involvement section which provides staff with documents and a process for informing parents about program options.

The following charts describe the program options available in elementary schools. The first two options (Structured English Immersion and Mainstream English Programs) are English-Language programs, where primary language support may be provided, but instruction is predominantly in English.

The third and fourth options (Bilingual Alternative and Dual Language Immersion Programs) are alternative programs. Both offer primary language instruction as a central feature. They are open to students whose parents have completed a waiver request (see Chapter 5 for information on waivers).

- An alternative program will be provided at a school when there are 20 or more students at a grade level with an approved Bilingual Parental Waiver Request Form on file. The program will be provided with fewer

than twenty, whenever possible, to ensure program continuity.

- Alternative programs will be offered at designated school sites.
- If existing bus routes accommodate a student's need to be transported to the alternative program school site, then the student may avail him/herself of district bus transport. However, if the existing routes do not meet the need for transportation, parents are responsible for transporting the student to the alternative program site.

### Elementary Newcomer Students

A newcomer student entering HUSD at a CELDT level 1 or 2 will be offered program options at the point of registration. In conjunction with the site's Language Review Team (LRT) and the parent, sites will plan a program to meet the student's need within the program option the parent has selected. The LRT works to ensure that the student will receive daily English Language Development at their level of English proficiency and will develop a plan to include additional support that may take several forms:

- Primary Language support in content area
- Extended day program focusing on English Language Development and/or primary language
- Monitoring of academic progress by LRT
- Staff development for teachers working with newcomer students
- Instructional materials specially designed to promote understanding (i.e. realia, visuals, graphs, etc)

- Grouping with same language group within a self contained classroom

### **ELD at the Elementary Level**

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The manner of delivery of ELD varies from setting to setting. ELD may be taught within a self-contained classroom or through a teaming arrangement in which students are leveled and regrouped across classrooms. The manner of delivery is contingent upon the specific school and program setting. In deciding on the most appropriate manner of delivery, such conditions as the number of ELLs in the classrooms, the variation in English language level, and the program option are taken into account. The selection of a delivery option needs to optimize the effectiveness of ELD instruction within the constraints of the particular situation.

### **ELL Elementary Programs**

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The Elementary Programs are described on the next few pages. They are the Structured English Immersion (SEI), Mainstream English, Bilingual Alternative, and Dual Language Immersion programs.

While each of these programs has a distinct purpose or focus, all programs are expected to lead to the goals specified in Chapter 6, Evaluation and Accountability.

Following the Bilingual Alternative and the Dual Language Immersion program descriptions are the suggested progression charts based on the models for these programs.

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The Appendix provides detailed suggested two-week cycles for all K-6 grade levels based on each model.

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# Structured English Immersion Program

## Summary

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A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.

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## Students Served

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- ELLs who have not yet acquired “reasonable fluency” in English (see Chapter One for a definition of reasonable fluency)

## Program Components

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- Daily English Language (Development) at the assessed stage of English acquisition.
  - K - 30 minutes
  - 1st through 6th – 45 minutes
- Teaming for ELD as required to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for ELD instruction.
- Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-approved, District-adopted, standards-based materials.
- Primary language support to motivate, clarify, direct, and explain.



## Staffing Requirements

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### Credentials:

- Multiple or Single Subject Teaching Credential (MSC) with Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis
- SB 395 or SB1969 equivalents to CLAD
- Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) Certificate
- General teaching credential or supplementary ESL authorization (ELD only)
- Internship credential with BCLAD emphasis

Primary language support provided by BCLAD or equivalent certified teacher or bilingual instructional assistant.

## Special Support Options:

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- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD summer academy
- Other appropriate services

# Mainstream English Program

## Summary

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The goal for English Language Learners in the Mainstream English Program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is overwhelmingly in English. However, special support options are provided for ELLs as needed.

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## Students Served

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- Fluent English Proficient (FEP) students.
- Reclassified English Language Learners (RFEP).
- ELLs whose parents/guardians have declined participation in Sheltered English Immersion programs.
- ELLs who are “reasonably fluent” in English (see pp. 5-6 for a definition).

## Program Components

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- Daily English Language Development (ELD) for ELLs at the assessed stage of English acquisition.\*

K - 30 minutes

1st through 6th – 45 minutes

\* Teaming for ELD as required to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for ELD instruction.

- Differentiated instruction in reading, writing, math, science and social science, delivered in English, using decreasing SDAIE strategies. Use of state-approved, district-adopted, standards-based materials.
- Decreasing primary language support



## Staffing Requirements

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### Credentials:

- Multiple or Single Subject Teaching Credential.
- CLAD/BCLAD or equivalent required if an English Language Learner (ELL) is placed in the class.

### Alternatives to CLAD/BCLAD:

- SB 395 or SB1969
- BCC or LDS Certificate
- General teaching credential or supplementary ESL authorization (ELD only)
- Internship credential with BCLAD emphasis

Primary language support provided by BCLAD or equivalent certified teacher or bilingual instructional assistant.

## Special Support Options:

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- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD summer academy
- Other appropriate services

# Bilingual Alternative Program

## Summary

The goal is acquisition of academic proficiency in two languages: English and Spanish\*, together with mastery of academic core content and multicultural proficiency.

Instruction is in Spanish and English. Primary language instruction supports the student's ability to meet grade level standards while in the process of becoming fluent in English.

As the child increases in English fluency, instruction in English increases.

The program uses an 80-20 model, in which instruction in Kindergarten is 80% in Spanish and 20% in English, with decreasing Spanish and increasing English each year, until by 6th grade, 20% is in Spanish and 80% is in English.

\* See page 46 for additional information

## Students Served

- ELLs whose parents have completed a waiver requesting that their child participate.
- May also include some IFEPs and RFEPs, based on parental choice.
- Transitioning to English mainstream instruction does not mean transitioning from the Bilingual Alternative Program. Students can continue in the program after attaining reasonable English fluency per parent choice.

## Program Components

- Daily English Language Development (ELD) at the assessed stage of English acquisition\*: 30 minutes in Kindergarten and 45 minutes in 1st-6th grades\*

\* Teaming for ELD as required to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for ELD instruction.

- Spanish language arts component and English language arts for all students.
- Transitional literacy component for students whose primary language in Spanish, as they achieve a reasonable level of Spanish literacy.
- Differentiated instruction in reading, writing, math, science, and social science, delivered in Spanish or through specially designed academic instruction in English (SDAIE), utilizing state-approved, District-adopted, standards-based materials.
- Primary language support to motivate, clarify, direct and explain.



## Staffing Requirements

### Credentials:

- Multiple of Single Subject Teaching Credential with Bilingual Cross-cultural Language and Academic Development (BCLAD) authorization
- BCLAD Credential
- Bilingual Certificate of Competence (BCC)
- CTEL
- Internship credential with BCLAD emphasis

## Special Support Options:

- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD summer academy
- Other appropriate services

**Figure 2.2:** Bilingual Alternative 80/20 Program Model

Grade	Proposed Program	Total Instruct. Minutes	English Lang. Development	Lang. Arts	Soc Sci. & Sci.	Math	Prep Periods Non-prog. areas	Actual Model Percentages
K	80 20	200	15%	85% 15%	85% 15%	85% 15%	None Required	74% 26%
1	80 20	280	18%	85% 15%	85% 15%	80% 20%	150 min/wk	69% 31%
2	70 30	280	18%	75% 25%	75% 25%	80% 20%	150 min/wk	64% 36%
3	60 40	280	18%	65% 35%	65% 35%	60% 40%	150 min/wk	51% 49%
4	40 60	300	17%	45% 55%	50% 50%	40% 60%	150 min/wk	36% 64%
5	30 70	300	17%	35% 65%	50% 50%	20% 80%	150 min/wk	28% 72%
6	20 80	300	17%	20% 80%	50% 50%	20% 80%	150 min/wk	19% 81%

Social Studies and Science are integrated into Language Arts and must reflect the same percentage of instructional time for Kinder through 3rd grades.

At 4th, 5th, & 6th grades, Language Arts minutes were increased from state minimum requirements to reflect the integration of Social Science.

The instructional percentages are recommended percentages for this program model based on the state-minimum required minutes at each grade level.

Actual model percentages represent the sample program models found in Appendix.

**ENGLISH**

**SPANISH**

# Dual Language Immersion Program

## Summary

The goal is acquisition of academic proficiency in two languages: English and Spanish\*, together with mastery of academic core content and multicultural proficiency. Instruction is in Spanish and English.

The program uses a 50-50 model, in which instruction at each grade level is 50% in Spanish and 50% in English.

\* See page 46 for additional information

## Students Served

- ELLs whose parents have completed a waiver requesting that their child participate.
- EOs, IFEPs and RFEPs, based on parental choice.
- Transitioning to English mainstream instruction does not mean transitioning from the Dual Language Immersion program. Students can continue in the program after attaining reasonable English fluency per parent choice.
- Enrollment in this program begins only in Kindergarten or Grade One. Exceptions require individual approval by the HUSD ELL Department.

## Program Components

- Separation of languages by time and space
- Teaming model preferred
- Daily leveled English Language Development (ELD) for all ELL students. No more than two consecutive levels of English proficiency may be combined for ELD instruction.
- Daily Spanish Language Development for all EO students
- Full Spanish language arts component for all students, comparable to English language arts.
- English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency.
- Differentiated instruction in reading, writing, math, science and social science, delivered through both languages, with use of specially designed academic instructional techniques for non-native speakers of each language, using state-approved, District-adopted, standards-based materials.



**Staffing Requirements**

Credentials:

- Multiple of Single Subject Teaching Credential with Bilingual Cross-cultural Language and Academic Development (BCLAD) authorization
- BCLAD Credential
- Bilingual Certificate of Competence (BCC)
- Internship credential with BCLAD emphasis

**Special Support Options:**

- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD summer academy
- Other appropriate services

**Figure 2.3: Dual Language Immersion 50/50 Program Model**

Grade	Total Instruct. Minutes	Spanish Lang. Development	English Lang. Development	Lang. Arts	Social Studies and Science	Math	Prep Periods Non-prog. areas	Actual Model Percentages
K	200	15%	15%	70% 30%	70% 30%	50% 50%	None Required	ELL55% SLL70% ELL45% SLL30%
1	280	18%	18%	75% 25%	75% 25%	50% 50%	150 min/wk	ELL55% SLL73% ELL45% SLL27%
2	280	18%	18%	60% 40%	60% 40%	50% 50%	150 min/wk	ELL47% SLL65% ELL53% SLL35%
3	280	18%	18%	45% 55%	45% 55%	70% 30%	150 min/wk	ELL43% SLL61% ELL57% SLL39%
4	300	19%	17%	50% 50%	50% 50%	50% 50%	150 min/wk	ELL41% SLL57% ELL59% SLL43%
5	300	ELD instruction for CELDT L1-L3 provided through grade level teaming		50% 50%	50% 50%	50% 50%	150 min/wk	49% 51%
6	300	ELD instruction for CELDT L1-L3 provided through grade level teaming		50% 50%	50% 50%	50% 50%	150 min/wk	49% 51%

Social Studies and Science are integrated into Language Arts and must reflect the same percentage of instructional time for Kinder through 3rd grades. At 4th, 5th, & 6th grades, Language Arts minutes were increased from state minimum requirements to reflect the integration of Social Science. The instructional percentages are recommended percentages for this program model based on the state-minimum required minutes at each grade level. Actual model percentages represent the sample program models found in Appendix.

## Instructional Programs for Middle and High Schools

This section describes the instructional program options for middle and high schools (Structured English Immersion, Mainstream English Program, Bilingual Alternative Program), and provides



examples of how students of different language and academic profiles should be scheduled for instruction. This is followed with specific guidance on how to provide English Language Development (ELD) in secondary schools, and how to ensure access to grade level core curriculum, as well as multicultural proficiency.

### **Overall approach to secondary programs**

ELLs arriving at middle school and high school have diverse needs. They cannot be well-served by only a single program or a single approach. It is the intent of the district to frequently update our professional understanding of specific student strengths and needs, and to

adapt the instructional program to meet the individual needs of students.

### **Identifying ELL Assets Via an Inventory**

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In order that ELLs be appropriately instructed, the resources and assets that they bring to the educational setting will first be identified. This can be done via an asset inventory whereby the following characteristics can be acknowledged in order to make appropriate instructional decisions for ELLs. The district will develop a formal procedure for this inventory. It will typically be completed and updated by counselors, with the assistance of site ELL Specialists. The inventory will include:

- a) Language assets and needs—students' proficiencies in both the primary and second language will be accurately assessed and taken into consideration when making placement decisions. All languages must be viewed as assets, and not detriments, to the acquisition of the second language and to academic success.
- b) Prior education—there must be a clear understanding and analysis of students' prior educational experiences. In order to do this, there must be accurate interpretations by qualified personnel who have knowledge of and training regarding educational coursework in a variety of countries for proper placement in each content area within the district.
- c) Family background—the educational foundation that begins in the home and within the community must be properly assessed in order that accurate educational placements be made. This can be identified via family interviews, surveys, and/or home visits to the community.



d) Career/educational goals—students will be interviewed and/or surveyed regarding their career and educational interests, as well as their goals. On-going advisement regarding these goals will then be provided and monitored.

### **System for Individualizing Programs for ELLs**

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Once ELL assets have been identified, every effort will be made to develop an individualized program that takes into account each of those assets and needs. In addition, programming must be flexible enough to take into account unforeseen circumstances and responsive enough to accommodate on-going student needs as they arise.

### **Long-Term Redesign of High School**

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Current structures of secondary education are not the most conducive to responding to the language and academic needs of ELLs or others. The district intends to explore a wide range of ways to redesign high school

for all students. Some of the possible redesign features may include an expansion of the school day and year, individualized five or six-year programs, the use of modular credit tied to standards-based assessments, internships, evening classes and adjustment of standardized testing schedules.

We will also explore accelerated programs in concert with adult education, the community colleges and other IHEs, as well as other modifications to the time and space constraints of current high schools that can lead to optimal language and academic outcomes for ELLs and others.

# Structured English Immersion Program

## Summary

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A specialized process of teaching the English language to students whose first language is not English. The goal is for students to acquire English, together with mastery of academic core content and multicultural proficiency. Instruction is predominately in English.

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## Students Served

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- All identified ELLs in any language.
- This program will be recommended for ELLs at the Early Intermediate and Intermediate CELDT levels.

## Program Components

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- Daily English Language Development (ELD) that is leveled according to students' English proficiency level. 1 period or block minimum daily.
  - Leveled ELD required to meet students needs based on their ELD levels
  - Grade level content area classes (math, science, social science, etc.) delivered through specially designed academic instruction in English (SDAIE) methodology.
  - Math placement according to math skill level, not English proficiency level.
  - High School Honors and AP classes, as appropriate.
- \* Students at ELD levels 1 and 2 should not be mixed for instruction, due to great differences in language development needs.
- \* ELD 1 receives elective credit, ELD 2 and beyond receives English credit.
- \*\*All content classes (whether delivered in the Primary language or via SDAIE methodology) meet high school graduation requirements.



### Staffing Requirements

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Appropriate subject matter authorization. CLAD/BCLAD or equivalent required if an English Language Learner (ELL) is placed in the class.

Alternatives to CLAD/BCLAD:

- SB 395 or SB1969
- BCC or LDS Certificate
- General teaching credential or supplementary ESL authorization (ELD only)
- Internship credential with BCLAD emphasis

Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant.

### Special Support Options

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- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD summer academy
- Other appropriate services

# Mainstream English Program

## Summary

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This is a specially-designed Mainstream program. The goal is for English Language Learners to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is overwhelmingly in English. However, special support options are provided for ELLs as needed.

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## Students Served

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- This program is recommended for reasonably fluent ELLs
- ELLs who are “reasonably fluent” in English (a score of CELDT level 4 overall, with no sub-score below level 3;
- ELLs whose parents/guardians have refused participation in Structured English Immersion programs.
- Fluent English Proficient (FEP) and English-only students.
- Reclassified English Language Learners (RFEP) who are placed with ELLs in these classes receive regular mainstream instruction.

## Program Components

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- Daily English Language Development (ELD) to meet the specific ELD needs of the student. This may be delivered in a grade-level Language Arts class, or a special class providing advanced ELD.
- Grade-level content courses (math, science, social science, etc.) delivered in English, with differentiated instruction that includes special support, as needed, for ELLs.
- High School Honors and AP classes, as appropriate.



### Staffing Requirements

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#### Credentials:

- Multiple or Single Subject Teaching Credential.
- CLAD/BCLAD or equivalent required if an English Language Learner (ELL) is placed in the class.

#### Alternatives to CLAD/BCLAD:

- SB 395 or SB1969
- BCC or LDS Certificate
- General teaching credential or supplementary ESL authorization (ELD only)
- Internship credential with BCLAD emphasis

Primary language support provided by BCLAD or equivalent teacher or bilingual para-educator.

### Special Support Options:

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- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD summer academy
- Other appropriate services

# Bilingual Alternative Program

## Summary

A specialized program of instruction in both English and Spanish.\*

The goal is acquisition of the English language, together with mastery of academic core content and multicultural proficiency. Instruction is in Spanish and English.

Primary language instruction supports the student's ability to meet grade level standards while in the process of becoming fluent in English. As the student increases in English fluency, instruction in English increases.

\* To be provided in other languages as requested and available.

## Students Served

- Available only with an approved waiver.
- Students at beginning level of English proficiency (CELDT 1 – 2) who would be able to understand the content through their primary language.
- When ELLs reach reasonable fluency in English they typically will move to the Mainstream English program.
- Newcomer students with limited to competent literacy in their native language.
- Other students (English-only, IFEP, RFEP and ELL) who have the Spanish academic language proficiency necessary for the course work, may be enrolled in courses taught in Spanish as a means to further the district's commitment to multilingual proficiency, if space is available.

## Program Components

- Daily English Language Development (ELD) at the assessed stage of English acquisition. One period minimum daily.
- Leveled ELD required to meet students needs based on their ELD levels\*.
- Primary language academic courses\*\*as needed in some or all of the content areas (Math, Social Studies, Science).
- High School Honors and AP classes, as appropriate.
- Primary language support to motivate, clarify, direct, support, explain.
- Elective classes taught in English with SDAIE or appropriate differentiation, as necessary.
- \* Students at ELD levels 1 and 2 should not be mixed for instruction, due to great differences in language development needs.

\* ELD 1 receives elective credit, ELD 2 and beyond receives English credit.

\*\* All content classes (whether delivered in the Primary language or via SDAIE methodology) meet high school graduation requirements.



### Staffing Requirements

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Appropriate subject matter authorization.

Credentials for program teachers doing primary language instruction:

- Multiple or Single Subject Credential with Bilingual Cross-cultural Language and Academic Development (BCLAD) Emphasis
- BCLAD Credential
- Bilingual Certificate of Competence (BCC)
- Internship Credential with BCLAD emphasis

Primary language support provided by BCLAD or equivalent teacher or paraeducator.

### Special Support Options:

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- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD summer academy
- Other appropriate services

## Different groups of ELLs need different services

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English Language Learners at the secondary level do not come with similar backgrounds or similar educational needs. Students present unique complexities in terms of their grade levels, schooling histories, and varying literacy developments in



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Each group of ELLs presents different instructional needs and program considerations.

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their primary language and English. Appropriate student placement will need to consider language assessment results in English and the primary language, teacher evaluations and recommendations, and students' length of time in school.

At the secondary level, there are four distinct groups of ELL students. These include:

1. Newly arrived English language learners with adequate formal schooling;

2. Newly arrived English language learners with limited formal schooling (under schooled)
3. Long term English language learners (> 6 years as ELL).
4. ELLs who are meeting benchmarks and are making expected progress toward language and academic goals.

### **1. Newly Arrived English Language Learners with Adequate Formal Schooling**

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These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country. Students are usually on grade level with respect to the expectations of the schools in their native country, and most have the content knowledge background that supports them in their content instruction in English. Depending on their English proficiency upon initial enrollment, students may need an additional year of high school in order to master English, and meet High School Exit Exam requirements and graduation courses of study. It is extremely important that these students be given credit for course work already completed in their native country so that they can meet high school course requirements and graduation standards within a reasonable amount of time.

Beginning (CELDT 1 and CELDT 2) students typically will benefit from the alternative bilingual program that may be provided with a parental exception waiver (see Chapter 5). This program begins with:

- Year long leveled English language development – 2 periods or 2 blocks
  - Students at ELD levels 1 and 2 should not be mixed

for instruction, due to great differences in language development needs.

- Academic content classes taught in the primary language
- Electives that are non-language dependent

CELDT 3 and above students will need:

- Year long leveled English language development (ELD or Sheltered English)
- Academic content classes taught through SDAIE with primary language support
- Electives

In the Appendix are examples of placement plans for middle school and high school beginning level English Language learners with adequate schooling. L1 classes are in Spanish. Non-Spanish speaking students at CELDT levels 1 and 2 should be offered classes that are less language dependent first. Examples include: mathematics at their level, PE, music, etc.

Please refer to the Appendix for Middle and High School Program Charts that give details on specific course placement.

## **2. Newly Arrived English Language Learners with Inadequate Formal Schooling**

Immigrant students with little or no prior schooling typically score at the beginning level of their reading and writing in their primary language, and have grade three or below skills in Math. Many students come with interrupted schooling in their native country and face tremendous difficulty in completing an academic secondary program. These students need an instructional

program that will address their primary language literacy needs, and a flexible high school program that will allow them to fulfill high school graduation requirements with an additional one or two years.

Students will need:

- Year long leveled English language development – 2 periods or 2 blocks
- L1 literacy
- Math taught in the primary language
- Other content classes taught in the primary language
- Electives that are less language dependent in the beginning years

The Appendix has examples of middle and high school programs, including a four year plan for a high school ELL with inadequate formal schooling with an option for a fifth year.

Please see the Appendix for the Middle School and High School charts.

## **3. Long Term English Language Learners**

Students classified as long-term English Language Learners in Hayward Unified School District have more than six years with uninterrupted schooling in the United States. Students often have high oral fluency in English, and in some cases “reasonably fluent” proficiency (CELDT 4 & 5), but for a variety of reasons they have not yet achieved the academic requirements to qualify for reclassification. In determining the program placement of long term English Language Learners, it is important to first identify the students’ academic and linguistic needs and consider the following:

- Student's number of years enrolled in U.S. schools
- Quality and consistency of English Language Development instruction
- Consistency of student's instructional program
- Overall student's educational history
- Counseling and monitoring to ensure that students are enrolled in classes that meet high school graduation and post secondary requirements
- Intervention support (before or during the school day)

The district is currently developing placement and evaluation procedures specifically for long term secondary ELL students.

Consideration of these factors will help determine if the student's performance is related to his/her English Language Development, or other issues that affect the student's academic performance.

Student will need:

- English Language Development, either through a SDAIE English class or intervention class that address both language and literacy skills
- Sheltered or English mainstream instruction in the core subjects provided by an appropriately CLAD/BCLAD certified teacher

#### 4. ELLs who are meeting benchmarks

Students in grades 7 – 12 are offered five levels of ELD before the transition into the more advanced, grade level English courses called Sheltered English (high school) and Sheltered Language Arts (Middle School). Student placement at a given level is based on initial assessment scores for new students, annual CELDT and Mastery (end of level) test performance, along with teacher recommendations for returning students. Each ELD level is one semester and students who master the course content

**Figure 2.4:** Typical ELD Course Sequence at Secondary Level

The typical ELD course of sequence at the secondary level is as follows. These courses have approximate correspondence to CELDT levels, as shown:

Middle School	CELDT Levels (Approximate)	High School
ELD 1	Beginning (1)	ELD 1
ELD 2	Beginning to Early Intermediate (1-2)	ELD 2
ELD 3	Early Intermediate (2)	ELD 3
ELD 4	Early Intermediate to Intermediate (2-3)	ELD 4
Sheltered Language Arts	Intermediate (3) Intermediate to Early Advanced (high 3-5)	ELD 5 Sheltered English 9-12

standards are promoted to the next level or exited from the program. Students may need to repeat a level until they meet requirements to transition successfully to the next level. At the high schools, students receive credit toward graduation for all ELD courses, including any that are repeated.

### Progression through ELD levels

In order for students to develop proficiency in English as rapidly as possible, students must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. Students should not have to wait until the end of a semester or course in order to move levels. Change in ELD levels should be based on:

- CELDT progress
- End of semester [ESL] mastery tests
- Classroom performance
- ELD text-based assessments
- Teacher recommendation

### Considerations for all ELL Programs

English Language Learners are provided with access to well-articulated, standards-based core curriculum. In Structured English Immersion and Mainstream English settings, the core instruction occurs in English, with use of Specially Designed Academic Instruction in English (SDAIE) strategies and some primary language instruction or primary language support as needed and feasible. In bilingual and dual language immersion alternative programs, access to the core curriculum is mediated through direct instruction in students' native language as well as in English (making use

of SDAIE approaches.) In these alternative programs, bi-literacy development is available to all participating students – EO, IFEP, and RFEP, as well as ELLs



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### SDAIE – Specially Designed Academic Instruction in English

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SDAIE is a methodology for maximizing students' comprehension of English language instruction by use of special strategies and techniques. The basic features of SDAIE include:

- Contextualized instruction – liberal use of non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning;
- Use of language modifications such as pause time, questioning, pacing, and highlighting;

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### Primary language support

is not the same as primary language instruction. It is provided by a teacher who is bilingual or a trained bilingual paraeducator, and is a further means of increasing access to core curriculum taught in English.

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- Task-based instruction, allowing students to work with concepts, and the language of those concepts in a variety of ways (such as acting, drawing or mapping out the concepts, or using poetry, song, chant, letters and diaries, etc. to

through observations, portfolios, journals, and product development.

### Primary Language Instruction

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Primary language instruction is used in the alternative programs as another way to provide access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are in the process of acquisition of English. Some, relatively minor, amount of review may be done in English. For example, teachers may provide science lessons in Spanish, and dedicate ½ hour once a week to providing English academic vocabulary related to the week’s lessons. Some primary language instruction is appropriate in SEI and Mainstream English settings, as long as instruction overall is nearly all or overwhelmingly in English.




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Effective primary language instruction includes presentation of lessons, texts or alternative materials, assessments, and student oral and written work all done in and through the primary language.

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- express and exemplify concepts).
- Language sensitive and culture-sensitive content teaching;
  - Use of language structures and vocabulary that are comprehensible to students;
  - Use of accommodations in the learning environment in order to maximize the number of students able to access the content;
  - Encouraging students to actively use language;
  - Frequent checking for understanding;
  - Integrating assessment and instruction on an ongoing basis

At the secondary level, it is extremely important to offer students academic subjects in the primary language in order for them to meet high content standards and fulfill graduation requirements. These courses receive high school credit and are taught by appropriately credentialed and BCLAD certified teachers.

Primary language support is not the same as primary language instruction. It is provided by a teacher who is bilingual or a trained bilingual paraeducator, is a further means of increasing access to core curriculum taught in English. Primary language support is used to motivate, clarify, direct, support, or explain.

Finally, in all program options, the materials used are standards-based and either the same as or parallel to those used in mainstream English classes. In the primary grades, for instance, students in the sheltered English immersion classes use the same state-approved language arts texts as the students in the mainstream classes. In alternative programs where students are acquiring Spanish literacy, the Spanish materials directly parallel the adopted English Language Arts series.

### **Overcoming Academic Deficits – The HUSD ELL Intervention Catch-Up Plan**

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The academic performance of ELLs is monitored using formative assessments in order to identify developing academic deficits. This monitoring of academic and language proficiency also continues quarterly for two years following reclassification to ensure that students are continuing to make expected academic growth. District formative assessments provide information that informs instruction and alerts teachers to students that may be struggling. (See Chapter 3, Monitoring of Student Progress and Reclassification for a list of assessments.)

Students are assessed throughout the year and, if they are not performing on grade level, they are identified as in need of Benchmark (less than 1 year below grade level), Strategic (1 to 1.9 years below grade level) or Intensive (2 or more years below grade level) academic interventions. Their English language proficiency is also assessed to ensure that the intervention meets the student's need, whether it is academic, linguistic or both.

Starting in the spring of each year, the Language Review Team (LRT), which

includes the teacher, ELL Specialist, principal, and others with relevant information, reviews the CELDT scores and classroom performance of all ELLs (i.e., Kindergarten and first graders as well as students in higher grades) and identifies students not meeting growth expectations. At this meeting,

- The teacher shares any interventions that have been implemented, using the Pre-Referral Checklist as a guide.
- The LRT develops an ELL Intervention Catch-up Plan in order to be implemented through the first quarter of the following year. The ELL Intervention Catch Up plan is described via the Intervention Catch-Up Plan for ELLs Form.
- A letter is mailed home notifying the parents that their child has been identified for intervention.

No later than October, the LRT reviews the results of the spring STAR testing (end-of-year results on district-identified assessments for Kindergarten and first graders) and revises or develops an ELL Intervention Catch-Up Plan for each student not meeting the growth expectations. No later than the fall parent conference, the ELL Intervention Catch-up Plan is reviewed with the parent, modified if necessary to include the parental input, and documented on the appropriate forms including: ELL Intervention Learning Plan Part 1, ELL Intervention Learning Plan Part 2 and Site Based Catch-Up Intervention for ELLs. This plan includes interventions to be provided and timelines. All records are kept in the student's ELL Folder.

The student is provided with the intervention programs/services as specified in the ELL Catch-up plan. His/her progress is

carefully monitored throughout the school year. Adjustments and modifications to the plan are made when necessary. All records of the student's progress are kept in the student's ELL Folder.

In the spring of each year, the Language Review Team assesses the growth of students with ELL Intervention Catch-up Plans and the effectiveness of their plan.

- If the student continues to make inadequate progress, a meeting is held with the Language Review Team, which includes the parent.
- A new ELL Intervention Catch-up Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions.

Group data are disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English Language Learners.

During the second year of intervention, the student's progress is monitored regularly, and adjustments and modifications to the ELL Intervention Catch-up Plan made when necessary. Records of this monitoring and adjustment process are kept in the student's ELL Folder. At the end of the second year of intervention, the student's most recent data is reviewed by the Language Review Team to assess growth and program effectiveness. If the student continues to make inadequate progress in the second year, he/she is referred to the Student Study Team (SST) for a more comprehensive examination of his/her needs, and planning of an appropriate program.

The student's progress and the program effectiveness are then monitored through the SST process. A student may also be referred to the Student Study Team prior to the completion of two years of intervention services through the Language Review Team.

### **Commitment to Special Education Services: Primary and Secondary Programs**

English Language Learners have access to Special Education services just as all other students in HUSD. Careful review by the Student Study Team of all referrals takes place first, which includes second language surveys, SST referral forms, modifications and intervention, review of student records, verification of current hearing and vision testing, parent interview as well as interview with student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, and time in this country, and that growth is being made.

When it is determined that an ELL needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural differences are taken into consideration when determining eligibility.

Instructional decisions related to student's language acquisition status must be

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Through the Bilingual Parental Waiver Request Form, parents can select alternatives to the SEI program for their student.

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described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language development as well as goals that support access to the content areas through primary language instruction and or support. To the extent that the student's English Language Development program relates to the student's need for Special Education services, the IEP must document the provision of these services.

English Language Learners in grades K-12 with an IEP, as reflected on CELDT sub scores in listening and speaking, reading, and/or writing, continue to receive ELD and SDAIE instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class staff, will receive the same training as general education staff in working with ELLs. In SDC classes, the Special Education staff provides ELD instruction to the English Language Learner. Bilingual paraeducators may be assigned to the program to provide direct support to English Language Learners with an IEP.

Through the Bilingual Parental Waiver Request Form, parents can select alternatives to the SEI program for their student. The Special Education Department and the site will work together with the parent to ensure parental request and educational goals are met.

For more detailed information, refer to the Special Education Procedural Manual, (English Language Learner section).

## **Gifted and Talented Education (GATE)**

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Hayward Unified School District is committed to ensure equity in its Gifted and Talented Education (GATE) program. HUSD ensures equal access to all ELLs through its identification, referral process, and testing and teaching methodologies on its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. Students will be tested starting in Grade 2 through teacher and/or parent referral. GATE testing is conducted in Spanish and in English. Site administrators and/or site designee GATE coordinators will work with school staff and parents to inform all about GATE referral process, testing process, and GATE services. The district GATE administrator and the site administrators monitor GATE services. All GATE requirements must adhere to the Categorical Program Monitoring (CPM) regulations and HUSD board policy 6172

## **Libraries**

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As part of all schools, the site library plays an integral part in the development of a student's reading and cognitive development. Sites will plan with school staff, parents, and students for library collections that will address the needs of ELLs. In order to support the cognitive development of all students, the site will provide the students access to primary language books as well as English books in order to support language acquisition and help develop higher levels of language proficiency.<sup>1</sup>

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1 Krashen, *The Power of Reading*. (2004)