



Hayward Unified School District

Building a Culture of Success: "ALL Means ALL"

Description of Academic Programs available to English Language Learners in the Hayward Unified School District

In accordance with state law, students in Hayward Unified School District who are learning English, as a second language must be assigned to classes designed to provide a program of Structured English Immersion instruction for one or more school years. In addition, H.U.S.D offers the Bilingual Alternative Program and Dual Language Immersion Program as additional options for students.

Structured English Immersion Program

Structured English Immersion is a specialized process of teaching the English Language to students whose first language is not English. The goal is for students to develop academic proficiency in English 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.

Teachers must possess one of the following credentials: Multiple or single subject with CLAD/ BCLAD emphasis, CLAD/BCLAD,BCC,LDS, University or District Internship credential with BCLAD emphasis, Equivalent to CLAD SB395 or SB1969, General teaching credential or supplementary ESL authorization.

Program Components

Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition.

Differentiated instruction in reading, writing, math, science and social science, delivered in English through SDAIE methodology utilizing state-approved, district-adopted, standards-based materials.

Primary language support to motivate, clarify, direct, and explain.

Parent Rights to Refuse Participation in Structured English Immersion Programs: Under Proposition 227, parents or guardians have the right to refuse placement of their students in Sheltered English Immersion programs, and to opt for transfer to a mainstream English program, with no waiting period. However, the district has state and federal obligations to ensure that all ELLs are acquiring English language proficiency and are meeting the district's content and performance standards for their respective grade levels.

Mainstream Program

The goal for ELLs in the mainstream program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is overwhelmingly in English. Special support options are provided for ELLs as needed. Teacher must possess multiple or single subject credential. A CLAD/ BCLAD or equivalent credential is required if an ELL is placed in this program.

Program Components

Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition.

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

Decreasing primary language support.

Bilingual Alternative Program

The goal of the Bilingual Alternative Program is the acquisition of academic proficiency in two languages: English and Spanish, together with the 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 utilizes 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. Per parent choice ELLs can continue in the program after attaining reasonable English fluency. Teacher must possess one of the following credentials: Multiple or single subject with BCLAD emphasis, BCLAD, BCC, University or District Internship credential with BCLAD emphasis.

Program Components:

Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition.

Full Spanish language arts component, comparable to English language arts.

Separation of languages by time and space.

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 in Spanish or through SDAIE utilizing state-approved, district-adopted, standards-based materials.

Primary language support to motivate, clarify, direct, and explain.

Parent Waivers:

Proposition 227 mandates that all children in California public schools be taught in English. Under certain circumstances, however, students may enroll in alternative bilingual programs, which provide instruction in two languages. If you want your child placed in an alternative bilingual program, you can apply for a waiver under any of the following circumstances:

1. The child already possesses average or above-average English language skills for his/her age group.
2. The child is ten years of age or older and it is the informed belief of school personnel that an alternative approach would better assist in the rapid acquisition of English; or
3. The child has already been placed for at least thirty days in an English language classroom, and school personnel have determined that he/she has such needs that an alternative approach would be better suited to his/her overall educational development.

Parents whose child has spent 30 days in an English language classroom must choose at least one of six reasons on the parent waiver form that indicate specific examples of special physical, emotional, psychological, or educational needs for bilingual education.

Timeline for Waivers:

Students under the age of 10: Parents or guardians of English learners under the age of 10 can be granted a waiver to allow placement in an alternative bilingual program classroom at the end of 30 calendar days of placement in an English-language classroom the first year of enrollment in a California school.(5 CCR 11309[b][2]).

As mentioned above, the parents in these cases must choose among six reasons on the waiver form to explain their selection of the bilingual program.

Students ages 10 and above: Parents or guardians of English Learners who have reached the age of ten years as of the first day of school, may immediately file a parental exception waiver in order to take part in native language instruction without any 30 day waiting period.

Please go to your child's school to apply in person, in order to be fully informed about the program options available to your child.

Dual Language Immersion Program

The goal of the Dual Language Immersion Program is the acquisition of academic proficiency in two languages: English and Spanish, together with a mastery of academic core content and multicultural proficiency. Instruction is in Spanish and English. The program utilizes a 50-50 model, in which instruction at each grade level is 50% in Spanish and 50% in English. Students are expected to meet grade level standards in both languages. 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. Teacher must possess one of the following credentials: Multiple or single subject with BCLAD emphasis, BCLAD, BCC, University or District Internship credential with BCLAD emphasis.

Program Components:

Separation of languages by time and space.

Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition.

Daily Spanish Language Development (SLD) for all English Only (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.

Registration:

Parents interested in enrolling their child in the Burbank School Dual Language Immersion Program must follow district procedures. Space is limited and there are no guarantees that every child will be admitted. Placements are made through the following priority system:

Burbank Siblings

Burbank Attendance

District Open Enrollment

Other

Specialized Programs

GATE – Gifted and Talented Education Program

Hayward Unified School District is now using methods to reach students in all sectors of our student population, including students from minority ethnic and cultural groups and from our ELL community. To reach students at the elementary level who do not appear to fit the traditional profile of a gifted student (high academically oriented student), we have developed a teacher observation form that lists a variety of characteristics often exhibited by gifted students. In this way, we hope to provide access to the gifted program for all potentially qualified students. GATE testing is provided in English and Spanish.

Students referred for identification will be provided with a multi-dimensional assessment to determine the range of abilities and the significance of cultural, linguistic and socioeconomic backgrounds.

Special Education Program

Services for English Language Learners are available and follow the district identification process.