

English Language Development Levels

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

Level 1 - Beginning: Students performing at this level of English language proficiency may demonstrate little or no receptive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Level 2 - Early Intermediate: Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Level 3 - Intermediate: Students performing at this level of English language proficiency begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Level 4 - Early Advanced: Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced: Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

-California Department of Education

The George Washington University Principles for Second Language serve as a crucial underpinning for HUSD's work in serving English Language Learners.

Principle 1: High Expectations

Principle 2: Full English Proficiency

Principle 3: Meeting Content Standards

Principle 4: Appropriate Instruction

Principle 5: Valid Assessments

Principle 6: Shared Responsibility

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

HUSD ELL Master Plan, 2006

Janis Duran
Interim Superintendent



G.A.T.E and Special Education services are available for ELLs:

Special Ed. Office: 784-2611

Hayward Unified School
District Academic
Programs
for
English Language Learners
K-12



24411 Amador Street

Hayward, California

94540-5000

Department of
English Language Learner
Programs and Services

www.Haywardell.org
(510)784-2600 x72506

Parental Rights

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



Structured English Immersion Program

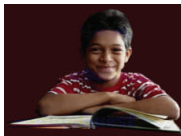
Structured English Immersion is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English and mastery of academic core content. Instruction is nearly all in English. Primary language support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

STUDENTS SERVED

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

PROGRAM COMPONENTS

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



Bilingual Alternative Program

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

STUDENTS SERVED

- ELLs whose parents have completed an exemption waiver requesting that their child participate in the program
- May include Initial Fluent English Proficient (IFEPs) and Reclassified Fluent English Proficient students (RFEPs) based on parental choice

PROGRAM COMPONENTS

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

Mainstream English Program

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

STUDENTS SERVED

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

PROGRAM COMPONENTS

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

Dual Language Immersion Program

This is a specialized program in which students receive instruction in two languages. Students whose primary language is English will be provided second language development in Spanish.

Students whose primary language is Spanish will be provided second language development in English.

STUDENTS SERVED

- ELLs whose parents have completed a waiver requesting that their child participate
- English Only (EOs), Initial Fluent English Proficient (IFEPs), and Reclassified Fluent English Proficient students (RFEPs) by parental choice
- Enrollment in this program begins only in Kindergarten or Grade One. Exceptions require individual approval by the HUSD ELL Department.

PROGRAM COMPONENTS

- Separation of language by time and space
- Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition
- Daily Spanish Language Development (SLD) 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. Students can continue in the program after attaining reasonable English fluency per parent choice.
- Differentiated instruction in reading, writing, math, science and social science, delivered through both languages, with the use of SDAIE techniques for non-native speakers of each language, utilizing state approved, district adopted, standards-based materials