



**ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN HAYWARD UNIFIED SCHOOL DISTRICT MATRIX**  
**STRUCTURED ENGLISH IMMERSION**

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.

<b>STUDENTS SERVED</b>	<b>PROGRAM COMPONENTS</b>	<b>CERTIFICATION NEEDED</b>
<p>ELLs who have not yet acquired “reasonable fluency” in English.</p>	<p>Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition            K-30 minutes            1<sup>st</sup> through 6<sup>th</sup>-45 minutes</p> <p>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</p> <p>Primary language support to clarify, direct and explain</p>	<p>Multiple or Single Subject Teaching Credential with Cross-cultural, Language &amp; Academic Development (<b>CLAD</b>) or Bilingual Cross-cultural, Language &amp; Academic Development (<b>BCLAD</b>) emphasis            Bilingual Certificate of Competence (<b>BCC</b>) or Language Development Specialist (<b>LDS</b>) certificate            General teaching credential or supplementary ESL authorization (ELD only)            University or District Internship Credential with <b>BCLAD</b> emphasis            Equivalent to <b>CLAD</b>: SB 395 or SB 1969            California Teachers of English Learners (<b>CTEL</b>) certification</p> <p>* Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant if feasible.</p>



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**ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN HAYWARD UNIFIED SCHOOL DISTRICT MATRIX**  
**BILINGUAL ALTERNATIVE PROGRAM**

The goal of the Bilingual Alternative program is 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 6<sup>th</sup> grade, 20% is in Spanish and 80% is in English. Per parent choice ELLs can continue in the program after attaining reasonable English fluency.

<b>STUDENTS SERVED</b>	<b>PROGRAM COMPONENTS</b>	<b>CERTIFICATION NEEDED</b>
<p>ELLs whose parents have completed an exemption waiver requesting that their child participate in the program</p> <p>May include Initial Fluent English Proficient (IFEPs) students and Reclassified Fluent English Proficient (RFEPs), based on parental choice</p> <p>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.</p>	<p>Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition</p> <p>K-30 minutes 1<sup>st</sup> through 6<sup>th</sup>-45 minutes</p> <p>Full Spanish language arts component comparable to English language arts, for students whose primary language is Spanish</p> <p>Separation of languages by time and space</p> <p>English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency</p> <p>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.</p> <p>Primary language support to clarify, direct and explain.</p>	<p>Multiple or Single Subject Teaching Credential with Bilingual Cross-cultural, Language &amp; Academic Development (BCLAD) authorization</p> <p>Bilingual Cross-cultural, Language &amp; Academic Development (BCLAD) credential</p> <p>Bilingual Certificate of Competence (BCC)</p> <p>University or District Internship Credential with BCLAD emphasis</p>



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**DUAL LANGUAGE IMMERSION PROGRAM**

The goal of this program 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 utilizes a 50-50 model, in which instruction at each grade level is 50% in Spanish and 50% in English. Per parent choice ELLs can continue in the program after attaining reasonable English fluency.

<b>STUDENTS SERVED</b>	<b>PROGRAM COMPONENTS</b>	<b>CERTIFICATION NEEDED</b>
<p>ELL whose parents have completed a waiver requesting that their child participate</p> <p>EOs, IFEPs and RFEPs, based on parental choice</p> <p>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.</p>	<p>Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition</p> <p>K-30 minutes 1<sup>st</sup> through 6<sup>th</sup>-45 minutes</p> <p>Daily Spanish Language Development (SLD) for all EO students</p> <p>Full Spanish language arts component for all students comparable to English language arts</p> <p>Separation of languages by time and space</p> <p>English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency.</p> <p>Differentiated instruction in reading, writing, math, science and social science, delivered through both languages, with the use of Specially Designed Academic Instructional techniques for non-native speakers of each language, utilizing state approved, District-adopted, standards-based materials</p>	<p>Multiple or Single Subject Teaching Credential with Bilingual Cross-cultural, Language &amp; Academic Development (BCLAD) Emphasis</p> <p>Bilingual Cross-cultural, Language &amp; Academic Development (BCLAD)</p> <p>Bilingual Certificate of Competence (BCC)</p> <p>University or District Internship Credential with BCLAD Emphasis</p>



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**MAINSTREAM ENGLISH PROGRAM**

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.

<b>STUDENTS SERVED</b>	<b>PROGRAM COMPONENTS for ELLs</b>	<b>CERTIFICATION NEEDED</b>
<p>Fluent English Proficient (FEP) students  Reclassified Fluent English Proficient students (RFEP)  ELL students whose parents/guardians have declined participation in Structured English Immersion Programs  ELL students who are “reasonably fluent” in English: (“The criteria for reasonable fluency in English include: Student’s overall proficiency level is Early Advanced or higher, and each skill area proficiency level is Intermediate or higher.) (p. 20 in HUSD ELL Master Plan)</p>	<p>Daily English Language Development /Academic Language Development (ELD/ALD) at the assessed stage of English acquisition  K-30 minutes  1<sup>st</sup> through 6<sup>th</sup>-45 minutes  Differentiated instruction in reading, writing, math, science, and social science, delivered in English, using decreasing Specially Designed Academic Instruction in English (SDAIE) strategies. Use of state approved, district-adopted, standards-based materials  Decreasing primary language support</p>	<p>Multiple or Single Subject Teaching Credential  CLAD/BCLAD or equivalent if an English Language Learner (ELL) is placed in the class  SB 395 or SB1969  BCC or LDS Certificate  General teaching credential or supplementary ESL authorization( ELD only)  University or District Internship Credential with BCLAD emphasis  California Teachers of English Learners (CTEL) certification   * Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant</p>