

TONY THURMOND
State Superintendent of
Public Instruction



Implementation of the Home Language Survey in California Schools Webinar

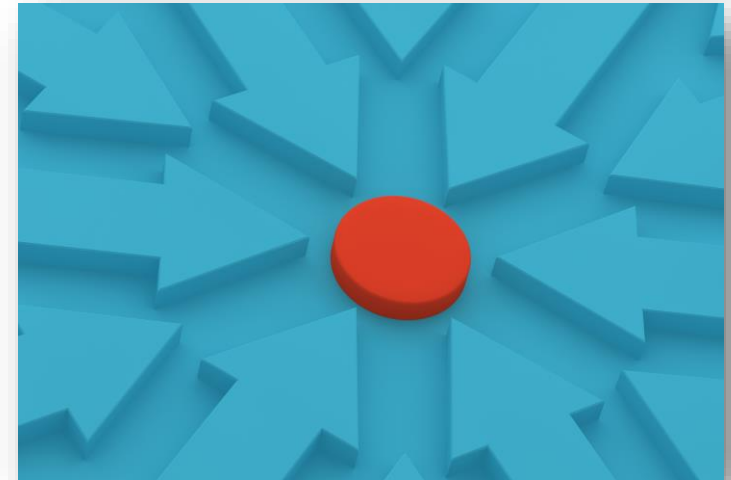
August 14, 2025





Webinar Goals

- Explain purpose and use of the Home Language Survey (HLS)
- Describe process for the initial identification of English learner (EL) students
- Present HLS implementation best practices by local educational agencies (LEAs)
- Provide information on where to access the California Department of Education (CDE) sample HLS and other resources





Ways to Ask Questions

Ask questions in the Question and Answer (Q&A) feature.

Email us at LPLO@cde.ca.gov





Who Is In Attendance?

Complete the poll to indicate your role or position at your local level.

Are you a...

- Parent, teacher, paraeducator, site administrator, or site administrative staff
- District administrator, district administrative staff, or school board member
- County office of education administrator or staff, community organization member, or other





Presenters



Alesha Moreno-Ramirez, Director
Multilingual Support Division
CDE



Gustavo Gonzalez, Education Programs Consultant
Language Policy and Leadership Office
CDE



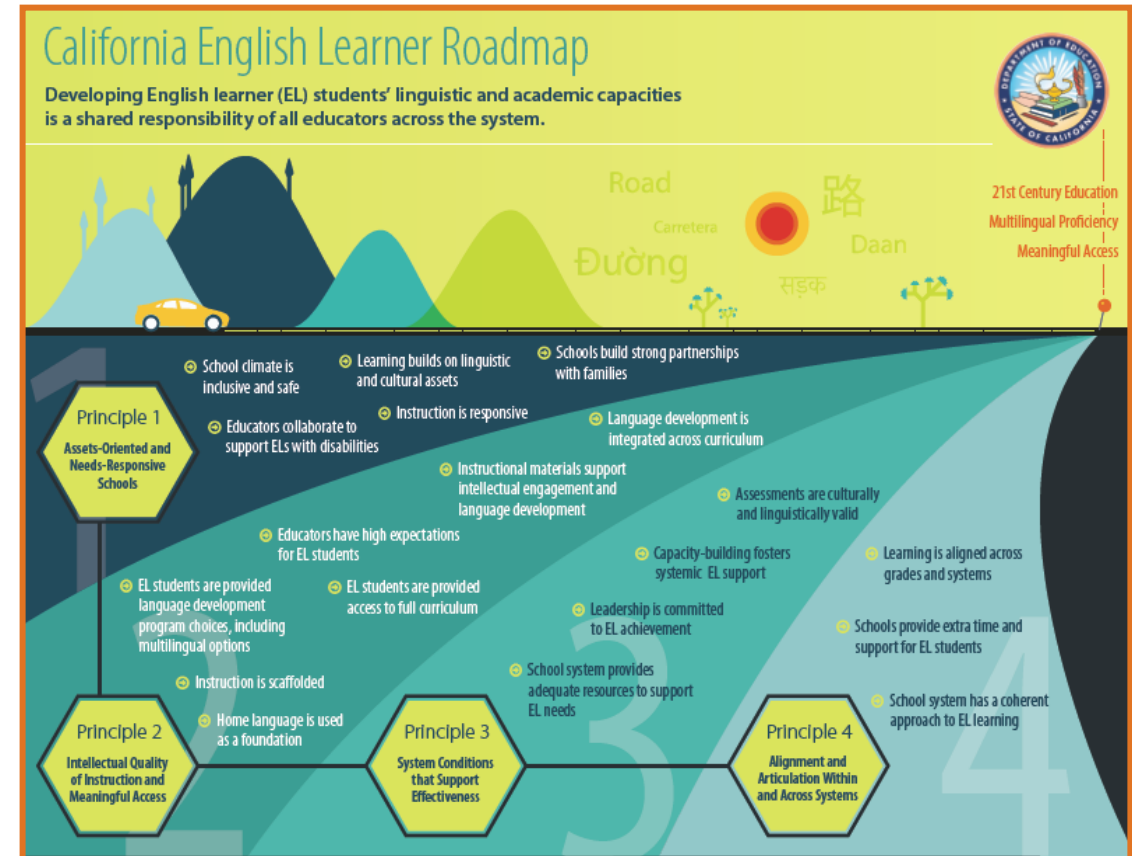
Devon Guerra, Senior Program Specialist
Multilingual Academic Support
Los Angeles County Office of Education





California EL Roadmap Policy Principles

- **Principle One:** Assets-Oriented and Needs-Responsive Schools
- **Principle Two:** Intellectual Quality of Instruction and Meaningful Access
- **Principle Three:** System Conditions that Support Effectiveness
- **Principle Four:** Alignment and Articulation Within and Across Systems





EL Roadmap Vision

Multilingual learners "fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages."

Scan QR Code to visit the **EL Roadmap Resource Hub** at www.elroadmap.org/



HLS in Two Contexts, for Two Purposes



In Transitional Kindergarten (TK)	In K–12
As part of understanding children's multilingual experiences	As part of the process to identify EL students

In either case, the HLS is administered only once, upon enrollment. An HLS completed in TK will follow the pupil into their kindergarten year.





Initial Identification of EL Students in K–12

- Title 5 *California Code of Regulations* (5 CCR) Section 11518.5
- LEA conducts a survey to identify a student's primary language
- A student whose HLS indicates a language other than English is eligible for the Initial English Language Proficiency Assessments for California (ELPAC)
- Initial ELPAC results determine if a student is classified as Initial Fluent English Proficient (IFEP) or an EL student
- Initial ELPAC is only administered once



Initial Identification of EL Students in K–12 (continued)



- LEA determines if the student's individualized education program (IEP) identifies an alternate assessment
- In such instances, LEA proceeds with administering the Initial Alternate ELPAC
- LEA must notify parents, in writing, when student will be administered the Initial ELPAC or Initial Alternate ELPAC
- LEAs are legally obligated to provide appropriate EL services for EL students



Sample Home Language Survey



- Student information section
- Directions for completing the HLS
- Explains that responses assist in determining if student should be tested for English language proficiency
- Explains that a parent may request correction of an error to HLS before student is assessed
- Four survey questions
- Space for parent signature and date

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

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 and guardians most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

California Department of Education Form HLS, Revised July 2020





Four HLS Questions

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 and guardians most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home?
(parents, guardians, grandparents, or any other adults)





Interpreting Responses to the HLS Questions in K–12

Parent Responses:

Action(s) Taken by LEA:

English on all four questions



Does not administer the Initial ELPAC

A language other than English on any of the first three questions



Administers Initial ELPAC

English on first three questions and a language other than English on the fourth question



LEA may administer the Initial ELPAC **at their discretion** upon receipt of additional information



TONY THURMOND
State Superintendent of
Public Instruction



Interpreting Parent HLS in K–12 Responses Activity





Interpret Parent HLS Responses: Scenario 1

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





Scenario 1 Poll: Do Not Assess the Student

If the responses to all four questions are English, then you do not assess the student for initial English language proficiency.





Interpret Parent HLS Responses: Scenario 2

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





Scenario 2 Poll: Assess the Student

If the response is a language other than English on any of the first three questions, you assess the student for initial English language proficiency.





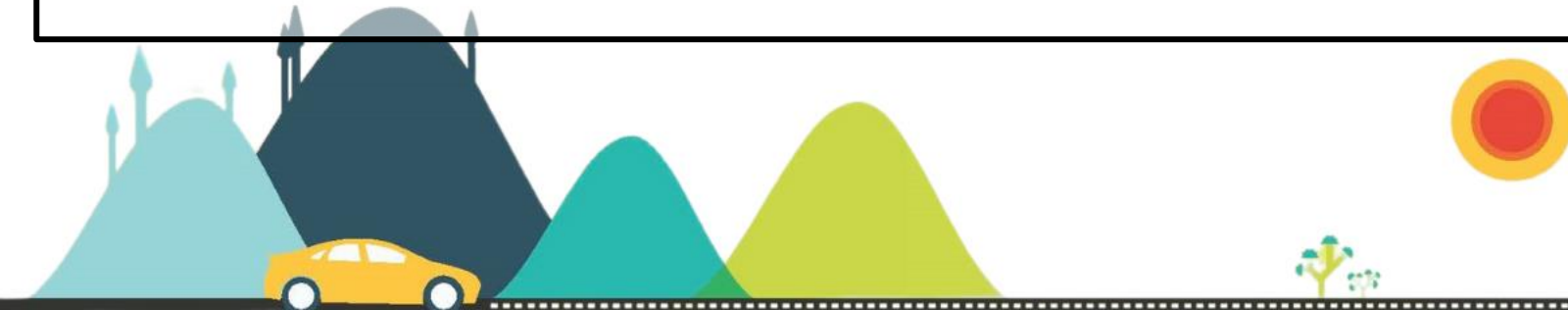
Interpret Parent HLS Responses: Scenario 3

HLS Question

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 (parents and guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Parent Response

1. English
2. English
3. English
4. Spanish





Scenario 3 Poll: Assess the Student, But Consider Contacting Parents to Get More Information

If the response is English on first three questions and a language other than English on the fourth question, you may administer Initial ELPAC at the discretion upon receipt of more information.

An LEA may assess the student, and most LEAs do assess the student in these instances, but an LEA may consider communicating with the parent or guardian to gather more information about Spanish being spoken most often by adults in the home before making a final decision.





Interpret Parent HLS Responses: Scenario 4

HLS Question

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 (parents and guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Parent Response

1. Spanish
2. English/Spanish
3. Spanish
4. Spanish





Scenario 4 Poll: Assess the Student

If the response is a language other than English on any of the first three questions, then you assess the student for initial English language proficiency



Interpret Parent HLS Responses: Scenario 5

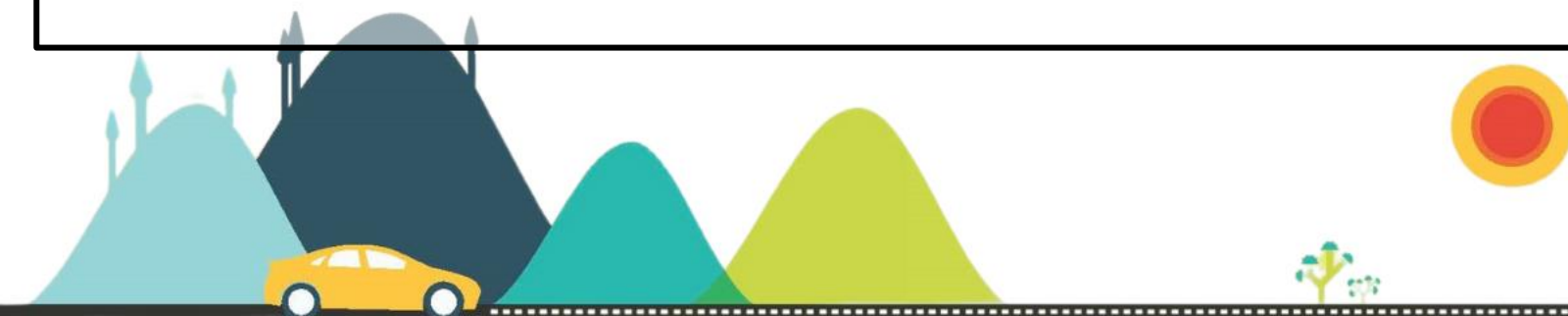


HLS Question

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 (parents and guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Parent Response

1. English
2. English
3. English/Spanish
4. English/Spanish





Scenario 5 Poll: Assess the Student

If the response is a language other than English on any of the first three questions, then you assess the student for initial English language proficiency.

This may be a circumstance where the LEA may wish to communicate with the parents to clarify that they understood the questions and were clear on their responses to the questions, particularly for determining which language they most frequently use when speaking to their child, with an emphasis on what they believe “most frequently” means to them.





American Sign Language

Without a Language Other Than English:

Students who use American Sign Language (ASL) for communication and **have not** been exposed to any language other than English should **not** be considered for ELPAC testing

With a Language Other Than English:

Students who use ASL and with a language other than English on the HLS, the IEP team should consider:

- ELPAC testing with appropriate universal tools, designated supports, and accommodations; or
- Alternate assessments





Hearing Students of Deaf Parents

- Hearing students of deaf parents who use ASL and who have been exposed to a language other than English may be considered for ELPAC testing
- LEA may consider ELPAC testing in addition to other appropriate language assessments
- LEA should base ELPAC testing decision on whether the student has been exposed to a language other than English



TONY THURMOND
State Superintendent of
Public Instruction



Interpreting Parent HLS in TK





HLS in Transitional Kindergarten

- Assembly Bill 2268 amended California *Education Code* (EC) sections 60810 and 313
- “Initial enrollment” does not include enrollment in a transitional kindergarten (TK) program
- ELPAC requirements do not apply to TK students
- LEAs will continue to conduct the HLS during TK enrollment to identify whether the student has multilingual experiences
- LEAs should populate in CALPADS the English Language Acquisition Status field with “To Be Determined (TBD)” if HLS indicates primary language other than English on any of the first three questions





Multilingual Screener for TK Students

- In 2027–28, LEAs will screen TK pupils whose primary language is not English
- *EC* Section 48004 requires the CDE to select a list of screeners of English language listening and speaking skills of pupils enrolled in TK
- The screeners will assist LEAs in identifying TK students who would benefit from additional support in English



TONY THURMOND
State Superintendent of
Public Instruction



Correcting the HLS and Correction of Classification Errors





Correcting the HLS

A parent may make a request to change the HLS only prior to the administration of the Initial ELPAC or Initial Alternate ELPAC if they completed the HLS incorrectly





Correction of Classification Errors

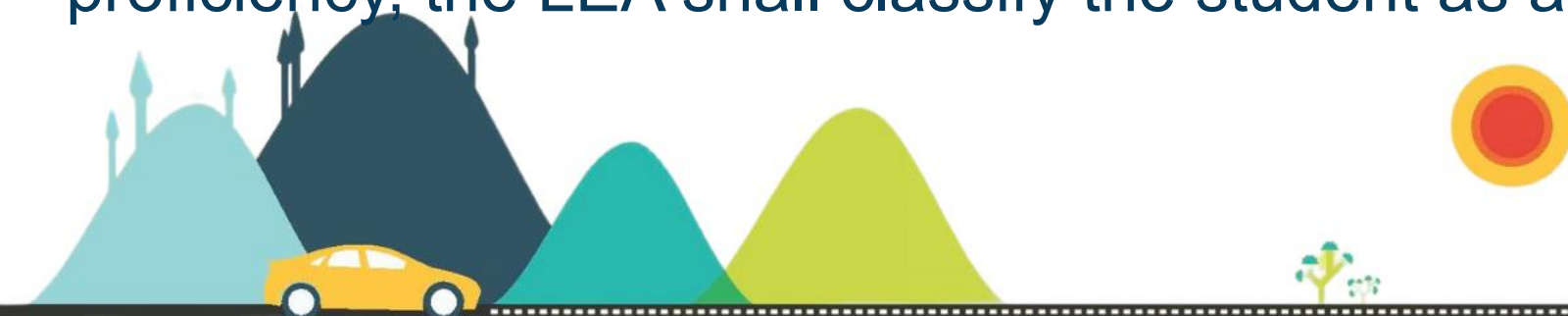
- Correction Process A, Correction Process B, and Correction Process C each addresses a particular scenario.
- 5 *CCR* Section 11518.20 describes the evidence that must be collected and provides guidance on the student's ELAS during the correction process.





Correction Process A

- If a student is classified as English only but the LEA has an indication that the student's primary or native language is not English and the student is unable to perform ordinary classroom work in English, the LEA may collect and review evidence to determine whether the student shall be administered the Initial ELPAC or Initial Alternate ELPAC to determine if the student's original ELAS classification is correct.
- At least 10 calendar days prior to the administration of the Initial ELPAC or Initial Alternate ELPAC, the LEA shall notify the student's parent or guardian, in writing, that the student will be assessed.
- If the test is administered and the student does not meet the criterion for proficiency, the LEA shall classify the student as an EL student.





Correction Process B

- If an LEA administers the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate ELPAC to a student who is not eligible for the assessment based on evidence collected, the student's classification shall remain unchanged regardless of the assessment results, and the LEA shall not maintain any such results as student records, including in CALPADS.
- The student's parent or guardian or a certificated employee of the LEA may request this correction.
- Based on evidence collected and reviewed, the LEA shall determine whether the student's classification should remain unchanged or be changed.





Correction Process C

- Following the administration of the initial assessment to a student, but before the administration of the summative assessment to that student, upon request from the student's parent or guardian or a certificated employee of the LEA, an LEA shall collect and review evidence about the student's English language proficiency.
- Based upon its review of the evidence, the LEA shall determine whether the student's classification should remain unchanged or be changed.



TONY THURMOND
State Superintendent of
Public Instruction



HLS Best Practices



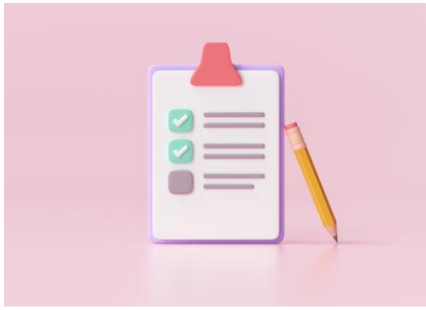


Best Practices for Administering the HLS



- Train school site and district staff to administer the HLS
- Ensure staff administering the HLS understand the identification process, purpose of HLS, and HLS questions to appropriately assist parents and answer questions they may have in completing the HLS
- Clearly communicate to parents the purpose and use of the HLS, including what it is and what it is not





More Best Practices for Administering the HLS



- Develop uniform procedures for administering the paper version and the electronic version of HLS, including processes for providing parents clarification, conducting follow-up, etc.
- Develop protocols ensuring parents only complete the HLS once
- Ensure completed HLS is available upon request by the parent, school, or district official
- Develop procedures or protocols ensuring student documents and HLS are sent to the new LEA when a student transfers



TONY THURMOND
State Superintendent of
Public Instruction



HLS Best Practices

Bright Spots from Los Angeles County LEAs



Los Angeles Unified School District: Parent-Friendly HLS Videos and Staff Training



- HLS training provided to all applicable staff at least twice annually
- During enrollment, all parents have the purpose of the HLS explained by trained staff
- School staff is also trained to accentuate how the Los Angeles Unified School District (LAUSD) values and supports multiculturalism

This parent-friendly video is available in both English and Spanish:



[HLS \(English\)](#)

Lynwood Unified School District: *Centralized Newcomer Welcome Center*



Newcomer Welcome Center

- A centralized Newcomer Welcome Center housed in Student Services for enrollment support in grades 1–12
- Trained EL Program Specialists explain the HLS process, answer questions, and provide support
- As needed, an Initial Assessment Notification and explanation are provided at this time
- Dual immersion options are also explained during this time



Sample Lynwood Unified Enrollment Procedures

Lynwood Unified School District: *TK/K Front Office Staff Training*



TK/K Front Office Staff Training

- Newly enrolling TK and kindergarten students work with trained school front office staff to complete the HLS
- Front office staff are trained twice annually on how to support completion of the HLS and to answer any questions that arise
- Dual immersion options are also explained during this time



[Sample Lynwood Unified Enrollment Procedures](#)

Glendale Unified School District (1): *Centralized Newcomer Welcome Center*

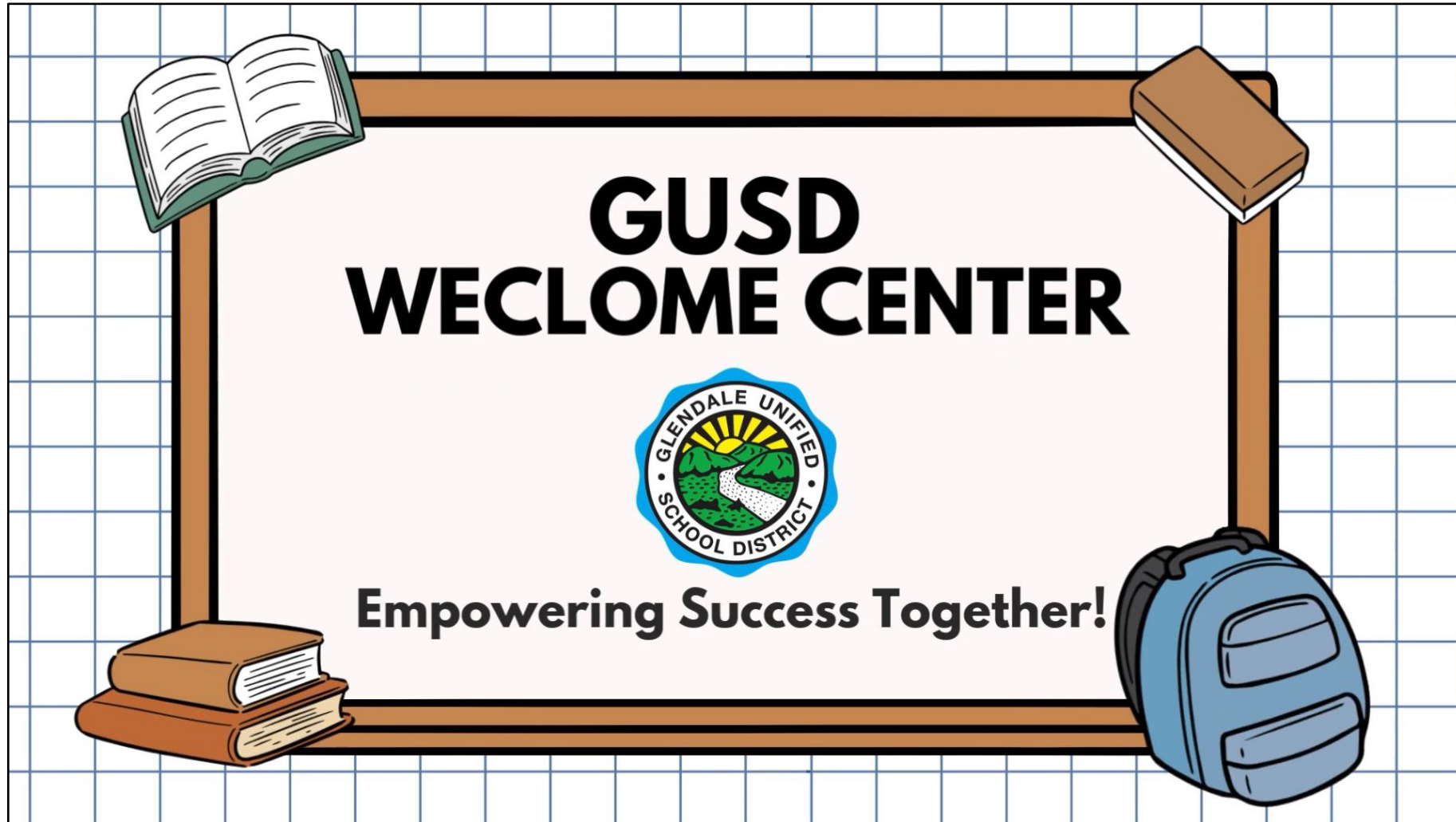


Centralized Newcomer Welcome Center

- Referred based on HLS responses
- HLS questions and guidance
- Initial ELPAC testing in a supportive setting
- Complete Parent Orientation
- Translations in Korean, Spanish, Armenian, Russian



Glendale Unified School District (2): Centralized Newcomer Welcome Center



Glendale Unified School District: Grassroots HLS Training and Data



Grassroots, Problem of Practice Based HLS Training

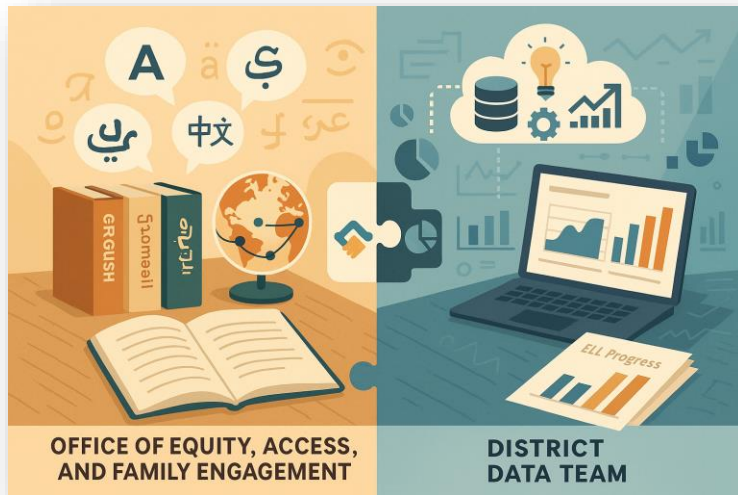
Targeted HLS training initiated based on observed issue at dual language immersion (DLI) schools:

- Robust, competitive DLI offerings across multiple languages
- Families using HLS as a tool for access
- Newcomer Welcome Center and EL specialist staff trained to identify and support errors with HLS completion, also meet daily to stay on the same page
- Clerical staff across DLI school sites, teacher specialists, and principals all trained in HLS completion—including examining each question in detail, walking through common scenarios, and ensuring all school sites can clearly articulate the purpose of the HLS

Glendale Unified School District: Multilingual Department Partnership



Data and Equity, Access, & Family Engagement Partnership



- Regularly share and discuss reports to identify data mismatches
- Ensure no duplicate HLS forms so that multilingual learners, including newly enrolling long-term English learners, are not overlooked for services
- Collaboratively ensure all eligible multilingual TK students are scheduled for testing, and make personal calls as needed to ensure accuracy

El Rancho Unified School District: Uniform HLS Protocols and Practices and In-Person Parent Support



Uniform HLS Protocols and Practices

- Consistent and thorough training provided to site principals, office staff, and EL representatives twice annually
- EL representatives further share with the teaching staff to ensure a unified understanding



In-Person Parent Support

- HLS must be completed in person with the assistance of school site staff who can answer questions and provide clarification
- Staff are trained to reassure families this process is designed to support—not label their child, helps foster positive partnerships, and ensures families feel respected.

- See [HLS Protocols and Practices Slide Deck](#)



LEAs' Obligation for Educating EL Students in K–12

- LEAs must provide EL students with appropriate language assistance services and participation in the standard instructional program
- LEAs must provide all EL students with both integrated and designated English language development instruction
- LEAs must provide all EL students with access to standards-based content
- LEAs must provide appropriate special education services to EL students with disabilities

Chapter 20 United States Code sections 1703(f), 6825; *EC* sections 305, 306, 310, 56301, 60811.8; 5 CCR sections 11300, 11302, 11309





CDE Resources

- CDE website at www.cde.ca.gov
- CDE Sample HLS Form
- CDE English Learner Forms web page
- CDE Multilingual Learners web page
- CDE ELPAC web page
- CDE Survey, Assessment, Programs, and Reclassification web page





Questions



Direct your questions to:

LPLO@cde.ca.gov

916-319-0845



Thank You

