

EL 2021 ENGLISH LEARNER MASTER PLAN



LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

INTRODUCTION AND WELCOME TO THE LVJUSD ENGLISH LEARNER MASTER PLAN



Dear Parents and Guardians,

The mission of the Livermore Valley Joint Unified School District is to provide a rich learning environment for our students, with the promise and commitment that each of them will graduate with the skills needed to contribute and thrive in a changing world.

Our English Learner Master Plan provides guidance to our staff, parents, and students regarding the identification, services and support for our English Learners. It is an operational guide for all District personnel as they strive to provide outstanding programs and opportunities for academic success for the nine percent of our 13,400 students identified as English Learners.

This Plan describes how we identify, serve, and support English Learners to ensure access to the core curriculum via a comprehensive program that includes daily English Language Development and promotion of multicultural proficiency. It also demonstrates our commitment to you, our parents, as we all work together to provide a powerful and effective program for our English Learners, your children. As your Superintendent, I truly understand the challenge of mastering academic content and a new language. As a District, we embrace your children and wholeheartedly support them in this shared journey.

I am hopeful that this plan will provide you with information, resources and programs of support at each grade and ability level. Through the process of identification, service, and support through reclassification and monitoring, we welcome your questions, suggestions, and input to make our Master Plan for your children meaningful and effective. Of special interest for all of us is your engagement via our English Learner Advisory Committees (ELAC) and District English Learner Advisory Committee (DELAC). Your involvement in decision-making and advocacy is a vital part of a powerful program that best fits the needs of your children.

Our Curriculum Department is available for any questions or thoughts. The Director of Assessment & Accountability can be reached at (925) 606-3202.

Warm regards,

A handwritten signature in black ink that reads "Kelly Bowers".

Kelly Bowers, Ed.D.

Superintendent of Schools



INTRODUCCIÓN Y BIENVENIDOS AL PLAN MAESTRO DEL DISTRITO ESCOLAR DE LIVERMORE PARA LOS ESTUDIANTES APRENDIENDO INGLÉS COMO SEGUNDO IDIOMA

Estimados padres de familia y tutores,

La misión del Distrito Escolar Unificado del Valle de Livermore es brindar un entorno de aprendizaje enriquecedor para nuestros estudiantes, con la promesa y el compromiso de que cada uno de ellos se graduará con las habilidades necesarias para contribuir y prosperar en un mundo cambiante.

Nuestro Plan Maestro para estudiantes aprendiendo inglés como segundo idioma brinda una orientación a nuestro personal, padres y estudiantes con respecto a la identificación, los servicios y el apoyo para los estudiantes. Es una guía operativa para todo el personal del distrito en su esfuerzo por brindar programas y oportunidades sobresalientes para el éxito académico del nueve por ciento de nuestros 13,400 estudiantes identificados como aprendices de inglés.

Este plan describe cómo identificamos, servimos y apoyamos a los estudiantes para garantizar el acceso al plan de estudios básico a través de un programa integral que incluye el desarrollo diario del idioma inglés y la promoción de su conocimiento multicultural. También demuestra nuestro compromiso con ustedes, los padres, ya que todos trabajamos unidos para proporcionar un programa fuerte y eficaz para los estudiantes, sus hijos. Como su superintendente, realmente comprendo el desafío de dominar un nuevo idioma y el contenido académico. Cómo distrito, acogemos a sus hijos y los apoyamos de todo corazón en este viaje compartido.

Espero que este plan les proporcione información, recursos y programas de apoyo en cada grado y nivel de habilidad. A través del proceso de identificación, servicio y apoyo a través de la reclasificación y el monitoreo, agradecemos sus preguntas, sugerencias y aportes para que nuestro Plan Maestro sea significativo y efectivo. De especial interés para todos nosotros es su participación a través de nuestros Comités Asesores de Estudiantes de Inglés (ELAC) y el Comité Asesor de Estudiantes de Inglés del Distrito (DELAC). Su participación en la toma de decisiones y la defensa es una parte vital para un buen programa que se adapte mejor a las necesidades de sus hijos.

Nuestro departamento de currículo está disponible para cualquier pregunta o preocupación. Pueden comunicarse con la directora de evaluación y rendición de cuentas al (925) 606-3202.

Un cordial saludo,

Kelly Bowers, Ed.D

ACKNOWLEDGEMENTS

The LVJUSD Master Plan for Services for English Learners (ELs) was developed through the effort and collaboration of the following dedicated community members, parents, teachers, support staff and site and District administrators. We are appreciative of the time dedicated to this process to make this a truly collaborative effort for the benefit of our students.

Our thanks and appreciation to:

Superintendent of Schools, Dr. Kelly Bowers, Ed. D

Cindy Alba, MA, Educational Consultant

K-12 Educational Consultant, Dr. Zaida McCall-Perez, Ed. D

LVJUSD Site Administrators

EL Teachers

EL Liaisons

Our English Learner Students

District English Learner Advisory Committee (DELAC) Members

Site English Learner Advisory Committee (ELAC) Members

We would also like to thank several school districts and organizations around the State from whose Master Plans we gained valuable insights, ideas, and samples that informed the creation of this document. Some of the materials used in this plan were originally developed or inspired by:

- California Department of Education (CDE)
- Fremont Unified School District
- Mount Diablo Unified School District

For questions and comments contact: Tracie Christmas, Director of Assessment & Accountability, LVJUSD tchristmas@lvjUSD.org

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Chapter 1: Introduction

The primary purpose of the English Learner Master Plan is:

- To provide the district and the schools with a clear statement of policies related to the development, implementation, and evaluation of English Learner programs and services.
- To provide specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee and site English Learner Advisory Committees; the annual evaluation of English Learner programs; and the use of state and federal funds for EL programs and services.
- To align policies and procedures with current state and federal mandates

The Livermore Valley Joint Unified School District's English Language Learner program is based on federal and State requirements and the latest research on first and second language acquisition. Our District offers a supportive climate that values the linguistic and cultural background of each English Learner (EL). English proficiency alone does not ensure success in the educational process. Educators must do more for ELs than simply teach English: They must strengthen cultural awareness and identity to enable language- minority students to become bicultural as well as bilingual. ELs are provided with the instruction and support and equal access to the curriculum, necessary to attain, within an appropriate span of time, the district-adopted standards and to succeed academically at a level equal to their English speaking peers. Livermore Valley Joint Unified School District is committed to delivering quality programs so that all students can maximize their potential and contribute and thrive in a changing world.

We acknowledge that an effective Master Plan must include:

- Our method for identifying and assessing students included in our ELD program.
- Specific staffing and other resources provided to guarantee a robust program.
- Our methods and procedures for transitioning and exiting students from the program, and for monitoring their success afterward.
- Our method for evaluating the effectiveness of our program.
- Our inclusion of all stakeholders in the ongoing development of our program through effective and frequent communication.

We support Principles for Educating English Language learners created by The George Washington University Center for Equity and Excellence in Education defining the key components of an optimal educational experience in which:

English Learners are held to the same high expectations of learning established for all students. We are committed to the development and implementation of effective programs for all our students.

English Learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.

English Learners are taught challenging academic content that enables 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.

English Learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.

English Learners are evaluated with appropriate and valid assessments that are aligned to State and local standards and that take into account the language development stages and cultural backgrounds of the students.

English Learners' academic success is a responsibility shared by all educators, the family, and the community.

Chapter 2: Student Identification and Placement

Registration and the Home Language Survey (HLS)

Upon initial enrollment in a California public school, every parent/guardian completes the Home Language Survey (HLS) as required by State and federal law. The Home Language Survey is available in English, Spanish, Chinese, Hindi, Farsi, Vietnamese, and a host of other languages. The purpose of the HLS is to determine the primary language spoken in a student's home. All students, including English-Only students, have a completed HLS on file.

The HLS is a component of the Livermore Valley Joint Unified School District registration process and can be completed online or at the school site. This information is electronically stored in our Student Information System. When students transfer from another California school, staff will request the student's English Proficiency classification and documents from the student's former school/district.

The Home Language Survey consists of four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home?

The answers provided are used to determine the student's home language status:

- If the answers to all four questions on the HLS are "English," the child is classified as English Only (EO).
- If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the student will be assessed to measure his or her level of English proficiency and is classified as To Be Determined (TBD), until the administration of the Initial English Language Proficiency Assessment of California (ELPAC).

English Language Proficiency Assessment of California (ELPAC)

The Initial ELPAC, a State-approved, standardized language proficiency test, is used to determine a student's English proficiency level. The ELPAC assesses a student's proficiency in English in the domains of listening, speaking, reading, and writing.

When a student new to the state of California is identified in the LVJUSD Student Information System (SIS) as a potential English learner, the Initial ELPAC must be administered within 30 calendar days of enrollment. After administration and scoring of the Initial ELPAC, a student is classified based on the results. Two outcomes are possible:

Initial Fluent English Proficient (IFEP)

Students scoring in the top 75% (450-600) are classified as IFEP. Students at this level have well developed oral and written English skills and are appropriately placed in mainstream classes.

English Learner (EL)

Students scoring below 75% (150-449) are classified as EL. Students at the **novice** level (150-369) have minimally developed oral and written English skills. Student scores from 370-449 are **intermediate** English Learners and have moderately developed oral and written English skills.

School sites share information about ELAC and DELAC committees with parents of identified students, and families are encouraged to attend these meetings for networking and support groups. Informational flyers regarding parent programs, and classes for adult English Learners are also provided. Kindergarten Readiness packets, including activities for parents to do at home with their children, are provided to each parent newly enrolled in our district. Additional contact is provided to parents of TK and K students entering our schools to ensure a smooth transition and communication support network throughout their child's academic journey.

Parent/Guardian Notification of Results and Placement

Parents/Guardians of ELs and IFEPs who were administered the Initial ELPAC must receive official notification, within 30 calendar days of enrollment, informing them of the results of their child's initial English proficiency assessment, official language classification, and recommended instructional program placement. The official Initial ELPAC assessment results, as well as information on how to interpret the results, are provided to the parents/guardians. The Initial ELPAC results are to be accurately and permanently recorded in the District's student information system.

Parents are notified of the assessment results and are provided with a description of the recommended program placement, explaining available program options. This information is provided to parents in written form via the District's *Parent Notification Letter: Assessment Results and Program Placement*, in English and their home language (if the home language is spoken by 15% or more of the school's students). Parents are advised to contact the student's home school should additional information be needed.

If a student in grades K-12 does not meet the IFEP criteria, a placement in a Structured English Immersion or English Language Mainstream Program, including English Language Development (ELD) instruction, is recommended. This placement may include additional support services that are deemed appropriate for the student. In addition to content instruction with embedded ELD standards, support services in the mainstream program include one or more of the following, as needed:

- Content instruction using Specially Designed Academic Instruction in English (SDAIE) techniques
- Specialized instruction by a Reading or Literacy Specialist
- Participation in intensive interventions
- Summer School
- English Learner Support/Tutorial Course

- Other appropriate services

Summative ELPAC

Each spring, February through May, English Learners are assessed using the Summative ELPAC. This is a required yearly assessment by the state of California. Each English Learner receives a score for each of the four domains, listening, speaking, reading and writing, as well as an overall score or performance level indicator. Scores are also available in the student data system and provided to each site administrator and EL Liaison. Summative ELPAC results are utilized as one measure to assess student progress and determine program placement and services.

Summative ELPAC Proficiency Levels

ELD Proficiency Levels	ELPAC Performance Level	Description
Bridging – requires light linguistic support Expanding – requires moderate linguistic support	4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards)
	3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
	2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low-to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
Emerging – requires substantial linguistic support	1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

Parent/Guardian Rights

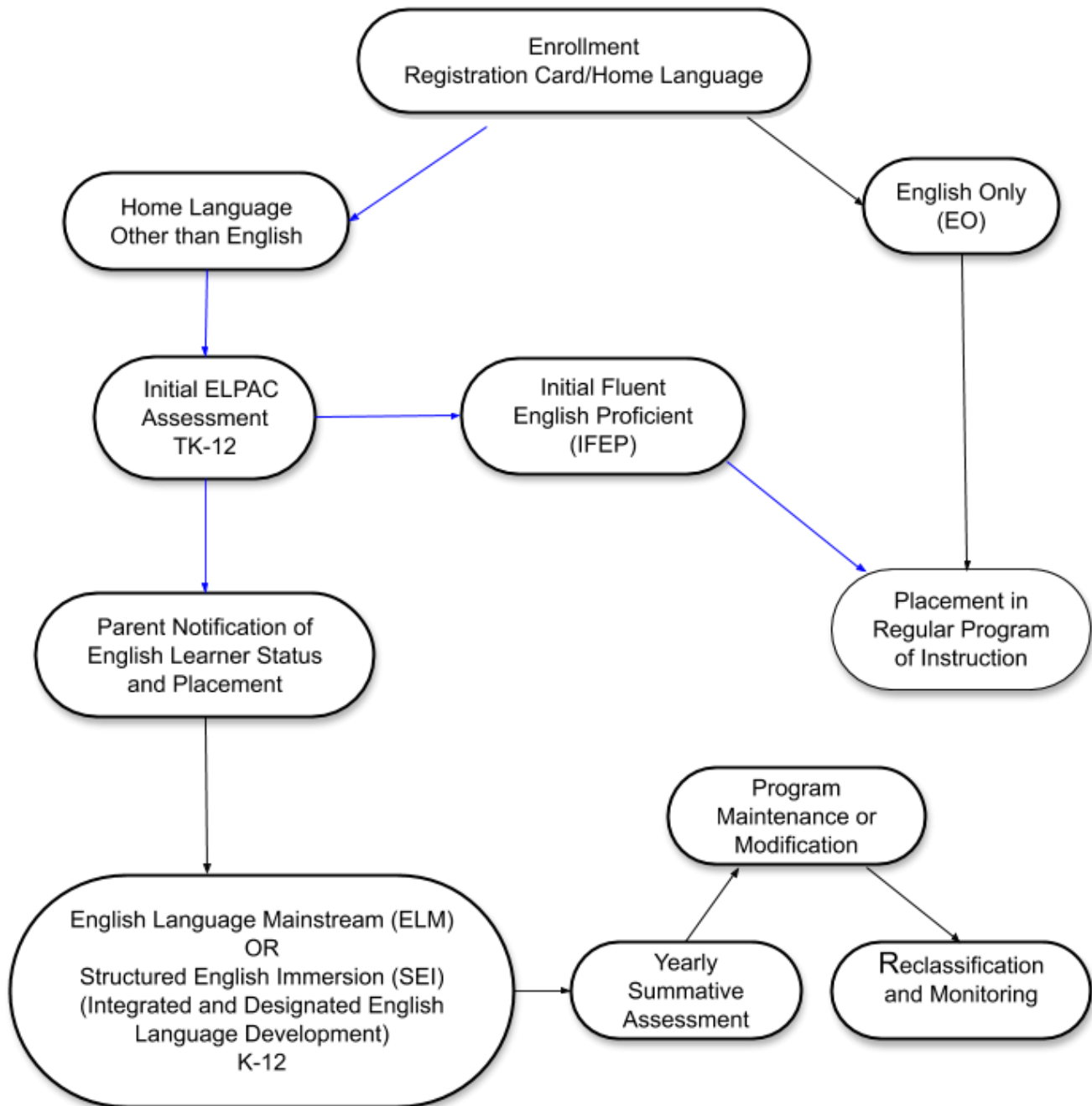
Parents/Guardians of English Learners have the right to opt their student out of the EL programs or services being offered; however, the student still retains his/her English Learner status. The District must take steps to provide English Learners with access to the educational program and to continue to monitor the student's academic progress. English Learners who opt out of services **must still have their English language proficiency assessed annually with the Summative ELPAC until reclassification status has been attained.**

Amendments of the Home Language Survey (HLS)

If the HLS is completed in error, the parent/guardian may make a request to amend it. A Home Language Survey may be amended prior to the administration of the Summative ELPAC; however, once the Summative ELPAC has been administered, changing the HLS will not change the student's language status. The student's language proficiency status will change only when all classification criteria are met. In accordance with State and federal requirements parents cannot "Opt-Out" of the Summative ELPAC.

The following flowchart illustrates the path of student placement in educational programs.

INITIAL STUDENT IDENTIFICATION K-12



Language Reclassification

An English Learner will be reclassified as fluent English proficient when he/she is able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (LVJUSD Board Policy/Administrative Regulation 6174).

Reclassification is a significant milestone for EL students. Reclassification relies on evidence based on State and district criteria, demonstrating that the student has achieved a level of English proficiency comparable to that of average native English speakers and is performing at a level of academic achievement with students whose native language is English.

The four criteria for reclassification include an overall Level 4 on the Summative ELPAC, teacher evaluation or grades, parent consultation and a local academic assessment that varies depending on the student's grade level.

**Livermore Valley Joint Unified School District
 Reclassification Criteria of English Learners
 2020-2021 School Year**

State Required	Grades TK - 2	Grades 3-5	Grades 6-8	Grades 9-12
ELPAC	ELPAC Overall scores Level 4	ELPAC Overall scores Level 4	ELPAC Overall scores Level 4	ELPAC Overall Scores Level 4
Proficiency in Basic Skills  		Most Recent CAASPP ELA score of Standard Met or Exceeded OR	Most Recent CAASPP ELA score of Standard Met or Exceeded OR	Most Recent CAASPP ELA score of Standard Met or Exceeded OR
	Reading Inventory (DRA, F&P, or Benchmark) Grade-level benchmark Met or Exceeded OR	Reading Inventory (DRA, F&P, or Benchmark): Grade-level benchmark Met or Exceeded OR	District Literacy Benchmark total points between 6-10	Most Recent District Literacy Benchmark with a score of 2.5 or higher
	District Literacy Benchmark overall score of Meeting Standards	District Literacy Benchmark overall score of Meeting Standards		
	easyCB Segmenting Score of 25 th percentile or higher	easyCBM Fluency Score of 25 th percentile or higher		
Teacher Evaluation	Teacher Recommendation	Teacher Recommendation	Report Card: Meets T1 or T2 ELA Standards with C-or better OR Teacher Recommendation	Report Card: Meets T1 or T2 ELA Standards with C- or better OR Teacher Recommendation
Parent Consultation	Parent consultation and approval	Parent consultation and approval	Parent consultation and approval	Parent consultation and approval

When a student meets all of the criteria to be reclassified, his/her status is changed to Reclassified Fluent English Proficient (RFEP).

Reclassification is a great achievement for both the student and their family. Our District celebrates this achievement through the annual Reclassification Ceremony celebration recognizing both the students and their families.

Reclassification Monitoring

After being reclassified, students are monitored for at least four years, to ensure that they have maintained their academic progress and are meaningfully participating in our district's educational programs.

During this monitoring period, our district ensures RFEP students have met the same academic achievement goals established for all students. If this is not the case, intervention and support are provided, including but not limited to:

- After school tutoring/support hubs
- Edgenuity online academic support and credit recovery
- Before school tutoring
- Academic Counselor intervention

EL Student Records

The student's electronic file in our student data system contains primary language results, the Initial ELPAC, and yearly Summative ELPAC results.

Transfer Students

When an English Learner transfers between schools in our district, all relevant data regarding his/her assessment history, including current scores, current program placement, academic progress, and interventions are sent to the receiving school. This data continues to be available in CALPADS, and the District student information systems.

Transfers from other California schools

Students transferring from another district within the State typically have a record of a Home Language Survey and initial language status (EO, IFEP, EL, RFEP), as well as scores on the mandated assessments. Students do not need to go through the initial identification process, again. Records are obtained from the previous school/district and/or the Test Operation Management System (TOMS) via the ELPAC website, and entered into our District's record keeping system.

Transfers from out of state, other countries or private schools

Students entering our District who are new to California or from another country, follow the language assessment, classification, and placement process described above. The date enrolled into our District is entered into their record as the date they first enrolled in a California school. Transcripts are reviewed to determine the student's prior placements and academic history. This procedure also applies to students transferring from private schools.

Provisions for Special Education Students

If an Individualized Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given an alternative assessment in accordance with California

Department of Education regulations. The Alternate English Language Proficiency Assessment for California (Alt ELPAC) for moderate-severe disabilities is the designated assessment. The alternative assessment must be documented in the IEP and be registered in Special Education Information Systems (SEIS).

Chapter 3: Teaching and Learning

California State Standards, CA ELD Standards & CA ELA/ELD Framework

In California, the State Board of Education adopts educational standards which describe what students should know and be able to do in each subject in each grade.

Since 2010, states across the nation have adopted the same standards for English and math. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace. In California, these standards are called the California State Standards (CSS). Having consistent standards helps ensure that all students will have the knowledge and skills to succeed in college and/or career, even if they change schools or move to a different state.

[California Department of Education Website](#)

In 2012, the California State Board of Education adopted the English Language Development (ELD) standards. These standards, when used in tandem with the CSS, guide instruction to assist English Learners to build English proficiency, refine academic use of English and provide students with access to subject area content. The CA ELD Standards define the progression of language acquisition through the following three stages of proficiency:

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs, as well as, beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas, with varying degrees of scaffolding in order to develop both content knowledge and English.

[ELD Standards](#)

Instructional Settings

Our District provides various instructional program options tailored to meet the diverse needs of English Learners. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal

of each program option is to prepare ELs for full participation in a-g courses and to graduate from high school ready for college and careers.

LVJUSD offers the following program options to English Learners:

1. Structured English Immersion (SEI)
2. English Language Mainstream (ELM)
3. Dual Immersion (DI)

Each of these options is designed to ensure that students acquire English language proficiency and receive the support to be successful in other areas of the core curriculum.

All three instructional programs for EL's contain the following components:

English Language Development (ELD)

Explicit, well-articulated, standards-based instruction designed to develop proficiency in English as rapidly and effectively as possible. ELD lessons are targeted for each student's English language proficiency level and based on the ELD standards

Specifically, ELD is designed to:

- Provide students with explicit instruction in the form and function of the English language and provide structured language opportunities to further develop English language proficiency.
- Teach English Learners to understand, speak, read, and write English.
- Build academic language proficiency that includes functions, forms, and fluency.
- Scaffold content and tap into prior knowledge to make learning accessible for all English Learners.
- Assist English Learners in acquiring English language competencies comparable to those of native English speakers.

Standards-based instruction in core subjects delivered using the Specially Designed Academic Instruction in English (SDAIE) strategies

Teachers use lessons, strategically designed to support ELs' mastery of content standards, so that they are able to effectively develop grade-level subject matter knowledge, skills, and abilities while learning English, and to develop their academic language capacities through the learning of core subject matter content.

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English (listening, speaking, reading, and writing) as rapidly and as effectively as possible. ELD lessons are differentiated to be appropriate for students' varying levels of English proficiency. The recommended instructional delivery model is to cluster English Learners by the English language proficiency levels as assessed by the ELPAC.

Each program option ensures that all ELs have access to core instruction, including ensuring EL students with disabilities have an equal opportunity to participate in a program consistent with their IEP. All English Learners, regardless of the program option in which they are enrolled, are expected to make adequate progress in English proficiency and in mastering grade level standards.

Structured English Immersion (SEI)

The Structured English Immersion (SEI) program aims to develop full proficiency in English and eventual mastery of all grade-level core curriculum standards. This program is designed for students whose ELPAC scores are at the Beginning or Early Intermediate levels. The goal for English Learners is to develop a level of proficiency in English sufficient to enable them to be successful in an English Language Mainstream program. Teaching takes place “overwhelmingly” in English. Students receive daily Designated English Language Development (ELD) instruction using district-approved materials and in addition receive Integrated ELD during content instruction. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade-level subject matter.

English Language Mainstream (ELM)

English Language Mainstreams classes ensure that ELs progress linguistically and academically to meet ELD and grade-level content standards. All instruction is provided in English with additional, appropriate services. All English Learners receive daily, designated English Language Development (ELD) instruction using district-approved materials, in addition to Integrated ELD during content instruction. ELD instruction is focused on academic language development and is monitored by appropriately trained district personnel to ensure that it is effectively implemented.

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet ELD and grade-level content standards. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program. Mainstream program teachers are responsible for providing SDAIE instruction to access core subjects so that the content knowledge is comprehensible to the student.

ELM also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

Dual Immersion

Two-Way Immersion is an educational model for acquiring two languages while learning grade-level standards. LVJUSD has an English/Spanish Dual Immersion Program for students in grades TK-8. Lessons are designed to develop language and academic content in two languages, with the goal of achieving full bilingualism and biliteracy. Language is acquired and developed by using it as a means for instruction; language is not the object of instruction (as in foreign language classes). In this manner, students become fluent and literate in both languages, while they follow the same curriculum that is taught in English in non-immersion classes. Goals of Two-Way Immersion programs are:

- To attain high levels of proficiency in native language (in the areas of speaking, listening, reading, and writing).
 - To attain high levels of proficiency in a second language (in the areas of speaking, listening, reading, and writing).
 - To perform at or above grade level academically, mastering the same standards, and using the same curriculum as students in more traditional educational settings.
 - To demonstrate positive cross-cultural attitudes and behaviors.
-

English Language Development Requirements

Every English Learner receives a program of instruction in English Language Development in order to develop proficiency in English as rapidly and as effectively as possible. English Language Development (ELD) is a specialized program of English language instruction appropriate for the English Learner's (EL) identified level of language proficiency. This program is implemented and designed to promote acquisition of listening, speaking, reading, and writing and the linguistic competencies that native English speakers possess.

Integrated and Designated ELD

Given the instructional shifts in the California State Standards (CSS), Next Generation Science Standards (NGSS) and CA ELD Standards, the implications for English Learners require a comprehensive and integrated approach to teaching academic language and disciplinary literacy. English Language Development is a component of all program options for English Learners. All teachers attend to the language learning needs of their ELs in strategic, intentional, and differentiated ways that promote the simultaneous development of content knowledge and advanced levels of academic English.

Comprehensive ELD instruction, provided through Designated and Integrated ELD, builds academic language proficiency that includes academic strength in grammar and vocabulary (both academic and domain-specific words). A great deal of emphasis is placed on natural language acquisition, with appropriate use of direct instruction of academic language.

Integrated ELD

Integrated ELD is delivered to all ELs throughout the school day. Students are taught core content standards with language support based on the ELD standards. Teachers use language clarification and acquisition strategies during content area instruction. The lesson objectives for Integrated ELD are derived from the California ELD standards, and the content comes from core content standards. As stated on the CDE website: *"The California English Language Development Standards (CA ELD Standards) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, assist English Learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content."* Language that is learned, seamlessly integrated into core studies, and practiced in context, is a more authentic learning experience for the student.

Strategies to assist students in acquiring not only academic language but key content specific vocabulary and concepts include:

- Preview material and key vocabulary with EL students - activate background knowledge and connect background knowledge to content
- Explicit vocabulary instruction including teaching cognates, prefixes and suffixes, as well as using context to aid understanding
- Utilize multi-modality learning supports such as visuals (photographs, charts, drawings, graphic organizers etc.), auditory (read-aloud, choral response, think-pair-share etc.) and kinesthetic (realia, gestures etc.)
- Frequent checks for understanding
- Responses using complete sentences
- Cooperative interdependent learning opportunities - minimize lecture

Designated ELD

Designated English Language Development (ELD) is a critical component of the daily program for EL students where teachers provide lessons to develop English language proficiency. It is defined as the protected time each day when students receive instruction focused on the ELD Standards at a student's language proficiency level. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The program is based on the student's level of English proficiency and teaches students to communicate with high levels of understanding in English, providing a foundation for literacy development (reading and writing) so that students are able to learn and express content knowledge in English. ELD is a planned, specific, and explicit component of the student's total educational program. This instruction moves into and from core content instruction, making the language learning meaningful, lasting, and transferable.

Program Opt-Out Procedures

If at any time during the academic year a family wishes to withdraw their child from services, they must:

- Contact their child's site administrator requesting withdrawal from services.
- The administrator will contact the LVJUSD Curriculum Department, who will explain the opt out requirements to the family. Although it is our intent to honor parent requests, every effort will be made to explain the services and provide additional information to facilitate an informed decision.
- If the decision is made to change the instructional support program, a form is completed and returned to the site. A copy is retained in the student's cumulative record file.

It should be noted that removal from an EL support program does not excuse a student from the annual ELPAC assessment.

Chapter 4: Staffing, Certification and Professional Development

Staffing and Certification

Livermore Valley Joint Unified School District is committed to ensuring that all English Learners are taught by appropriately credentialed high-quality educators who are knowledgeable and proficient in utilizing research-based instructional practices so that all English Learners achieve at the highest levels. Teachers who provide ELD instruction and/or SDAIE are appropriately authorized with a Cross-Cultural Language and Academic Development (CLAD) certificate or the equivalent. Teachers in the Dual-Immersion program hold Bilingual Cross-Cultural Language and Academic Development (BCLAD) authorization. Our district works closely with local colleges and universities, to actively recruit highly qualified and effective teachers to support our students.

Professional Development

As a means of providing access to the curriculum for all students and developing the language abilities of our English Learners, the Livermore Valley Joint Unified School District supports ongoing staff development. All district personnel receive professional development to increase their awareness and sensitivity to the cultural and linguistic diversities of our student population to ensure equal access to the curriculum. Training, collaboration, and coaching are integrated with district-wide professional development goals. Livermore Valley Joint Unified School District provides programs and trains teachers on the use of instructional strategies to support English Learners in their efforts to become fluent in English, meet the demands of the California Standards, and be prepared for college and career.

Our District Master Plan for English Learners will be reviewed yearly with district and site staff as part of our professional development process. The Curriculum and Special Projects Department provides annual training for all site staff members to guarantee our commitment to high quality implementation. The intent of training is to strengthen efficacy and support educators in the acquisition of specific knowledge and skills necessary to work with English Learners in the areas of English Language Development (ELD) instruction, comprehensible core content instruction, District curriculum expectations, and cultural proficiency.

Topics may include, but are not limited to:

ELA/ELD Framework training: All teachers receive ongoing training on the CA ELA/ELD framework.

- Designated and Integrated ELD Training
- SDAIE strategies: Teachers receive ongoing training on SDAIE strategies to ensure the learning of all EL students
- Guided Language Acquisition Design (GLAD) strategies
- Professional Learning Communities (PLC): Teachers receive training in PLC to ensure that all students are having access to the core curriculum

- Response to Intervention (RTI): RTI is data driven general education framework that involves research-based instruction and interventions, regular monitoring of student progress and the subsequent use of these data over time to make educational decisions which ensure student success
- Tri-Valley Teacher Induction Program (TV/TIP) New teachers receive training related to the EL programs and services through the new teacher orientation and/or TV/TIP
- Equity, diversity, and cultural proficiency training
- Teaching to the ELD Standards
- EL strategies, techniques, assessments, and data analysis
- English language and literacy development
- Differentiated instruction

During weekly grade-level/department meetings, professional development is focused on classroom instructional strategies, social emotional learning, behavior management, and data analysis. Teachers on Special Assignment (TOSAs) provide targeted support to teachers by attending grade-level articulation meetings, co-teaching, demonstrating lessons, and sharing resources and ideas. English Learner Liaisons from each school site receive training on the administration of the English Learner Proficiency Assessments for California (ELPAC).

School Plan for Student Achievement

Each site's School Plan for Student Achievement (SPSA), developed collectively with teachers, administrators, and parents, includes professional development that is aligned with our district Master Plan for English Learners and specific site goals based on site data. The SPSA includes support for staff in meeting the needs of ELs including SDAIE strategies and ELD standards training,

Chapter 5: Program Evaluation

Elementary

At the elementary level, classroom teachers provide each English Learner with *designated* ELD for a minimum of 30 minutes per day during the English Language Arts Block. Students are strategically grouped by English language proficiency levels. Progress is monitored primarily through the standards-based report card, curriculum embedded assessments, the District Write and *easyCBM* and is noted on the report card each trimester.

English Learner Program Settings TK-5

Type of Setting	Students Served	Program Components for English Learners	Staffing Requirements
Structured English Immersion	<p>English Learners</p> <ul style="list-style-type: none"> ● Newcomers and Emerging Students ● Expanding ● Bridging 	<p>Designated ELD: Students are grouped by their ELPAC level for instruction at least 30 minutes daily with <i>Benchmark Advance</i>, district-adopted materials</p> <p>Integrated ELD: An ELD standard is identified, in addition to the core content standard, within the delivery of core content lessons as appropriate.</p> <p>Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies to enable English Learners to gain access to grade-level subject matter. May include additional support from an instructional aide.</p>	<p>Cross-cultural, Language, and Academic Development (CLAD)</p> <p style="text-align: center;">Or</p> <p>Bilingual Cross-cultural, Language, and Academic Development (BCLAD)</p>
English Language Mainstream	<p>English Learners</p> <ul style="list-style-type: none"> ● Expanding ● Bridging 	<p>Designated ELD: Students are grouped by their ELPAC level for instruction at least 30 minutes daily with</p>	<p>BCLAD or CLAD</p>

		<p><i>Benchmark Advance</i>, district-adopted materials</p> <p>Integrated ELD: An ELD standard is identified, in addition to the core content standard, within the delivery of core content lessons as appropriate.</p> <p>Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies to enable English Learners to gain access to grade-level subject matter.</p>	
<p>Assessment(s): <i>easyCBM</i> (Winter/Spring), <i>Benchmark Advance</i> interim assessments, teacher-created summative and formative assessments. Additional assessments and teacher input is utilized to determine the following year's academic core placement.</p> <p>Other Support: Coaching on SDAIE strategies</p>			

Middle & High School

English Learners in grades 6-12 have at least one period of ELD instruction. All English Learners are assigned ELD instruction until the student has acquired proficiency in English. Students are placed in courses, grouped, and progress monitored, based on multiple measures including their ELPAC level, grades, *easyCBM*, District Write, and site-based assessments. ELD instruction is delivered by appropriately trained district personnel to ensure effective implementation.

English Learner Program Settings 6-12

Type of Setting	Students Served	Program Components for English Learners	Staffing Requirements
Structured English Immersion	English Learners: Newcomers Emerging Expanding	<p>Designated ELD: 1 or 2 periods daily with <i>StudySync</i>, the district adopted ELD material.</p> <p>Integrated ELD: An ELD standard is identified,</p>	BCLAD or CLAD

		<p>in addition to the core content standard, within the delivery of core content lessons as appropriate.</p> <p>Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies to enable English Learners to gain access to grade-level subject matter.</p> <p>May include additional support from an instructional aide.</p>	
English Language Mainstream	English Learners: Expanding Bridging	<p>Designated ELD: 1 period daily with <i>StudySync</i>, the district-adopted ELD materials</p> <p>Access to Core: Differentiated instructions in Math, Social Studies, and Science with SDAIE strategies (meets high school a-g requirements)</p> <p>Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies to enable English Learners to gain access to grade-level subject matter.</p> <p>May include additional support from an instructional aide.</p>	BCLAD or CLAD
Core Classes	English Learners: Bridging	<p>Access to Core: Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies to enable English Learners to gain access to grade-level and content specific subject matter.</p>	BCLAD or CLAD

Tutorials	English Learners: Newcomers Emerging to Bridging Long-Term English Learners	Access to Core: EL students who are in need of additional support to access the core curriculum, attend EL Tutorial class.	BCLAD or CLAD
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*ELD course descriptions at the high school are currently being revised and updated.

Specially Designed Academic Instruction in English (SDAIE)

Specially Designed Academic Instruction in English (SDAIE) strategies are instructional strategies that maximize EL students’ access to the content standards. SDAIE methods provide scaffolding for EL students. Mainstream program teachers are skilled in providing SDAIE instruction so that the content knowledge is comprehensible to the student. The basic features of SDAIE include:

- Contextualized instruction - liberal use of non-verbal language, visual support materials, graphic organizers, or 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 additional wait time, questioning, slower pacing, and highlighting
- 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 express and exemplify concepts
- Language sensitive and culture-sensitive content teacher
- 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 through observations, portfolios, journals, and product development
- Elicit and build upon prior knowledge of students

Progress Expectations

Our District’s expectations for ELD progress are in alignment with California’s performance expectations and empirically-based research evidence for realistic progress by ELs acquiring language. English Learners will steadily progress a minimum of one level per year toward developing English language proficiency as measured by the State’s English Language Proficiency Assessment.

The *English Learner Progress Indicator*, a component of the State’s accountability system, measures the percent of English Learners who are making progress toward language proficiency. The *English Learner Progress Indicator* currently combines the number of ELs who make progress from year to

year on the English Language Proficiency Assessment of California (ELPAC) and the number of ELs who are reclassified in the prior year.

In addition, our District Curriculum Department works with each site principal and site EL Liaisons to monitor and assess each English Learner's academic progress. This is done by checking each student's report card grades, ELPAC results, scores on the District Writing Benchmark, and results of the universal screening tool, *easyCBM* (K-8), given two times each year in English and math. This process of continuous monitoring allows students to receive timely interventions and supports so that students can continue to make academic progress to reach English proficiency.

Long-Term English Learners (LTEL)

Long-Term English Learners are students in grades 6-12 who have been enrolled in U.S. schools for 6 years or more. These students are performing at the same proficiency level on the ELPAC for two or more consecutive years, or have regressed to a lower proficiency level. Their scores on the State English Language Arts accountability test fall in the two lowest ranges, *standard not met* or *standard nearly met*. Students who are at-risk of becoming Long Term English Learners (AR-LTEs) are in grades 3-12 and have been enrolled in U.S. schools for at least four years. They are scoring at levels 1-3 on the ELPAC, and their scores on the state English language arts accountability test fall in the lowest ranges, *standard not met* or *standard nearly met*. Both LTELs and AR-LTELs often demonstrate high oral fluency in English, yet for a variety of reasons they have not achieved academic requirements to qualify for reclassification. As these students have academic gaps, it is important to identify the unaddressed or recognized needs that are barriers to academic progress. In determining the program placement and services to support success academically and linguistically, staff needs to determine if the student's performance is related to his/her English Language Development or other issues that affect the student's academic performance.

LTEL's will need:

- ELD delivered in an English Learner mainstream class that addresses both language and literacy skills.
- Instructions in the core subjects provided by appropriately certified CLAD/BCLAD teachers
- Counseling and monitoring to ensure that students are enrolled and progressing in classes that meet high school graduation requirements.
- Intervention support

Both LTELs and AR-LTELs may be referred to the school's Coordination of Services Team (COST) or Student Study Team (SST) to consult with parents, teachers and support staff to determine specific strategies to address the student's barriers to success.

California Seal of Biliteracy

The State Seal of Biliteracy program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. California Education Code states the purposes, which include (but are not limited to) encouraging pupils to study languages; providing employers with a method of identifying people with language and biliteracy skills; and strengthening intergroup relationships, affirming the value of diversity, and honoring the multiple cultures and languages of a community. When a student earns the State Seal of Biliteracy, a gold seal is affixed to his/her high school diploma.

English Learner Program Evaluation

On an annual basis, sites collect and review data, services, and instructional strategies that support English Learners as part of the needs assessment in the development of the School Plan for Student Achievement (SPSA). Based on this assessment, and input from the English Learner Advisory Committee (ELAC) and School Site Council (SSC), the SPSA is updated and approved by the SSC and the district governing board.

In addition to the site-level English Learner program evaluation, district-wide data is also analyzed annually to evaluate the quality and effectiveness of the district's ELD program and services for English Learners. Staff examines State and local assessments including the ELPAC, CAASPP, and the District Write. In addition, re-designation rates, graduation rates, UC/CSU preparedness, and AR-LTEL/LTEL progress is reviewed. The outcome of this process may be the determination of a need for programmatic changes, professional development, or additional support. In winter 2021, as a result of this analysis, our District determined a need for additional professional development on the ELD standards, ELD instructional materials, as well as the need to re-examine and rewrite the ELD courses at the high school level so that EL students could make adequate progress, graduating with required courses for entrance into UC/CSU if they choose.

CHAPTER 6: Family and Community Engagement

Parent Outreach and Involvement. It is our goal that parents of English Learners at all schools in Livermore will participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels to further this goal.

- Utilize our district web-based communication platform to send emails, voice and text messages in English and Spanish.
- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are provided in English and the primary language.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Success Team (SST) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the district level.
- Site administrators will plan for and provide for primary language translation through the use of district-approved interpreters and translators or other staff.
- Our District has a number of approved bilingual staff who support district-wide interpreter and translation needs. They are available to interpret or translate documents for all sites.
- Our District has a list of translators/ interpreters to assist with department and parent communication needs in relation to district-level services. All requests for translations are submitted through an efficient electronic work-flow system. Interpreter requests are managed through our Human Resources Department database.
- School sites encourage involvement by providing opportunities for parents/guardians to volunteer, and by providing training on how parents/guardians can effectively participate in school.
- Our District and sites provide ongoing staff development to school staff on how to work with parents, including communication skills, respect, and sensitivity to their cultural backgrounds, needs, and concerns.
- School sites review the EL Program with parents/guardians at the beginning of each school year. The review includes the following topics: Program Placement, Reclassification, and Monitoring of student language and academic progress.
- Parenting Workshops, facilitated by trained parents/guardians of English Learners, are offered throughout the school year to support families.

As part of our effort to more systematically involve parents/guardians in their children's education, our District has established policies and procedures to maximize their involvement. The District English Learner Advisory Committee (DELAC) and the sites' English Learner Advisory Committee (ELAC) are sources of information to parents, as required by law. The information disseminated at the Committee meetings is provided in other language(s) when the need arises and is feasible.

Translation of Information for Parents

LVJUSD will provide parents and guardians with information on school and parent activities in a format that parents can understand. When 15 percent or more of students enrolled in a school in LVJUSD speak a single primary language other than English, as determined by language census data from the preceding year, all communication will be written in English and the primary language. This shall include but not limited to all notices, report cards, handbooks, progress reports, newsletters, statements, and records.

English Learner Advisory Committee (ELAC)

English Learner Advisory Committee (ELAC) - Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).

ELAC Roles and Responsibilities:

- Officers are elected by parents/guardians of English Learners.
- Members receive materials and training related to carrying out their legal responsibilities.
- Members elect at least one representative to the District English Learner Advisory Committee (DELAC).
- All site ELAC documentation (i.e. calendar of ELAC dates, agendas, and minutes) must be kept at the site.
- The ELAC advises the principal and staff on topics related to English Learners including the following legal areas:
 1. Development of School Plan for Student Achievement (Advises the School Site council (SSC))
 2. The school's program for English Learners
 3. The development of the following:
 - a. ELAC Needs Assessment
 - b. Language Census (R-30)
 - c. Efforts to make parents aware of the importance of regular school attendance along with the Site Principal and the EL Liaison, the District's EL Coordinator will annually review the implementation of the ELAC in order to ensure that all requirements are met. Principals and EL Liaisons will receive ELAC monitoring updates bi-annually in order to inform them of their site's progress in meeting compliance.

ELAC Implementation

- Our District provides training on the establishment of an ELAC to site administrators and EL Liaisons in September. During the school year, the ELAC members minimally receive training in the three legal areas listed in the section titled ELAC Requirements.
- The Site Principal and EL Liaison collaborate to establish the ELAC and serve as members of ELAC.
- The principal and/or EL Liaison assist with planning the ELAC meetings by holding an agenda planning session with the ELAC officers to develop the agenda prior to each meeting. In addition, they attend the meetings.
- The ELAC conducts formal advisory meetings, with agendas and minutes.
- Meeting dates are published in writing in advance.
- Our District web-based communication platform is utilized to send emails, voice and text messages in English and Spanish regarding upcoming meeting dates and times.
- The principal or EL Liaison ensures appropriate communication and documentation between the site and District.
- Elections for ELAC are conducted at the school site by September of each year. Parents/guardians of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body. Membership includes parents/guardians, students at the secondary level, and school staff (fewer than the number of parents/guardians).

District English Learner Advisory Committee (DELAC)

As there are 51 or more English Learners in our District, there is a functioning District English Learner Advisory Committee (DELAC). The DELAC provides parents/guardians the opportunity to advise the governing Board of Education on at least the following DELAC requirements:

- Development of the Master Plan for English Learners, taking into consideration the Local Control and Accountability Plan (LCAP).
- Implementation of a district-wide English Learner Needs Assessment on a school-by-school basis
- Establishment of district programs, goals, and objectives for programs and services for English Learners.
- Development of a plan to ensure compliance with applicable teacher and instructional aide requirements.
- Review of and comment on our District's reclassification procedures.
- Review of and comment on the written notifications required to be sent to parents and guardians.
- Acting as the English Learner parent advisory committee, the DELAC reviews and comments on the development or annual update of the Local Control and Accountability Plan (LCAP).

Other DELAC Implementation Provisions Include:

- The DELAC meets at least 3 times per year, with agendas posted at the District and site level at least 72 hours before the meetings.
- The DELAC operates according to guidelines contained in its by-laws.
- Our District EL Community Liaison is the District Liaison to the DELAC. The Liaison coordinates parent outreach and assists the DELAC officers with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
- Our District provides all DELAC members with appropriate training, materials, and information, in English and Spanish, necessary to carry out their responsibilities and duties.

- DELAC minutes are maintained in the Curriculum Department with copies accessible to the Superintendent's office.

CHAPTER 7: Funding, (Resources,) and District Accountability

Funding

The State of California funds school districts according to the Local Control Funding Formula (LCFF) model, which allows districts more freedom in how funds are spent and also requires the development of a Local Control and Accountability Plan (LCAP) that links spending to specific district goals for student achievement. Districts are held accountable to the specific ways in which they are spending money and how those decisions are improving student outcomes. All California school districts are required to develop a three-year plan that identifies strategies to support learning and shows how the district uses its resources to support students. Funds are allocated following requirements outlined in Education Code, state regulations, and district policies.

Federal programs such as Title I and Title III are used to supplement the basic education program (provide additional resources and services) and not to supplant (replace) general funds.

Local Control and Accountability Plan (LCAP)

The State Local Control Funding Formula (LCFF) requires districts to provide supplemental services and programs to students who are ELs, specifically through the allocation of Supplemental and Concentration grants. The Local Control and Accountability Plan (LCAP) outlines how the district plans to spend LCFF money, including Supplemental Grant funding, to support ELs, low income, and foster youth. LCFF Supplemental Grant funds are used to enhance the base program with supplemental services including, but not limited to, services such as employment of supplemental paraprofessionals, purchase of supplemental teaching materials, professional learning for teachers and paraprofessionals to develop instructional skills, support for parent involvement activities, parent training, translation services, and other reasonable expenses related to programs for ELs. Services for ELs are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to address any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

Supplemental Funds

The California Department of Education administers funding for categorical programs through the Consolidated Application (ConApp). These funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English Learners. The awarded categorical monies are to be used to supplement and enrich the core educational program to meet the specific needs of English Learners associated with acquiring the English language and making the core program accessible.

Federal Grants

Title I, Part A

Title I, Part A provides supplemental funds to be used to close the educational gap between at-risk students and other children. All three Title I schools in LVJUSD have school-wide programs. A school-wide program permits a school to use funds from Title I, Part A, and other federal education program funds and resources to raise academic achievement for all students and improve the school's entire educational program.

School-wide programs do not have to identify particular students as eligible for services and show that Part A funds are paying for supplemental services, as long as the programs increase the amount and quality of learning and help provide a high-quality curriculum for all students based on a comprehensive plan that helps students meet the state's challenging standards.

Title III Limited English Proficient (LEP) Funds

Title III authorizes funding for supplementary programs and services for English Learners. Required activities include providing instruction and instructional support services related to English Language Development and academic progress in the core curriculum in a manner that allows English Learners to meet grade-level and graduation requirements. Programs must also provide staff development opportunities to school staff assigned to EL student populations. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related English Learner student program activities. This program is intended to "support the efforts of each participating school to improve instruction and auxiliary services to meet the needs of English Learners".

Title III Immigrant Funds

The term "eligible immigrant student" is defined in Title III, Section 3301(6) as an individual student who (a) is aged three through twenty-one; (b) is enrolled in any public or private elementary or secondary school in kindergarten through grade twelve; (c) was not born in the United States (or any U.S. Territory); and (d) has not been attending any one or more schools in the United States for more than three full school years (Title III, Section 3114 (d)).

Title III authorizes Federal funding for supplementary programs and services for Immigrant students. The purpose of the immigrant education program is to provide enhanced opportunities for immigrant children and youth; these opportunities may include but are not limited to:

- Family literacy and parent outreach
- Additional personnel, including teacher aides
- Provision of tutorials, mentoring, and counseling
- Identification and acquisition of materials, software, and technologies
- Basic instructional services needed by immigrant students
- Other educational services needed by immigrant students
- Administrative costs of the program
- Auxiliary services, school environment, and school organization to meet the needs of ELs at that school

Funds provided by Title III for ELL students or immigrant students *supplement, but do not supplant*, general funds or other categorical resources at the school. These funds are used to supplement the base program with supplemental services.

SPSA and Categorical Funds

The School Plan for School Achievement (SPSA) requires schools to monitor school programs annually. The data on monitoring and assessment findings must include examination and disaggregation of ELs and be aligned with Title III accountabilities. All expenditures must be documented on a budget page, which must clearly show evidence of how the programs funded are directly tied to the goals of the SPSA.

It is important that the budget process be followed dutifully to ensure transparency of expenditures for all stakeholders. The budget process is a safeguard to ensure all schools are compliant in spending EL designated funds to maximize the impact of the supplemental services for ELs. Categorical funds cannot be used to supplant general funds expenditures, or to serve students who are not identified as ELs.

Exhibits

Home Language Survey - Sample
Initial Parent Notification Letter
Initial Parent Notification Letter (Spanish)
Notification to Opt Out of EL Programs / Services
Annual EL Letter
Teacher Recommendation for RFEP
Reclassification Letter - Sample
Principal Assurances Checklist
DELAC Directory
EL Liaisons



Home Language Survey

The California Education Code 52164.1 contains legal requirements which direct schools to determine the language(s) spoken in the home by each student. This information is essential in order for school to provide adequate instructional programs and services.

Name of Student:

(Surname/Last Name) (First Given Name) (Second Given Name)

Grade Level:

Date of Birth:

Birthplace/State:

Birthplace/Country:

Initial US School Enrollment Date:

Enrolled in US school less than three (3) years?

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four (4) 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 questions unanswered.

Answers of languages other than English on questions 1, 2, or 3 will result in students taking the English Language Proficiency Assessment for California (ELPAC). This test identifies the English proficiency level of each child, allowing us to determine his/her educational needs and provide the student access to the appropriate English Learner educational program.

- 1. Which language did your child learn when he/she first began to talk?**
- 2. What language does your child most frequently use at home?**
- 3. What language do you (the parents or guardians) most frequently use when speaking with your child?**
- 4. What language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)**

Electronic Signature

The electronic signature below and its related fields are treated by Livermore Valley Joint Unified School District like a physical handwritten signature on a paper form.

I agree:

Electronic Signature:

Date:

Livermore Valley Joint Unified School District
INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

Check if applicable: **Individualized Education Program (IEP) on file**

Dear Parents/Guardians: When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English Learner program. (20 United States Code [U.S.C] Section 6312[e][3][A] [i],[v],[vi])

Language Assessment Results

Composite Domains	Performance Level
Overall	
Oral (Speaking & Listening)	
Written (Reading & Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an **[insert status]**.

Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. Our district’s reclassification criteria are listed below.

Required Criteria (EC Section 313[f])	LEA Criteria
English Language Proficiency Assessment	An ELPAC overall performance level 4 (Well Developed)

Teacher Evaluation	Grade of “Meeting Standards” in ELA (Grades K-3) Grade of C or better in ELA (Grades 4-12) OR Teacher Waiver
Parental Opinion and Consultation	Letter mailed to parents
Comparison of Performance in Basic Skills	Meets Standards on CAASPP (Grades 3-8 and 11) OR Meets Reading Inventory Benchmark OR Meets District Literacy Benchmark

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English Learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeeding academically in all core subjects.

Structured English Immersion (SEI): English Learners are placed in a Structured English Immersion program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught English Language Development (ELD) and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

Alternative Program (Two-way Bilingual or Dual Immersion): Students with an approved “Parental Exception Waiver” *** are taught core subjects in their primary language. They receive instruction in ELD with English Teachers who must have special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed to be reclassified as Fluent English Proficient.

In our District’s alternative programs, instruction is given in English and Spanish. Spanish textbooks and teaching materials are included for reading, math, social studies, science and other subjects. kindergarten, first and second grade Spanish speaking students learn to read first in Spanish or in both English and Spanish while developing English language proficiency. By the end of second grade, most are reading well in English. The goal is fluency in English reading at third grade. In addition, they will have English instruction and some units of study in both languages. In these classes, there are approximately 50% Spanish speakers and 50% English only speakers. The result is a multicultural classroom of learners who understand, appreciate, and learn from each other. Both learn two languages and two cultures.

English Language Mainstream (ELM): Students who are proficient in English are placed in the ELM Program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to

be reclassified as fluent English proficient.

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program.

Graduation Rate for English Learners

District graduation rate data is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Distrito Escolar Unificado del Valle de Livermore
CARTA INICIAL DE NOTIFICACION A LOS PADRES
Requisitos Federales del Título I o Título III y del Estado

De identificación del estudiante: _____ Fecha de nacimiento: _____ Grado: _____

Idioma materno: _____

Marcar si se aplica: **Programa de Educación Individualizada (IEP) en los archivos**

Estimados padres de familia o tutores: Cuando su hijo se inscribió en nuestra escuela, se anotó un idioma diferente al inglés en la Encuesta del idioma del hogar de su hijo. La ley nos exige que evaluemos a su hijo y le notifiquemos el nivel de fluidez de su hijo en inglés. También debemos describir las opciones disponibles del programa de adquisición del idioma para las cuales puede elegir la que mejor se adapte a su hijo. Esta carta también contiene los criterios para que un alumno salga del programa de Aprendices de Inglés. (Código de los Estados Unidos 20 [U.S.C] Sección 6312 [e] [3] [A] [i], [v], [vi])

Resultados de la Evaluación del Idioma

Dominios Generales	Nivel de Rendimiento
General	
Expresión Oral y Auditiva	
Expresión Escrita y de Lectura	

De acuerdo a los resultados de la evaluación de conocimiento del idioma inglés, su hijo ha sido identificado como **[insert status]**.

Criterio para la Reclasificación (Salida)

El objetivo de los programas de adquisición de idiomas es que los estudiantes dominen el inglés lo más rápido posible y cumplan con las medidas estatales de rendimiento académico. Los criterios de reclasificación de nuestro distrito se enumeran a continuación.

Criterio Requerido (EC Sección 313[f])	Criterio en las Artes del Lenguaje (LEA)
Evaluación del dominio del idioma inglés	Un nivel de rendimiento general ELPAC 4 (bien desarrollado)

Evaluación por parte del maestro	Grado de "Cumplimiento de los Estándares " en ELA (Grados K-3) Grado de C o mejor en ELA (Grados 4-12) <input type="radio"/> Exención del maestro
Consulta y opinión de los padres	Carta enviada a los padres
Comparación de rendimiento con las habilidades básicas	Cumple con los estándares en CAASPP (Grados 3-8 y 11) <input type="radio"/> Cumple con el objetivo de comparación de inventario de lectura <input type="radio"/> Cumple con el punto de referencia de alfabetización del distrito

Solicitando un Programa de Adquisición de Idiomas

Los programas de adquisición de idiomas son programas educativos diseñados para garantizar que la adquisición de inglés ocurra de la manera más rápida y efectiva posible, y proporciona instrucción a los estudiantes de inglés según los estándares de contenido académico adoptados por el estado, incluidos los estándares de desarrollo del idioma inglés (ELD). (20 U.S.C. Sección 6312 [e] [3] [A] [iii], [v]); EC Sección 306 [c])

Descripción de las opciones de ubicación del programa y las metas para los estudiantes aprendiendo de inglés

Todos los programas incluyen el Desarrollo del Idioma Inglés (ELD) y estrategias de enseñanza diferenciadas para el nivel de dominio del idioma inglés de cada estudiante. Estas estrategias se utilizan para ayudar a que cada alumno alcance el dominio de la capacidad de hablar, leer y escribir en inglés, y tener éxito académico en todas las asignaturas básicas.

Inmersión Estructurada de Inglés (SEI): los estudiantes aprendiendo inglés se colocan en un programa de Inmersión de Inglés Estructurado y se les enseña intensamente en inglés. Se puede proporcionar asistencia en el idioma principal. Los estudiantes reciben enseñanza de Desarrollo del Idioma Inglés (ELD) y otras materias básicas por parte de maestros autorizados utilizando libros de texto adoptados por el distrito y materiales complementarios. La instrucción se basa en Desarrollo del Idioma Inglés y los estándares de contenido al nivel de grado.

Programa Alternativo (Inmersión bidireccional bilingüe o doble): a los estudiantes con una "Exención de excepción de padres" aprobada *** se les enseñan asignaturas básicas en su idioma principal. Reciben instrucción en ELD con maestros de inglés que deben tener capacitación especial para trabajar en dicho programa. Usan libros de texto adoptados por el distrito y materiales de instrucción suplementarios. La instrucción se basa en ELD y los estándares de contenido de nivel de grado. Los estudiantes reciben cualquier instrucción adicional necesaria para ser reclasificados como Competentes de Inglés Fluido.

En los programas alternativos de nuestro distrito, la instrucción se imparte en inglés y español. Se incluyen libros de texto y materiales de enseñanza en español para lectura, matemáticas, estudios sociales, ciencias y otras materias. Los estudiantes de habla hispana de kínder, primer y segundo grado aprenden a leer primero en español o en inglés y español mientras desarrollan el dominio del idioma inglés. Al finalizar el segundo grado, la mayoría está leyendo bien en inglés. El objetivo es la fluidez en la lectura de inglés en tercer grado. Además, tendrán instrucción en inglés y algunas unidades de estudio en ambos idiomas. En

estas clases, hay aproximadamente 50% de hablantes de español y 50% de hablantes de inglés solamente. El resultado es una clase multicultural de aprendices que entienden, aprecian y aprenden unos de otros. Ambos aprenden dos idiomas y dos culturas.

Inglés Tradicional (ELM): los estudiantes que dominan el inglés se colocan en el programa ELM. Se les enseña ELD y otras materias básicas por maestros autorizados utilizando libros de texto adoptados por el distrito y materiales complementarios. La instrucción se basa en ELD y los estándares de contenido de nivel de grado. Los estudiantes reciben cualquier instrucción adicional necesaria para que puedan ser reclasificados como competentes con dominio del inglés.

NOTE: En cualquier momento durante el año escolar, usted puede cambiar a su hijo a las clases regulares de inglés.

Tasa de graduación para estudiantes de inglés

La información de la tasa de graduación de estudiantes aprendices de inglés la puede obtener en la página del Departamento de Educación del Estado de California <http://dq.cde.ca.gov/dataquest/>.



Livermore Valley Joint Unified School District
Curriculum & Instruction Department
685 E. Jack London Blvd. Livermore, California 94551
Phone (925) 606-3238 Fax (925) 606-3335

NOTIFICATION TO OPT OUT OF EL PROGRAMS OR SERVICES

We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your child, _____. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversations, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want the indicated EL services for your child.

_____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.

_____ I am familiar with the EL programs and services the school has available for my child.

_____ I have had the opportunity to discuss the available EL programs and services with the school.

_____ I understand that the school believes its recommendation is the most academically beneficial for my child.

_____ I understand that my child will still be designated an "English Learner" and have his/her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.

_____ All of this information has been presented to me in a language I fully understand.

I, _____, fully understand the information above and wish to
Parent Name

_____ decline all of the EL programs and EL services offered to my child.

_____ decline some of the EL programs and/or particular EL services offered to my child.

I wish to decline: _____

Parent Signature

Date

Student Name

School



Livermore Valley Joint Unified School District
685 East Jack London Boulevard, Livermore, CA 94551
Tel (925) 606-3200 Fax (925) 606-3335

To the Parents/Guardians of:
Student Name
Student address
City, State Zip

Dear Parent/Guardian:

Identifying students who need help learning English is important so they can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The Summative English Language Proficiency Assessments for California, or “Summative ELPAC,” is the test used to measure how well students understand English when it is not the language they speak at home. Information from the ELPAC tells your child’s teacher about the areas in which your child needs extra support.

In the next few months, your child will take the Summative ELPAC.

Students in Transitional kindergarten through grade twelve who are classified as English Learners will take the Summative ELPAC every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing.

The State of California has designed the mandatory ELPAC to be administered *in person*.

A school staff member will contact you to schedule an appointment to bring your child to school to take the assessment. All required COVID-19 county health guidelines will be followed and masks will be required. Your child's temperature will be taken and testing will take place at your child's school site in a room that will allow for physical distancing and proper ventilation.

You are an important part of your child’s education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child’s teacher about your child’s listening, speaking, reading and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

You also can look at sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>.

If you have any questions about your child taking the ELPAC, please contact Judy Moder, Senior Program Assistant (925) 606-3226; for Spanish Contact Carla Estrada-Hidalgo, Coordinator of English Language Development (925) 960-2949.

Sincerely,

Melisa Theide,
Assistant Superintendent
Educational Services



Teacher Recommendation for Fluent English Reclassification

Student: ID #:

Grade: School:

Teacher: Principal:

The student named above met the State Requirements on the California English Language Development Test by receiving an overall score of advanced or early advanced and Intermediate or above on required sub-tests, but does not automatically qualify due to his/her ELA grade on the report card. To achieve Reclassification status, the student must receive a teacher recommendation, which is just one of four required criteria.

Please complete the sections below and return this form to your school EL Liaison by _____.

1. The ELA grade is below standard criteria due to: (check all that are applicable)

- Incomplete Assignments Behavior
- Incomplete Understanding of the Standards Attendance
- Homework Other Reasons listed below

2. Please check all that are applicable to reflect that the student's grades are **not due to English language**

Proficiency:

The student understands and speaks academic & conversational English without difficulty.

The student is able to comprehend grade level text presented in written or oral form.

The student is making satisfactory progress in written English assignments. Errors do not interfere with the comprehension of the student's writing.

_____	_____	_____
Teacher's Name	Teacher's Signature	Date

_____	_____	_____
Administrator's Name	Administrator's Signature	Date



Livermore Valley Joint Unified School District
Curriculum & Instruction Department
685 E. Jack London Blvd. Livermore, California 94551
Phone (925) 606-3238 Fax (925) 606-3335

January 19, 2021

Dear Parents or Guardians of:

The Livermore Valley Joint Unified School District is pleased to inform you that your child has attained proficiency in the English language. The new language status of Reclassified Fluent English Proficient (RFEP) will allow your child to participate in class without additional support for language development.

Students earn RFEP status by meeting the district's criteria for reclassification which includes proficiency on the English Learner Proficiency Assessment for California (ELPAC), proficiency level on an assessment of basic skills in English-Language Arts, teacher evaluation, and parent opinion/consultation. While your student's skills, classroom performance, and test scores support reclassification, we value your input.

Should you have any comments, questions or concerns before your child is reclassified, or want more information about the reclassification process, please contact your child's principal, Judy Moder (925) 606-3226 (English) or Carla Estrada-Hidalgo (925) 960-2949 (Spanish) to request a meeting with Tracie Christmas, our Director of Assessments & Accountability in Curriculum.

Next week you will receive a formal invitation to the **Virtual Reclassification Ceremony** where your child's achievement will be celebrated.

Thank you for your continued support of your child's educational experience.

Respectfully,

Tracie Christmas
Director of Assessments & Accountability
Livermore Valley Joint Unified School District
(925) 606-3202



Distrito Escolar Unificado del Valle de Livermore
Departamento de Currículo e Instrucción
685 E. Jack London Blvd. Livermore, California 94551
Teléfono (925) 606-3238 Fax (925) 606-3335

19 de enero 2021

Estimados padres de familia o tutores de:

El Distrito Escolar Unificado del Valle de Livermore se complace en informarles que su hijo/a ha logrado el dominio del idioma inglés. Esto le permite a su hijo/a participar como un estudiante reclasificado con dominio del inglés (RFEP) en una clase regular sin necesidad de apoyo adicional para el desarrollo del lenguaje inglés.

Los estudiantes obtienen el estatus de RFEP al cumplir con los criterios del distrito para la reclasificación, que incluyen la Evaluación de Habilidades de los Aprendices de Inglés para California (ELPAC), el nivel de aptitudes en la evaluación básica en las Artes del Lenguaje Inglés, de la evaluación del maestro y la opinión / consulta de los padres. Si bien las habilidades, el desempeño en el salón de clases y los puntajes de las pruebas de su estudiante respaldan la reclasificación, valoramos sus comentarios.

Si tienen algún comentario, pregunta o inquietud antes de que su hijo/a sea reclasificado, o si desea más información sobre el proceso de reclasificación, comuníquese con la directora de su hijo/a, con Judy Moder (925) 606-3226 (inglés) o con Carla Estrada-Hidalgo (925) 960-2949 (español) para solicitar una reunión con la Sra. Tracie Christmas, nuestra Directora de Evaluación y Rendición de Cuentas Departamento de Currículo.

La próxima semana recibirán una invitación formal para la **Ceremonia Virtual de Reclasificación** donde se reconocerá el logro de su hijo/a.

Gracias por su continuo apoyo en el trayecto educativo de su hijo/a.

Respetuosamente,

Director de Currículo e Instrucción
Distrito Escolar Unificado del Valle de Livermore
(925) 606-3238

Livermore Valley Joint Unified School District

Principal's Assurances Checklist for Our English Learner Programs

School: _____ Principal: _____

Due By October 29, 2021

- **EL LIAISON:** Our EL Liaison is _____. We have set up a schedule of regular meetings to ensure ongoing communication regarding the progress of our English Learners.
- **ELAC/DELAC:** I have met with the ELAC Chairperson, DELAC Rep, and EL Liaison to plan agendas and meeting dates. Our 4 ELAC meeting dates are #1 _____, #2 _____, #3 _____, #4 _____.
- **ACADEMIC SUPPORT TEAM/SST:** In addition to the EL Liaison and me, the following staff members will assist in designing programs for EL and RFEP students to achieve grade level standards.
Name/Title _____
Name/Title _____
- **RECLASSIFICATION:** The EL Liaison and I have received and reviewed our list of students who have qualified for reclassification and have obtained signatures, as necessary, from the classroom teachers. The Reclassification Ceremony will be held virtually on November 4, 2021 at 6:00pm.
- **RFEP MONITORING:** In December/January, I will review the list of RFEP students (provided by the Curriculum Dept.) to be monitored under the four-year monitoring program with their classroom teachers. At-risk students will be scheduled with the Student Success Team (SST) so appropriate interventions can be discussed and prescribed.
- **EL ACADEMIC PROGRESS:** The EL Liaison, staff, and I have reviewed the list of English Learners and their test data. Goals related to EL's are addressed in the School Site Plan.
- **STUDENT FILES:** The office staff and I are aware of procedures relating to data entry, including the Home Language Survey, ELPAC assessments, EL status, and status changes.
We understand that the Curriculum Dept. will complete all changes regarding English Learners.
- **ELD INSTRUCTION:** I have met with all teachers, examined class lists, and Illuminate data. Secondary EL students have been placed in a *designated* ELD classroom for one period per day. Elementary EL students will receive *designated* ELD instruction during the school day for at least 30 minutes per day.
- **ANNUAL ELPAC NOTIFICATIONS:** I understand that Annual Notification Letters of current language status and previous ELPAC scores have been mailed to parents from the District Office.

Principal's Signature_____
Date

**Sign, retain original, send/scan copy to Curriculum & Special Projects
(Judy Moder)**

Livermore Valley Joint Unified School District

Principal's Assurances Checklist for Our English Learner Programs

School: _____ Principal: _____

Due By February 28, 2022

- **ELD INSTRUCTION:** Observations were made on _____
- **ELAC TOPICS:** These training topics have been covered: Development of the school plan for EL's, Advise principal and staff on programs/services provided to EL's, Needs Assessment, Importance of Regular Attendance, and Uniform Complaint Procedures. ***Please note all topics must be covered during the school year***
- **ELPAC TESTING:** Computer-based Summative testing window is February 1- May 31. I have received notice of testing for my site & have made arrangements for such testing.
- **ACADEMIC SUPPORT TEAM/SST:** In late February/early March the team and I will discuss and take actions on 1) interventions for English Learners and RFEP students who are not experiencing success and 2) recommendations for third trimester and the next school year.
- **RFEP MONITORING:** In late February/early March, the EL Liaison and I will review the data for the monitored RFEP students and check with targeted RFEP's classroom teacher about any struggling RFEP's. At-risk students will be scheduled with the Student Success Team (SST) so appropriate interventions can be discussed and prescribed.
- **ANNUAL ELPAC NOTIFICATIONS:** I understand that the parents of students who take the ELPAC will receive Annual Notifications of ELPAC scores from the District Office when they become available.

Principal's Signature

Date

**Sign, retain original, send/scan copy to Curriculum & Special Projects
(Judy Moder)**

Livermore Valley Joint Unified School District
Principal's Assurances Checklist for Our English Learner Programs

School: _____ Principal: _____

Due By May 27, 2022

- **ELD INSTRUCTION:** Observations were made on _____
- **ELAC TOPICS:** These training topics have been covered: Development of the school plan for EL's, Advise principal and staff on programs/services provided to EL's, Needs Assessment, Importance of Regular Attendance, and Uniform Complaint Procedures. ***Please note all topics must be covered during the school year***
- **RFEP MONITORING:** Appropriate summer interventions for EL and RFEP students who are not achieving grade level standards have been determined. Parents have been informed and have participated in planning.
- **STUDENT FILES:** I understand ELPAC scores are will be available in Illuminate in July.
- **CLASS PLACEMENTS:** All middle/high school EL's are scheduled to receive appropriate ELD and/or Sheltered Core and Sheltered Content with EL certified teachers. At the K-5 level, all EL's are placed with an EL certified teacher.

Principal's Signature

Date

**Sign, retain original, send/scan copy to Curriculum & Special Projects
(Judy Moder)**

LVJUSD DELAC Directory 2021-2022

School Site	Representative	Email
Altamont Creek	Diana Lopez Torres	dianatorres2223@gmail.com
Arroyo Seco	Jacqueline Barragan	jacquelinebarragan321@gmail.com
Christensen MS	Dolorores Camberos	mcamberos@lvjUSD.org
Del Valle HS	Blanca Guerra	guerra-bjippy@hotmail.com
Del Valle/Student	Blanca Guerra	guerra-bjippy@hotmail.com
East Ave. MS	Sandra Rodriguez	rsandra925@yahoo.com
Emma Smith	Jennifer Vallejo	jvallejo73@yahoo.com
Granada HS	Ana Sanchez	luis.sanchez270@sbcglobal.net
Granada HS	Mercedes Camacho	robles-camacho@sbcglobal.net
Granada/Student	Ursula Munoz Aguayo	ursula.mun@lvjUSD.org
Granada/Student	Isabella Arana	isabella.ara@lvjUSD.org
Jackson Ave.	Dulce Zarco	ogeid0502@gmail.com
Joe Michell K-8	Laura Gallegos	
Junction K-8	Marcela Dixon	marceladixon@gmail.com
Lawrence	Dhananjay Jadhav	dhan271075@rediffmail.com
Livermore HS	Francisco Espinosa	fespinosaloz@gmail.com
Livermore/Student	Leslie Vera	
Leo Croce	Dora Lopez	drea14@outlook.es
Marylin Ave.	Leticia Zavala	letimoreno@hotmail.com
Mendenhall MS	Anabel Morales	anabel_morales87@yahoo.com
Rancho Las Positas	Preston Suess	psuess@lvjUSD.org
Sunset	John Linney	jlinney@lvjUSD.org
Vineyard Alternative	None	
District Office	Carla Estrada-Hidalgo	cestrada@lvjUSD.org
District Office	Tracie Christmas	tchristmas@lvjUSD.org

Livermore Valley Joint Unified School District

EL Liaisons 2021-2022

School	Principal/Admin Assistant	EL Liaison	Email
Altamont Creek	Andrea Tapia/Jessica Calkins	Courtney Urban	urban@lvjUSD.org
Arroyo Seco	Gatee Esmat/Lindsay Hackel	Jill Delevaux	jdelevaux@lvjUSD.org
Christensen MS	Brian Scharmann/Michelle Gomes	Wendy Hahn	whahn@lvjUSD.org
Del Valle HS	Erik Taylor/Yvonne Pelle	Olivia Topete	otopete@lvjUSD.org
East Ave. MS	Jesse Hansen/Shannon Lutz	Erin Summers	esummers@lvjUSD.org
Emma Smith	Joe Meunier/Michelle Wunningham	Amy McCarthy	amccarthy@lvjUSD.org
Granada HS	Matt Hart/Lena Paiva	Maria Elena Ventura	mventura@lvjUSD.org
Jackson Ave.	Tom Jones/Cynthia Cuneo	Holly Hamilton	hhamilton@lvjUSD.org
Joe Michell K-8	Laura Lembo/April Mata	Jennifer Hayes	jhayes@lvjUSD.org
Junction Ave K-8	Jeannette Garza/Patrica De Santiago	Angelica Zanipatin-Solis	azanipatin-solis@lvjUSD.org
Lawrence	Kristie Starkovich/Erin Van Schaack	Kristi Weist	kweist@lvjUSD.org
Leo Croce	Marni Angelo/Marilyn Burns	Lisa Gibson	lgibson@lvjUSD.org
Livermore HS	Helen Gladden/Kathy Adelman	Carmen Perea	cperea@lvjUSD.org
Marylin Ave.	Dayna Taylor/Milciadis Diaz	Anne Rosendin	arosendin@lvjUSD.org
Mendenhall MS	Tammy Rankin/Dayna Key	Robyn Schlichter	rschlichter@lvjUSD.org
Rancho Las Positas	Steve Martin/Melanie Henderson	Preston Suess	psuess@lvjUSD.org
Sunset	Tom Fletcher/Tara Stevulak	John Linney	jlinney@lvjUSD.org
Vineyard Alternative	Sara Walke		swalke@lvjUSD.org