Los Gatos-Saratoga Union High School District

Master Plan for English Language Learners

School Board of Trustees

Cynthia Chang
David Guidry
Peter Hertan
Rosemary Rossi
Katherine Tseng

Superintendent

Michael Grove, Ed. D.

Updated October 24, 2019
I. Program Goals

- English learners will acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])

- English learners will meet state standards for academic achievement. (20 USC 1703[f], 6892; 5 CCR 11302[b])

Each English learner receives a program of instruction in English language development to develop proficiency in English as rapidly and effectively as possible, overcoming any language barriers that impede equal and meaningful participation in the District’s curricular and extracurricular program. Academic instruction for English learners is designed and implemented to ensure English learners will meet the District’s content and performance standards for their respective grade levels in a reasonable amount of time. The District will monitor student progress and work to overcome any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

II. Available Programs/Placement of Students

All English learners shall be placed in English language classrooms. English learners identified as having less than reasonable fluency will be placed in an English language development class. The individualized education program (IEP) team determines placement of each special education student, regardless of language proficiency.

- **English Language Development (ELD):** English learners with less than reasonable fluency in English are placed in core content classes with teachers who have appropriate English language authorization and receive sheltered instruction in English. Sequential English language development is provided through the ELD class. Students are monitored and supported by the site English Language Learner Liaison, have access to after school tutorial support, and other accommodations and supports per an EL support plan. Parents or guardians may request to have their child transferred from the ELD program setting into an English-language mainstream class and provided additional and appropriate instructional services as authorized by the California Code of Regulations, Title 5, Section 11301 (b).

- **English Language Mainstream (ELM):** English learners with reasonable fluency in English are placed in core content classes with teachers who have appropriate English language authorization and receive instruction in English. They also receive additional and appropriate services in order to meet English language and academic needs. Students are monitored and supported by the site English Language Learner Liaison, and students also have access to after school tutorial support.
III. Initial Identification

- The District will identify, assess, and report all students who have a primary language other than English.

- The Home Language Survey is completed by all student new enrollees and the results are used to determine the primary language of each student.

- Each student whose home language is other than English as determined by the Home Language Survey, and who is new to California public schools (no existing SSID) will be assessed within 30 days of initial school enrollment.

- The District uses the state designated assessment, the English Language Proficiency Assessments for California (ELPAC), to assess students in listening, speaking, reading, and writing.

- Students new to the District and without previous ELPAC data will be given preliminary scores by the ELL Liaison for the purpose of confirming appropriate placement.

- Official ELPAC results will be placed in students’ cumulative files. All parents or guardians will be notified in writing of their child’s English language proficiency assessment results and recommended program placement.

- English learners are placed in available programs based upon overall Initial ELPAC proficiency levels.

**Initial ELPAC Proficiency Levels**
The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

<table>
<thead>
<tr>
<th>Initial Levels</th>
<th>Initial Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Fluent English Proficient (IFEP) 450–600</td>
<td>Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.</td>
</tr>
<tr>
<td>Intermediate English Learner 370–449</td>
<td>Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.</td>
</tr>
<tr>
<td>Novice English Learner 150–369</td>
<td>Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.</td>
</tr>
</tbody>
</table>
Parents of EL students may opt out of the EL program and services only by informed consent.
Should an EL student who has opted out of any of the EL program or services not demonstrate appropriate English proficiency or struggle academically because of language barriers, The District will take affirmative steps to inform the student’s parents of his/her lack of progress and will offer further opportunities to enroll the student in the EL program or any of its services.

The ELL Liaison will distribute a list of ELL students in ELL programs to classroom teachers, including names of students reclassified as fluent English proficient who will continue to be monitored for a period of two years.

IV. Parental Exception Waivers

Passed in November 2016 Proposition 58 no longer requires English-only education for English learners. It allows schools to utilize multiple programs, including bilingual education. Furthermore, parental exception waivers are no longer required for students who would like to take non-English-only classes. If requested by enough parents, the measure requires schools to offer specific English learner programs. If there are parents of 20 students in one grade level or 30 students school-wide who request a multilingual/biliteracy program, it will trigger the exploration and implementation, to the extent possible, of a biliteracy program at the site.

V. Disability Related Special Services

English language learner students with disabilities under the IDEA or Section 504 are evaluated in a timely manner for special education and disability related services.

English language learner’s language needs are considered in these evaluations and in the delivery of service.

The District informs parents/guardians of EL students with an IEP how the language instruction education program meets the objectives of the student’s IEP.

Language assistance services and disability-related services are provided simultaneously to EL students who have been evaluated and determined to be eligible for both types of service.

The District ensures that assessment and other evaluation materials used to evaluate a child with a disability are administered in the child’s native language and in the form most likely yield accurate information about what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.
• The District will provide professional development as necessary to EIP team members to support an understanding of how to differentiate between the student’s limited English proficiency and the student’s disability.

### VI. Annual Summative Assessment

• Each English learner, including those who may have opted out of any of the EL program or services, is annually assessed for English language development proficiency using the Summative ELPAC and academic progress is reviewed.

• The English language proficiency of all currently enrolled English learners shall be assessed by administering the test during the designated annual Summative assessment window.

• English learners with disabilities are assessed for English language development using accommodations, modifications, or alternate assessments for the ELPAC if specified in the pupil’s IEP or 504 Plan.

• Parents/guardians of English learners can access their child’s Summative English language proficiency assessment results within District’s online student information system (e.g. AERIES).

• Official ELPAC results will be placed in students’ cumulative files.

### VII. Reclassification

• After District’s receipt of Summative ELPAC scores students meet with site EL liaison to review test results and student progress. The IEP or 504 team will review and address the individual needs of EL students with disabilities.

• Each English learner who meets the established multiple criteria based on EC313 [d] is reclassified as fluent English proficient (RFEP). Students who are reclassified are considered to have demonstrated English-language proficiency comparable to the average native English speaker and can participate equally in the school’s regular academic program. The IEP team will determine the reclassification criteria for students with disabilities.

• Students and parents will have the opportunity to participate in a reclassification meeting at which the reclassification process and student data will be reviewed.
### Summative ELPAC Proficiency Levels

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>What Students Can Typically Do at Each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 4</strong></td>
<td>Students at this level have <strong>well developed</strong> English skills.</td>
</tr>
<tr>
<td></td>
<td>• They can usually use English to learn new things in school and to interact in social situations.</td>
</tr>
<tr>
<td></td>
<td>• They may occasionally need help using English.</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong></td>
<td>Students at this level have <strong>moderately developed</strong> English skills.</td>
</tr>
<tr>
<td></td>
<td>• They can sometimes use English to learn new things in school and to interact in social situations.</td>
</tr>
<tr>
<td></td>
<td>• They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong></td>
<td>Students at this level have <strong>somewhat developed</strong> English skills.</td>
</tr>
<tr>
<td></td>
<td>• They usually need help using English to learn new things at school and to interact in social situations.</td>
</tr>
<tr>
<td></td>
<td>• They can often use English for simple communication.</td>
</tr>
<tr>
<td><strong>LEVEL 1</strong></td>
<td>Students at this level are at a <strong>beginning stage</strong> of developing English skills.</td>
</tr>
<tr>
<td></td>
<td>• They usually need substantial help using English to learn new things at school and to interact in social situations.</td>
</tr>
<tr>
<td></td>
<td>• They may know some English words and phrases.</td>
</tr>
</tbody>
</table>

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD Standards Proficiency Levels</td>
<td>Emerging — requires substantial linguistic support</td>
<td>Expanding — requires moderate linguistic support</td>
<td>Bridging — requires light linguistic support</td>
<td></td>
</tr>
</tbody>
</table>

### Reclassification Criteria

<table>
<thead>
<tr>
<th>Factor</th>
<th>Criterion</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Objective assessment of English reading comprehension, speaking and listening proficiency and writing skills</td>
<td>English Language Proficiency Assessment for California (ELPAC) overall score of Initial Fluent English Proficient or Summative Overall Performance Level (PL) of 4</td>
</tr>
<tr>
<td>2</td>
<td>Student’s performance in ELD class</td>
<td>At least a “C” semester grade (demonstrating average or better achievement in all English Language Development skills areas: listening, speaking, reading and writing)</td>
</tr>
<tr>
<td>3</td>
<td>Student’s performance in core academic subjects</td>
<td>At least a “C” semester grade in core classes, demonstrating performance substantially equivalent to that of students of the same age/grade whose primary language is English</td>
</tr>
<tr>
<td>4</td>
<td>Objective assessment of the student’s English-Language Arts skills *</td>
<td>English-Language Arts test score on the Smarter Balanced Assessment (SBAC) result of “proficient” or higher. (This evidence only available for 12th graders.) *assessment completed only in 11th grade</td>
</tr>
<tr>
<td>5</td>
<td>Parent approval for student’s reclassification to fluent status.</td>
<td>I confirm that my student is ready for redesignation as “fluent English proficient” and will exit the English Language Development (ELD) program.</td>
</tr>
</tbody>
</table>
Reclassification Process

504 Plan

General Ed

IEP

The plan is taken into consideration during the General Ed process

ELPAC overall score of 3 or 4

Can follow the General Ed process if student performs at grade level

Student's performance in ELD class

The IEP team will determine the reclassification criteria

Student's performance in core academic subjects

ELPAC and/or Alternative assessment

Objective assessment of the student's English-Language Arts skills

IEP team will reclassify the student

Parent approval for student's reclassification to fluent status

LGSUHSD-ELL Master Plan/Oct.2019
NOTE: incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

- Additionally, pupils whose ELA standardized test scores fall below proficiency levels may be considered for reclassification if it is determined that factors other than English language proficiency account for the low performance.

- Reclassification documentation will be placed in students’ cumulative folders.

- The District will monitor for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed.

- Language assistance services will be provided for students who reach higher levels of English language proficiency but who have not met other exit criteria.

VIII. Staffing and Professional Development

- An adequate number of qualified teachers have been assigned to implement the required English language development instruction for each English learner.

- An adequate number of qualified teachers will be assigned to provide access to the core curriculum and to ensure an equal educational opportunity for each English learner.

- The District ensures that teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English learner authorization.

- The District provides appropriate professional development for staff responsible for the education of English learners.

- Each of the District schools employs an English Learner Liaison, who acts as advocate for ELL students and as manager of site ELL program processes.

IX: Curriculum and Instruction
• Each of the District’s two sites, Los Gatos High School and Saratoga High School, offers a course in English Language Development, a sequential program for English language acquisition.

• The curriculum of the course is consistent with the California English-Language Development Standards and works in concert with the California English-Language Arts Content Standards as recommended by the California Department of Education.

• The District is currently in the process of piloting and considering three potential programs for eventual adoption. The pilot curriculums are as follows:
  o *iLit* literacy suite published by Pearson. Provides students with the foundational academic language and literacy skills/abilities necessary to be successful in all academic subjects.
  o *English for Everyone* series, published by Penguin House, 2016. The series is a sequential program delivered in five graduated texts, ranging from newcomer/beginning level through high-intermediate level.
  o *EDGE Fundamentals - Reading Writing, & Language*, published by Hampton Brown in 2014. The courses develop academic English, grammar and language to provide full access, engage with, and achieve in grade-level academic content.

• English learners will not be denied access to educational opportunities, including participation in Advanced Placement and honors classes, based on English proficiency status. *(20 USC 7103)*

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**X: Communication and Parent Involvement**

• The District has fewer than 51 total English learners enrolled in its schools. Should the District number of English learners exceed 51 students, the District would organize and convene a District English Learner Advisory Committee (DELAC).

• Each of the District’s schools has fewer than 21 English learners. In the event either of the District’s High Schools should exceed 21 English learners, the school would organize and convene an English Learner Advisory Committee.

• Site EL liaison and/or teacher, District ELL liaison/teacher, and a parent representative acts as the English Learner Advisory Committee (ELAC). This committee advises the principal on the following:
  - The development of the *Single Plan for Student Achievement* (SPSA)
  - Goals and actions for the ELL program within the SPSA

• Parents/guardians of English learners can access their child’s ELPAC results within District’s online student information system (e.g. AERIES).
Parents/guardians have regular access to information related to the academic progress of their children within District’s online student information systems (e.g. AERIES & CANVAS).

Parents are informed in writing of program options and recommended placement of their children and have the opportunity to participate in follow-up reclassification meeting.

The District ensures that LEP parents have adequate notice and meaningful access to information about all school and District programs, services, and activities.

The District determines whether parents of EL students are LEP and what their language needs are.

The District provides language assistance to parents/guardians who indicate they require such assistance.

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### XI: Funding

- The District provides adequate basic resources for English learners and for English learner programs, including: professional development, instructional materials, an ELL liaison/teacher, and after school tutoring for English learners.

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### XII: Evaluation and Accountability

- The District regularly evaluates its English learner program and services and has established criteria and a process to evaluate the effectiveness of these programs.

- District evaluation processes demonstrate that the practices, resources, and personnel used at each school effectively implement the District’s programs for English learners.

- The evaluation process includes the following:
  
  1) A way to demonstrate the programs for English learners produce within a reasonable period of time:
     a) English language proficiency comparable to that of average native speakers of English in the District
     b) Academic results indicating English learners have achieved and sustained equal academic achievement with students who entered the District’s schools already proficient in English
2) An ongoing process for using the procedures here to improve program implementation and to modify the program, as needed, to ensure the language development and academic success of each English learner.

<table>
<thead>
<tr>
<th>English Language Learner Program Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy/Procedure</strong></td>
</tr>
</tbody>
</table>
| Site personnel shall be accountable for implementing the District’s EL program | ELL Liaison/teacher, Assist. Principal | Ongoing      | - Principal  
- Assoc. Superintendent of Curriculum and Instruction  
- Superintendent |
| Site personnel will pilot potential course curriculums | ELL Liaison/teacher | Sept 2019-June 2020 | - Principal  
- Assoc. Superintendent of Curriculum and Instruction |
| Site personnel will take part in professional development specific to the implementation of programs for EL students | ELL Liaison/teacher | Ongoing | - Principal |
| Site personnel will monitor EL student records | ELL Liaison/teacher, School registrar | Ongoing | - Principal |
| Site personnel shall meet with each student to create and/or revise EL support plan | ELL Liaison/teacher | Annually | - Principal  
- Assoc. Superintendent of Curriculum and Instruction  
- Superintendent |
| The *Local Control Accountability Plan (LCAP)* will address language and academic needs of EL students | LCAP Team, Principal | Annually | - Principal  
- Assoc. Superintendent of Curriculum and Instruction  
- Superintendent |
| Site administration will monitor EL student placement, ensure appropriate teacher authorization, visit classrooms regularly, attend School Site meetings, and ensure implementation of plans to meet needs of EL students | Assist. Principal, Principal | Ongoing | - Principal  
- Assoc. Superintendent of Curriculum and Instruction  
- Superintendent |
<table>
<thead>
<tr>
<th>Policy/Procedure</th>
<th>Personnel</th>
<th>Timeline</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL students will make growth in English each year as measured by the ELPAC and other local measures</td>
<td>ELL Liaison/teacher</td>
<td>Ongoing</td>
<td>• Principal &lt;br&gt;• Assoc. Superintendent of Curriculum and Instruction &lt;br&gt;• Superintendent</td>
</tr>
<tr>
<td>EL students will make progress towards grade level academic expectations as measured by SBAC scores and local data including the graduation rate of ELs</td>
<td>ELL Liaison/teacher</td>
<td>Ongoing</td>
<td>• Principal &lt;br&gt;• Assoc. Superintendent of Curriculum and Instruction &lt;br&gt;• Superintendent</td>
</tr>
<tr>
<td>EL students will meet reclassification criteria by the time they are in the 12th grade</td>
<td>ELL Liaison/teacher</td>
<td>Ongoing</td>
<td>• Principal &lt;br&gt;• Assoc. Superintendent of Curriculum and Instruction &lt;br&gt;• Superintendent</td>
</tr>
<tr>
<td>Report will be submitted annually to the Superintendent documenting progress towards proficiency in English; the number and percentage of English learners who have been reclassified as fluent English proficient; the number and percentage of English learners who are or are at risk of being classified as long-term English learners; the achievement of English learners on standards-based tests in core curricular areas; progress towards any other goals for English learners identified in the district’s LCAP; and a comparison of current data from at least the previous year.</td>
<td>ELL Liaison/teacher&lt;br&gt;Assist. Principal Superintendent of Curriculum and Instruction</td>
<td>Annually — in the spring</td>
<td>• Principal &lt;br&gt;• Assoc. Superintendent of Curriculum and Instruction</td>
</tr>
</tbody>
</table>
# Policies/Procedures Summary for English Language Learner Support

<table>
<thead>
<tr>
<th>Policy/Procedure</th>
<th>Personnel</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of ELL program goals and actions</td>
<td>Assistant Principal</td>
<td>Student data</td>
<td>May-October</td>
</tr>
<tr>
<td>Articulate with feeder schools: list of incoming ELL students, list of reclassified students who need continued monitoring, ELD Information night, shadow day</td>
<td>ELL Liaison/teacher, Assistant Principal</td>
<td>Contacts at feeder school/ feeder school transition form</td>
<td>January-September</td>
</tr>
<tr>
<td>ELPAC Training</td>
<td>ELL Liaison/teacher</td>
<td>Title II</td>
<td>Summer/ Fall</td>
</tr>
<tr>
<td>Home Language Survey</td>
<td>Registrar</td>
<td>n/a</td>
<td>Registration/ time of enrollment</td>
</tr>
<tr>
<td>Check cumulative folders of enrolling students who mark a language other than English on HLS for ELPAC data</td>
<td>Student Information Support Technician, Registrar</td>
<td>n/a</td>
<td>At enrollment</td>
</tr>
<tr>
<td>Access to after school tutoring</td>
<td>Assistant Principal, tutors</td>
<td>Low-Performing Students Block Grant</td>
<td>September-June</td>
</tr>
<tr>
<td>Provide English language development for qualified ELL students</td>
<td>ELD teacher/ Liaison, Guidance</td>
<td>ELD class</td>
<td>August-June</td>
</tr>
<tr>
<td>List of students for Initial ELPAC assessment</td>
<td>Registrar, Student Information Support Technician</td>
<td>Home Language Survey results</td>
<td>Fall/ ongoing</td>
</tr>
<tr>
<td>List of ELL student test scores and support plan via email to teachers</td>
<td>ELL Liaison</td>
<td>Student data</td>
<td>Fall/ ongoing</td>
</tr>
<tr>
<td>Provide sheltered instruction</td>
<td>Classroom teachers</td>
<td>Course curriculum, ELL Liaison</td>
<td>ongoing</td>
</tr>
<tr>
<td>ELPAC Initial and Summative assessment</td>
<td>ELL Liaison/teacher</td>
<td>ELPAC Materials</td>
<td>August/ ongoing</td>
</tr>
<tr>
<td>Initial ELPAC preliminary score</td>
<td>ELL Liaison/teacher, Student Information Support Technician</td>
<td>TOMS AERIES</td>
<td>August/ ongoing</td>
</tr>
</tbody>
</table>

LGSUHSD-ELL Master Plan/Oct.2019
| Annual meeting to update academic progress and support plan, confirm/change EL program placement | ELL Liaison/teacher | ELA SBAC results if available, grades, Summative ELPAC results, EL Support Plan, REclassification Review Form | Spring |
| Update student classification in student information system (AERIES) | Student Information Support Technician, ELL Liaison/teacher | AERIES | Ongoing |
| Process official ELPAC results | ELL Liaison/teacher, Student Information Support Technician | AERIES/ EL Support Plan | Ongoing |
| Notification to parents of ELPAC results, program placement, reclassification | ELL Liaison/teacher, Guidance | ELPAC Results/ Parent notification email | Ongoing |
| 2-year monitoring of reclassified students | ELL Liaison/teacher | email notification of R-FEP students to teachers, administration, guidance | Ongoing |
| All necessary forms to student cumulative files (LGSUHSD EL Folder) | ELL Liaison/teacher | Official ELPAC results, Parent Notifications, Reclassification documents, Academic Progress Form | Ongoing |
| ELL program evaluation | ELL Liaison/teacher, site admin. | Program data/ key indicators | June-September |
Appendices/ Forms
Home Language Survey

The California Education Code requires schools to determine the language or languages spoken at home by each student. Please answer the following questions by selecting the appropriate language.

Which language did your child learn when he/she first began to talk? *

Which language does your child most frequently speak at home? *

Which language do you (the parents or guardians) most frequently use when speaking with your child? *

Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) *

https://agsuhsd.schoolsuite.net/letters/forms/custom/27-455?reader
Dear Parent/Guardian:

You indicated that your child’s primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or “Initial ELPAC,” if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

Based on the home language survey results, your child will be assessed with the Initial ELPAC during school. Tests will be given:

______________________________
DATE
8:15 am-12:00* pm
LOCATION

*The test has no time limit. Students may use extra time, if needed. Their attendance for the testing time will be cleared by school staff.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp.

You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at https://www.elpac.org/resources/practicetests/.

If you have any questions about your child taking the ELPAC, please contact ________
@lgsuhsd.org or 408-354-2730 xXXX

Sincerely,

NAME
Assistant Principal
Dear Parent/Guardian:

State and Federal laws require all school districts in California to assess students whose home language is not English using the ELPAC (English Language Proficiency Assessment for California). Until identified as English proficient, students are tested annually to check their progress in acquiring English skills in listening, speaking, reading and writing. Parents/guardians shall be informed of the appropriate program placement of their child (Education Code 310;5 CCR11303).

Your child___________________________________  Grade: 9  10  11  12

was given the ELPAC and scored at the following level:

- Initial Fluent English Proficient (IFEP)
- Intermediate English Learner (IEL)
- Novice English Learner

As a result of this testing, your child has been identified as:

- **Initial Fluent English Proficient.** Your child will be assigned to a regular academic program. Students at this level have *well developed* oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English. Students scoring IFEP on the ELPAC test are considered for reclassification as fluent in English. Student's performance on standardized English Language Arts tests and in core academic subjects are also considered. Parents, teachers and staff meet to review the student's performance and determine if reclassification is warranted. Students who are reclassified are monitored for two years.

- **Intermediate Proficient.** Students at this level have *somewhat to moderately developed* oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics. We recommend that your child be placed in the following program:
  - Structured English Immersion – provides sheltered instruction primarily in English and includes a sequential English Language Development (ELD) program through an English language development class.
  - English Language Mainstream for English learners – provides instruction in English only and is based on grade-level standards. Students continue to receive additional and appropriate services in order to meet their English language and academic needs.
  - Other accommodations may be offered, as needed, to support your child’s academic progress in English.

- **Novice English Learner.** Students at this level have *minimally developed* oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basics level. They may need substantial help using English. We recommend that your child be placed in the following program:
  - Structured English Immersion – provides sheltered instruction primarily in English and includes a sequential English Language Development (ELD) program through an English language development class.
  - Other accommodations may be offered, as needed, to support your child’s academic progress in English.

Until a student is redesignated as Fluent English Proficient, they will be assessed each spring. Each student’s progress is also reviewed yearly and may result in interventions and/or acceleration, as needed. All programs for English learners have the goal of developing proficiency in English and providing access to the core curriculum.

Should you have any questions or concerns, please contact me directly at (408) 354-2730 xXXX.

NAME
English Language Development (ELD) Teacher

LGSUHSD-ELL Master Plan/Oct.2019
English Language Learner Support – SITE School
Student Accommodation Plan

<table>
<thead>
<tr>
<th>Student:</th>
<th>Anticipated Grad Year:</th>
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<tbody>
<tr>
<td>House AP:</td>
<td>Home Language:</td>
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<tr>
<td>Counselor:</td>
<td>Date Plan Developed:</td>
</tr>
<tr>
<td>ELD Teacher:</td>
<td>Date Plan Updated:</td>
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<tr>
<td>ELPAC Liaison:</td>
<td>Next Review Date:</td>
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<tr>
<td>ELPAC Result:</td>
<td>English Learner; Overall Score</td>
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<td>Initial ELPAC Date:</td>
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The initial ELPAC (English Language Proficiency Assessment for California) is used to identify a student as either an English learner who needs support to learn English or as proficient in English. The overall score is based on a combination of oral language (50%) and written language (50%). The student named above took the Initial ELPAC and was designated: ______

As a result, the student has been identified as needing the following accommodations to access the content within his/her classroom.

<table>
<thead>
<tr>
<th>Type/Location</th>
<th>Accommodations (necessary to meet specified need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/Class Work</td>
<td>●</td>
</tr>
<tr>
<td>Testing/Assessments</td>
<td>●</td>
</tr>
<tr>
<td>Health (physical/psychological)</td>
<td>●</td>
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<tr>
<td>Other/Non-Academic</td>
<td>●</td>
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</table>

I have reviewed this plan and have received a copy of my child’s ELPAC scores.

_________________________________________________  _________________________
Parent/Guardian Signature  Date

_________________________________________________  _________________________
ELD Teacher  Date

LGSUHSD-ELL Master Plan/Oct.2019
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. This spring, your child will take the Summative ELPAC.

Students 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.

DATE - 8:15am -12:40pm
LOCATION

*The test has no time limit. Students may use extra time, if needed. Their attendance for the testing time will be cleared by school staff.

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 Web site at https://www.elpac.org/resources/practicetests/ . If you have any questions about your child taking the ELPAC, please contact _______ at 408-354-2730 xXXX or _________@lgsuhsd.org

Sincerely,

NAME
Assistant Principal
ENGLISH LANGUAGE LEARNER REDESIGNATION REVIEW

English language learners shall be redesignated as fluent English proficient (RFEP) when they are able to comprehend, speak, read, and write English well enough to receive instruction without English Language Development program support and able to make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. Students who are reclassified are monitored for two years.

Student’s name _____________________________  Grade: 9  10  11  12  Date of Review _________

<table>
<thead>
<tr>
<th>Factor</th>
<th>Criterion</th>
<th>Evidence</th>
<th>Proof of Satisfying Criteria</th>
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<tbody>
<tr>
<td>1</td>
<td>Objective assessment of English reading comprehension, speaking and listening proficiency and writing skills</td>
<td>English Language Proficiency Assessment for California (ELPAC) overall score of Initial Fluent English Proficient or Summative Overall Performance Level (PL) of 4</td>
<td>ELPAC Result: ____________________</td>
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<tr>
<td>2</td>
<td>Student’s performance in ELD class</td>
<td>At least a “C” semester grade (demonstrating average or better achievement in all English Language Development skills areas: listening, speaking, reading and writing)</td>
<td>Grade in course: ______</td>
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<tr>
<td>3</td>
<td>Student’s performance in core academic subjects</td>
<td>At least a “C” semester grade in core classes, demonstrating performance substantially equivalent to that of students of the same age/grade whose primary language is English</td>
<td>Grades in core subjects: English _____ Math _____ Science _____ History _____</td>
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<tr>
<td>4</td>
<td>Objective assessment of the student’s English-Language Arts skills **</td>
<td>English-Language Arts test score on the Smarter Balanced Assessment (SBAC) result of “proficient” or higher. (This evidence only available for 12th graders.) **assessment completed only in 11th grade</td>
<td>SBAC ELA Score: ____________________ Test Date: ________</td>
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<td>5</td>
<td>Parent approval for student’s recategorization to fluent status.</td>
<td>I confirm that my student is ready for redesignation as “fluent English proficient” and will exit the English Language Development (ELD) program.</td>
<td>Circle one: I agree I disagree</td>
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</table>

Parent Signature: ____________________________ Date: _____________

This student IS IS NOT reclassified as fluent English proficient at this time. Date _____________

School Personnel Signature ___________________________ Title ___________________________

LGSUHSD-ELL Master Plan/Oct.2019
### English Language Learner Progress Monitoring Form

<table>
<thead>
<tr>
<th>First</th>
<th>Last</th>
<th>Home Language</th>
<th>Graduation Year</th>
<th>ELA/PAC Score Initial</th>
<th>ELA/PAC Score Intermediate</th>
<th>ELA/PAC Score Advanced</th>
<th>Participation Rate</th>
<th>Grade in ELA</th>
<th>Grade in Math</th>
<th>Grade in History</th>
<th>Notes</th>
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Los Gatos-Saratoga Joint Union High School District
English Language Learner Liaison/Teacher
Job description

- Instructs ELL students in an ELD support class, and case manages students identified ELL
- Work with registrar to identify students who need to be ELPAC tested
- Work with school site testing coordinator and district testing coordinator to determine ELPAC testing materials needs
- Administer ELPAC test—beginning of the year and on-going as needed
- Determine student proficiency levels for ELL program placement
- Compile and keep current a list of students identified as ELL and of those receiving services
- Accurately maintain all necessary records for each student tested, identified, and classified, and add copies of necessary documents to student cumulative files
- Provide classroom teachers with current and updated lists of students identified as ELL including ELPAC score report and EL support plan
- Provide any other information as needed to ensure the needs of ELL students are satisfactorily addressed
- Interpret and use official ELPAC testing results, along with other required data indicators, for ELL student classification, ELD placement, and reclassification
- Work with guidance counselors, teachers, other staff, and parents to develop an EL support plan for each identified ELL student
- Work with ELD teacher and other staff as necessary to support ELL students and carry out EL support plans
- Work with guidance counselors, teachers, other staff, and parents when reclassifying identified ELL students
- Coordinate parent involvement and communication
- Monitor reclassified English proficient students for two years after reclassification and maintain data tracking sheet
- Attend staff development activities as necessary, including but not limited to annual ELPAC training
- Work to comply with, and fulfill appropriate duties to meet, the requirements for ELL support and parent involvement as outlined in the District Master plan for English Language Learners

LGSUHSD-ELL Master Plan/Oct.2019
LGSUHSD English Learner Cumulative Folder Cover

**ELPAC Parent Notification Initial Testing** (Print on Letterhead)

**ELPAC Parent Notification Initial Results** (Print on Letterhead)

**ELL Support Plan** (based on Initial ELPAC Results) - make a copy before making changes

**ELPAC Parent Notification Summative Testing** (Print on Letterhead)

**ELL Support Plan** (based on Initial ELPAC Results) - make a copy before making changes

**ELL Reclassification Review** (Print on Letterhead)

**MONITORING FORM**