



Master Plan for English Learners

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1 — Program Goals

The LGSUHSD English Learner Program has two goals: (1) English learners will acquire full proficiency in English as rapidly and effectively as possible, consistent with 20 USC 1703(f), 20 USC 6892, EC 300(f), and 5 CCR 11302(a), and (2) English learners will meet state standards for academic achievement, consistent with 20 USC 1703(f), 20 USC 6892, and 5 CCR 11302(b).

To accomplish these goals each English learner will receive 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 will be taken before these deficits become irreparable.

2 — Roles and Staffing

District EL Services Manager: A member of executive cabinet who has overall authority over operational implementation of this master plan

District ELPAC Coordinator: A district administrator who supervises initial and summative assessments of EL students for identification, reclassification, and monitoring and coordinates data collection and reporting for EL programs

District EL Program Analyst: A district office classified staff member who supports sites in managing the local and state data systems used to identify, assess, and monitor potential, current, and former EL students

Site EL Services Coordinator: A site administrator who has overall authority over operational implementation of this master plan at a school site. The site coordinator is required to approve all student reclassifications and all waivers of EL services.

Site EL Liaison: A site classified staff member who (1) supports the identification, reclassification, and monitoring of students in the EL program and (2) supports communication with EL parents. Each high school shall receive a budget allocation for classified staff time to fulfill this role.

Site ELD Teacher: A site teacher who (1) instructs EL students in ELD classes, (2) serves as case manager for EL students, and (3) coordinates the development and implementation of EL support plans. Each high school shall receive a minimum of 0.2 FTE of certificated staffing for every 15 students eligible for designated ELD to fulfill this role.

General Education EL Teacher: Any site teacher who instructs an EL student in a general education class. The teacher is responsible for implementation of the EL student's support plan and for providing input, as required, for the reclassification and monitoring of EL program students and for the development of EL support plans. An adequate number of qualified teachers will be assigned to provide access to core curriculum and to ensure an equal educational opportunity for each English learner.

Special Education EL Teacher: Any site teacher who instructs an EL student in a special education class or serves as the special education case manager for an EL student. The teacher is responsible for providing EL services within the context of the student's IEP. An adequate number of qualified teachers will be assigned to provide special education services and to ensure an equal educational opportunity for each English learner.

3 — English Language Development (ELD) Programs

All English learners shall be placed in English language classrooms. Based upon English proficiency, progress toward reclassification criteria, and program eligibility, the EL Support Plan team will place a student in either Designated ELD, Integrated ELD, or EL Mainstreaming. For students with individualized education plans, the IEP team will determine appropriate placement, regardless of language proficiency.

Designated ELD Requirements: Students receive English language instruction during a protected time within the regular school day during which qualified teachers work with EL students grouped by similar English language proficiency levels and focus on the critical language students need to develop to be successful in school subjects. Designated ELD time is an opportunity to support EL students to develop the linguistic resources of English they need to engage with, make meaning from, and produce content in ways that meet the expectations of the California content standards. Accordingly, the California ELD Standards are the primary standards used during Designated ELD instruction. However, the content focus is derived from ELA and other content areas. The main instructional emphases in designated ELD are: (1) building students' abilities to engage in a variety of collaborative discussions about content topics and texts and (2) developing students' understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in grade-level texts and tasks. Depending upon a student's language proficiency and/or time in the EL program, the student may or may not have a grade-level English/Language Arts class in addition to Designated ELD time. EL students should be in ELD for a maximum of three years, or until redesignation.

Designated ELD Courses

ELD 1A (E810B) — This is the first of a double-period ELD course for students who are in their first year in ELD with ELPAC Level 1. This course focuses on listening and speaking skills. Students in both ELD 1A and ELD 1B would generally not have a grade-level English course. The course awards English credit toward graduation but does not earn A-G credit.

ELD 1B (E811B) — This is the second of a double-period ELD course for students who are in their first year in ELD with ELPAC Level 1 students. This course focuses on reading and writing skills. Students in both ELD 1A and ELD 1B would generally not have a grade-level English course. The course awards English credit toward graduation but does not earn A-G credit.

ELD 2 (E820B) — This is a one-period ELD course for students who are in their second year in ELD with ELPAC Level 2. This course focuses on the four domains of the ELD standards (i.e., listening, speaking, reading, and writing). Students would generally take this course simultaneously with a grade-level English course. The course awards English credit toward graduation but does not earn A-G credit.

P-ELD 3 (E830B) — This is a one-period ELD course for students who are in their third year in ELD with ELPAC Level 3. This course focuses on the four domains of the ELD standards (i.e., listening, speaking, reading, and writing). The course earns A-G credit as an English course, and students would generally take this course simultaneously with a grade-level English course.

Students may progress more quickly through the ELD course sequence, but no student may spend more than three years in ELD classes. Course placement for incoming 9th graders and for incoming transfer students should take into account the student's most recent ELPAC results and the number of years the student has already spent in an ELD program in their prior school district.

Integrated ELD Requirements: Students receive English language instruction primarily within core content classes from teachers who have appropriate English language authorization. Additional English language development may be provided through enrollment in a support class that reinforces content-area instruction through development of listening, speaking, reading, and writing skills. Students will continue to receive appropriate services through an EL Support Plan.

Integrated ELD Support Course

Academic Language Development (E850B) — This is a support class for ELs that continues to provide instruction in the ELD standards to support grade-level courses. In

general, all students with an EL Support Plan but not enrolled in an ELD class should take ALD. The course awards elective credit toward graduation.

4 — Placement of Students and Waiver of Services

Within 30 days of initial identification as an English language learner and at least annually thereafter, the Site EL Services Coordinator or designee shall facilitate an EL Support Plan meeting.* The student and the student's parents shall be invited to participate in this meeting. The EL Support Plan shall establish the student's placement in one of the two EL programs described above and any additional support strategies that will be employed to help build the student's English language proficiency and growth toward mastery of grade-level content standards.

Parents or guardians may decline some or all EL program services. The District, however, is required by law to monitor all students who qualify for EL services and assess their English language proficiency each year with the ELPAC. Any waiver of EL services must be made in writing, using the Form to Decline English Learner Program Services, after a meeting with the Site EL Services Coordinator. Whenever possible, the Form to Decline English Learner Program Services should be available in the preferred language of the parent/guardian.

**Suggested schedule for EL Support Plan Meetings:*

For returning EL students: Within first 6 weeks of school year

Newly identified EL students: Within 30 days of initial identification

5 — Initial Identification

Upon registration parents are asked to complete a Home Language Survey (HLS). This survey may trigger initial assessment based on the first three questions of the HLS. The survey responses will then be stored in the District's student information system. The HLS includes a description of the purpose and uses of the survey, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

Each year the Site EL Program Coordinator will train staff who register new students to ensure they are able to provide consistent information about the HLS, the assessment process, and the instructional program options offered to English learners (ELs). Parents are communicated with in multiple ways regarding their right to change the Home Language Survey prior to giving the initial ELPAC.

The HLS consists of the following 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? (parents, guardians, grandparents, or any other adults)

The answers provided for each HLS question are used to determine a student's home language status: English Only (EO) or Possible English Learner – To Be Determined (TBD).

All four HLS questions must be answered and the HLS form must be signed by parent/guardian. The document becomes a permanent part of the student's cumulative record. The first, or initial, HLS for a student supersedes any other HLS forms completed at later times. Therefore, the answers provided on the initial HLS are documented permanently in our Student Information System (SIS) and the state's CALPADS database.

Site staff shall determine whether the student has a pre-existing State Student Identification Number (SSID). If a student has a pre-existing SSID, the English Language Acquisition Status listed in CALPADS shall be entered into the District's Student Information System (SIS). A student listed as English Only (EO) or Initial Fluent English Proficient (IFEP) will be placed in the general education program. If a student is listed as Redesignated Fluent English Proficient (RFEP), the site staff shall determine the student's reclassification date. If the reclassification is within four years of the enrollment date, the student will be monitored until the fourth anniversary of reclassification. If a student is listed as English Learner (EL), the student shall be enrolled in the EL program. If the student is listed as To Be Determined (TBD), the student shall be assessed for English language proficiency, following the procedure in #2 below.

If a student does not have a pre-existing SSID, site staff shall review the results of the HLS to determine the student's language status, following the guidelines below:

1. English on HLS questions #1-3

The student is considered English Only (EO). Site staff will update student's language classification in the SIS accordingly, and the student shall be placed in the district's general program.

2. At least one response other than English on HLS questions #1-3

The student is designated as having a primary language other than English and must complete the Initial ELPAC assessment. Site staff will update the student's language classification in the SIS to "TBD" and record the student's primary language (i.e., the language other than English listed on the HLS) in the SIS. The Site EL Program Coordinator or designee shall send the Initial ELPAC Notification Letter to the student's

parents and schedule the student to take the Initial ELPAC within 30 calendar days of the student's first day of attendance. When Initial ELPAC results are available, the District ELPAC Coordinator or designee shall update the student's classification in the SIS to either English Learner (EL) or Initial Fluent English Proficient (IFEP) and shall send the Initial ELPAC Results Letter to the student's parents/guardians, copying the relevant Site EL Program Coordinator. The Site EL Program Coordinator or designee will then schedule a EL Support Plan meeting with the student and the student's parents/guardians to determine the appropriate educational program.

3. A language other than English on HLS question #4, but not on questions #1-3

The student is considered English Only (EO) and placed in the district's general program. The language spoken most often by the adults at home does not determine the native language proficiency of the student.

Once home language determination is made, it does not need to be re-determined unless the results are disputed by the parent or guardian. If the HLS is completed in error, the parent/guardian may make a request to change it. However, once the student is identified as an English learner and assessed with the Initial ELPAC, changing the HLS will not change the student's classification. A student's English learner status will change only when reclassification criteria are met. Parents cannot "opt out" of the ELPAC because English language proficiency assessment is required by state law (Ed. Code § 313).

California law requires that all Possible English Learners (i.e., students with an English Learner status of TBD) be assessed with the Initial ELPAC within 30 calendar days of enrollment. Site EL Services Coordinators, however, will move as quickly as possible to complete this initial assessment to ensure students are placed appropriately with minimum delay. In some cases, incoming Possible English Learners may be invited to take the Initial ELPAC during the summer before the school year begins, but students will not be required to take the Initial ELPAC outside of a regular school day.

6 — Special Services for Students with Disabilities

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. An English language learner's language needs are considered in these evaluations and in the delivery of service. The District will inform 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 will ensure 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 IEP team members to support an understanding of how to differentiate between the student's limited English proficiency and the student's disability.

7 — Annual Assessment

Each English learner, including those who have opted out of EL program services, shall be assessed annually for English language development using the Summative ELPAC assessment during the annual administration window published by the California Department of Education. English learners with disabilities will be assessed for English language development using the accommodations, modifications, or alternate assessments specified in the student's IEP or Section 504 Plan.

In general, students enrolled in an EL program course will take the Summative ELPAC during ELD class time. Students not enrolled in an EL program course may, if possible, be given the opportunity to take the Summative ELPAC before school, after school, or during class period of their own preference. The Summative ELPAC, however, is mandatory, and to meet state deadlines the Site EL Services Coordinator may require a student to complete it at any point during the regular school day.

ELPAC results will be loaded into the District's Student Information System (i.e., Aeries) and placed in the student's cumulative record. Parents and guardians can access their student's Summative ELPAC results within Aeries.

8 — Reclassification

After the District receives Summative ELPAC results, the Site EL Services Manager or designee will review the results to determine if the student is a candidate for reclassification. If a student appears to satisfy the reclassification criteria in factors 1, 2, and 3 in the table below, the Site EL Services Manager will convene a meeting with the student and the student's parent or guardian to review the evidence supporting reclassification and make a decision as to whether the student should be reclassified. If the evidence for reclassification is confirmed and the student's parent or guardian agrees to reclassification, the Site EL Services Manager will complete the English Language Learner Reclassification Form, which must be signed by the student's parent or guardian. This form must be sent to the District EL Program Analyst, who will adjust the student's language acquisition status in the student information system from EL to RFEP and

record the date of reclassification. The form will then be placed in the student’s cumulative record.

Students who meet at least one criterion described in factors 1, 2, or 3 in the table below may be considered for reclassification if it is determined that issues other than English language proficiency account for the failure to meet the remaining criteria.

Factor	Criterion	Evidence
1	Objective assessment of English reading comprehension, speaking and listening proficiency, and writing skills	Summative ELPAC Performance Level 4 (Well Developed English Skills)
2	Student’s performance in ELD or English class	A final grade of at least C- in the most recent semester
3	Student’s performance in other core academic subjects	A final grade of at least C- in the most recent semester for all math, science, and social studies courses
4	Parent/guardian consultation	Parent’s or guardian’s signature on the reclassification form

If an English learner has an IEP and does not meet the reclassification criteria in the table above, the Site EL Services Manager will share the student’s Summative ELPAC results and any other evidence related to the reclassification criteria with the IEP team, which will make the final decision as to whether or not the student should be reclassified. If the IEP team decides to reclassify the student, this will be committed to writing within the IEP, and a signed English Language Learner Reclassification Form will be forwarded to the District EL Program Analyst, who will adjust the student’s language acquisition status in the student information system from EL to RFEP and record the date of reclassification.

9 — Post-Reclassification Monitoring

Pursuant to state law (5 CCR 11304), the District will monitor all Reclassified Fluent English Proficient (RFEP) students for at least four years following their date of reclassification. The Site EL Services Coordinator or designee shall review course grades and progress toward graduation to ensure that students have not been prematurely exited, that any academic deficit incurred as a result of participation in the EL program have been remedied, and that the student

is meaningfully participating in the standard instructional program comparable to their never-EL peers.

If the Site EL Services Coordinator believes an RFEP student subject to monitoring would benefit from renewed supports, the coordinator shall convene an EL Support Plan meeting with the student and the student's parents/guardians to discuss possible supports. This meeting may result in the implementation of supports outside of the EL program or, with parent/guardian consent, the restoration of an EL Support Plan.

10 — Curriculum and Instruction

The District will adopt a research-based curriculum consistent with the California English-Language Development Standards. All schools in the district will use the same ELD curriculum.

English learners will not be denied access to educational opportunities, including participation in Advanced Placement and honors classes, based on English proficiency status.

11 — Professional Development

The District will provide appropriate professional development for staff responsible for the education and assessment of English learners.

12 — Communication and Parent Involvement

Under California law (Ed. Code 52176(b)), each school with 21 or more English Learners must organize and convene an English Learner Advisory Committee (ELAC). The ELAC will meet three times per academic year, will advise the Site EL Services Coordinator on matters relevant to the operation of the site's EL program, and will provide input into the development of the site's Single Plan for Student Achievement (SPSA). The ELAC will also advise the District EL Services Manager on matters relevant to the operation of the District's EL program, including revisions to this Master Plan for English Learners, and will provide input into the development of the District's Local Control and Accountability Plan (LCAP).

Parents and guardians will have regular access to information related to the academic progress of their student within the District's online student information system and learning management system (i.e., Aeries and Canvas, respectively).

Parents and guardians will be informed of the EL program options and the recommended classification and placement of their student. Parents will have the opportunity to participate in meetings that develop an EL Support Plan for their student and that reclassify their student as Reclassified Fluent English Proficient (RFEP).

The District will determine whether parents of EL students require communication in a language other than English and will attempt to communicate with parents in a language they understand.

13 — Funding

The District will provide adequate basic resources for English learners and for EL programs, including professional development, instructional materials, and qualified teachers in both ELD and core content area classes.

14 — Evaluation and Accountability

The District will regularly evaluate its EL program, using established criteria to determine the effectiveness of these programs. The evaluation process will determine whether the EL program described in this plan (1) is being fully implemented at each school and (2) is effectively supporting English learners in achieving the program goals identified above in Section 1.