



Los Gatos-Saratoga Joint Union High School District

Master Plan for English Language Learners

School Board of Trustees

Ms. Cynthia Chang
Mr. Roger Mason
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Ms. Michele van Zuiden
Dr. Lorrie Wernick

Superintendent

Cary Matsuoka

Adopted
May 6, 2008

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 in order to develop proficiency in English as rapidly and effectively as possible. Academic instruction for English learners is designed and implemented to ensure they will meet the District's content and performance standards for their respective grade levels in a reasonable amount of time. The District will monitor 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 unless a parental exception waiver has been granted for an alternative program. The individualized education program (IEP) team determines placement of each special education student, regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

- **Structured English Immersion* (SEI):** 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 English language development class. Students are monitored and supported by the site English Language Learner Liaison, and students also have access to after school tutorial support.
- **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.
- **Alternative Programs:** Parents or guardians of English learners have the right to apply for a parental exception waiver for their children to participate in an alternative program.

***At any time, including during the school year, a parent or guardian of an English learner may have his or her child moved into an English mainstream program.**

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 used to determine the primary language of each student upon initial enrollment.
- Each student whose home language is other than English as determined by the Home Language Survey will be assessed within 30 days of initial school enrollment. The District uses the state designated assessment, the California English Language Development Test (CELDT), to assess students in listening, speaking, reading, and writing.
- Students new to the District and without previous CELDT data will be given preliminary scores by the ELL Liaison for the purpose of confirming appropriate placement.
- Official CELDT results will be placed in students' cumulative files.
- All parents or guardians of English learners and fluent English proficient students will be notified in writing of their child's English language proficiency assessment results.
- All parents or guardians of English learners will be notified in writing of the recommended program placement.
- English learners are placed in available programs based upon overall CELDT proficiency levels at initial identification:

CELDT Proficiency Levels

Level:	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Classification:	LEP	LEP	LEP	I-FEP	I-FEP
Placement:	SEI	SEI	SEI	ELM/ RAP	ELM/ RAP

LEP = Limited English Proficient (English Language Learner)
FEP = Fluent English Proficient
I = Initial

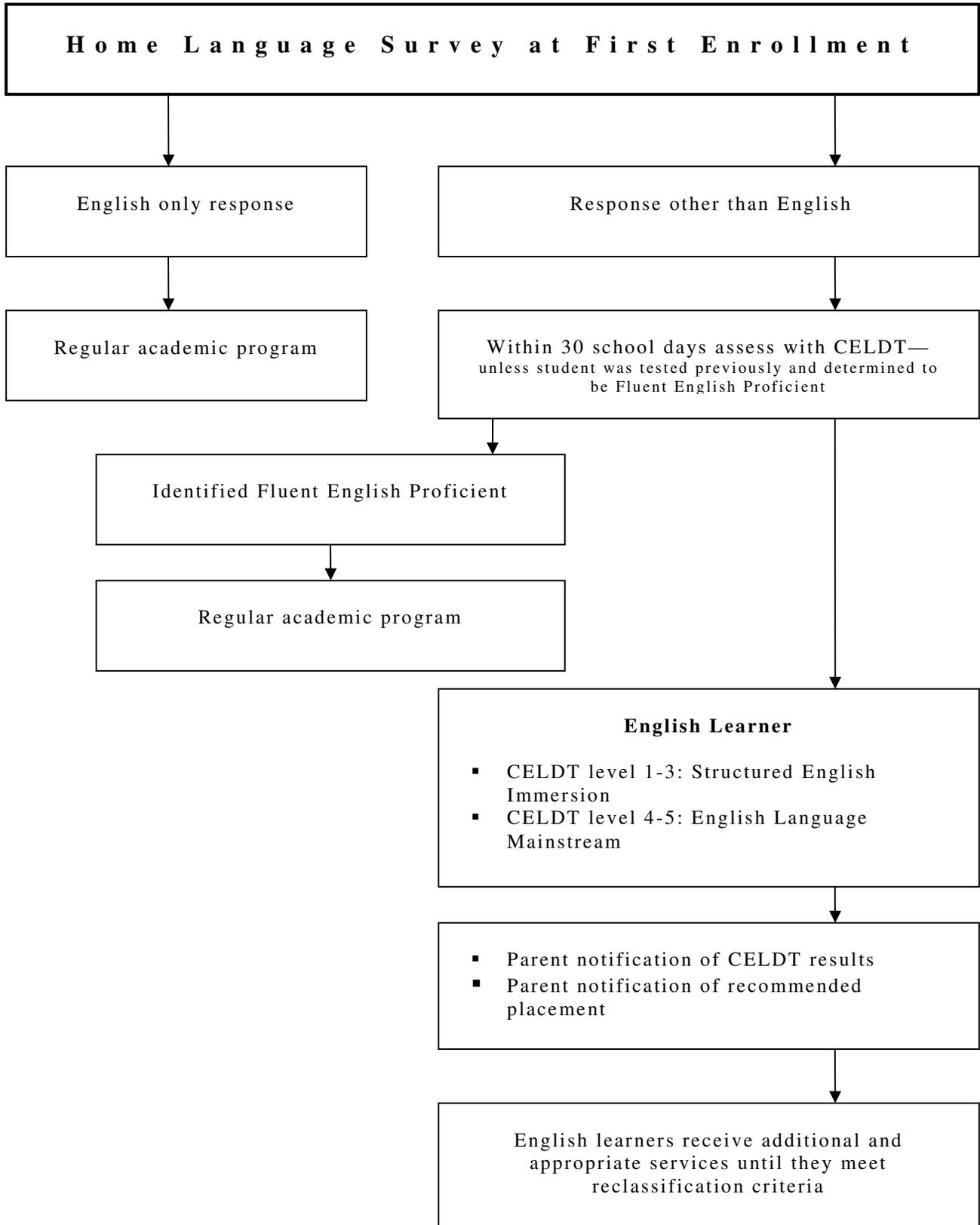
SEI = Structured English Immersion
ELM = English Language Mainstream
RAP = Regular Academic Program

- Additional criteria may be considered for placement of Initial Fluent English Proficient students scoring at the Early Advanced proficiency level:
 - English language arts CST scores
 - Grades
 - Teacher recommendation

- **Alternative Programs:** English learners who have been granted parental exception waivers are offered an alternative program. Individual schools within the District in which 20 or more students in a given grade level receive a waiver are required to offer such a program. Schools within the District in which fewer than 20 students in a given grade level receive a waiver must allow the students to transfer to a public school in which such a class is offered.

- 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.

English Learner Initial Identification and Placement Procedures



IV. Parental Exception Waivers (EC 310, 311):

- The District's established procedures for parental exception waivers include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. The District provides full descriptions of the different educational opportunities available to the student as well as descriptions of the educational materials to be used.
- Parents and guardians of English learners are notified of the placement of their children in either a structured English-immersion program or an English language mainstream program on a yearly basis and are provided descriptions of all educational opportunities available to them, including the opportunity to apply for parental exception waivers. The three types of waivers are for:
 1. Children who already know English
 2. Older children (10 years or older)
 3. Children with special needs (physical, emotional, psychological, or educational)
- The District shall act on all parental exception waivers by following the District's policy and procedures, which include:
 1. Timelines that are consistent with state regulatory provisions
 2. Availability of alternative programs, which do not exclusively consist of courses taught only in English
 3. Reason for denials, which must be in writing and individually determined
 4. Appeal of denials
- The District's policy and procedures ensure that each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement.

V. Annual Assessment

- Each English learner is annually assessed for English language development proficiency using the CELDT and is also assessed for academic progress.
- The English language proficiency of all currently enrolled English learners shall be assessed by administering the test during the annual assessment window.
- Parents/guardians of English learners are notified annually of their child's English language proficiency assessment results within 30 calendar days of the District receiving test results from the test contractor.
- Official CELDT results will be placed in students' cumulative files.

VI. Reclassification

- Each English learner who meets the established multiple criteria (*EC313 [d]*) is reclassified as fluent English proficient (R-FEP). Results from the CELDT will be used as the primary criterion for reclassification¹. Students who are reclassified have demonstrated English-language proficiency comparable to the average native English speaker and can participate equally in the school’s regular academic program.
- Students and parents will have the opportunity to participate in a reclassification meeting at which the reclassification process and student data will be reviewed.

NOTE: incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

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

Reclassification Criteria

(Student meets at least four of five criteria, one of which is the CELDT.)

	Performance in ELD Class	Performance in Core Classes	California ELD Test (CELDT) *the primary criterion	California Eng-Lang Arts Test (ELA CST)	Parent Opinion
LEP	Below a “C”	Below a “C” average in core classes	Overall proficiency at Beginning, Early Intermediate, or Intermediate	Scores below basic level	Not ready
R-FEP	At least a “C”	At least a “C” average in core classes	Overall proficiency at Early Advanced or Advanced (and scores at Intermediate or higher on each of the sub-skill tests)	Scores at least in the range from the beginning of basic level up to the midpoint of the basic level	Ready

LEP = Limited English Proficient (English Learner)

FEP = Fluent English Proficient

R = Reclassified

¹ *Guidelines for Reclassification of English learners*, Ca. Dept. of Ed., 2006

VII. 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.
- By 2010-2011 an adequate number of qualified teachers will have been assigned to provide access to the core curriculum 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.

VIII: 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 English language development course uses the Board approved *Shining Star* series, published by Pearson-Longman, 2004. The series is a sequential program delivered in five graduated texts, ranging from newcomer/beginning level through high-intermediate level. This allows for instruction to be targeted at the appropriate level for each English learner. The series has a complete package of teacher and student resource materials, including student workbooks, and a CD-ROM based independent practice component.
- English learners will not be denied access to educational opportunities, including participation in Gifted and Talented Education, Advanced Placement, and honors classes, based on English proficiency status. (20 USC 7103)

IX: 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.
- The school site council at each of the District's schools 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
 - The use of categorical funds, including EIA-LEP funds
- Parents are notified in writing of CEDLT assessment results.
- Parents are kept informed about the academic progress of their children.
- Parents are informed in writing of program options and recommended placement of their children.
- Parents are invited to participate in reclassification meetings.

X: Funding

- Adequate basic resources are available for English learners and for English learner programs.
- EIA-LEP funds are used to supplement general fund resources available for English learner programs. All EIA-LEP funds are allocated to the school sites, are supervised by each school site council, and allocated as part of each school's *Single Plan for Student Achievement*. These funds provide supplementary professional development, instructional materials, technology-based materials, an ELL liaison, and after school tutoring for English learners.

XI: Evaluation and Accountability

- The District has established criteria and a process to evaluate the effectiveness of the programs provided for English learners.
- 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.

English Language Learner Program Implementation

Policy/Procedure	Personnel	Timeline	Accountability
Site personnel shall be accountable for implementing the District’s ELL program	▫ELD teacher ▫ELL Liaison ▫Assist. Principal Curriculum	Ongoing	▫Principal ▫Dir. of Ed. Services ▫Superintendent
Site Personnel will monitor EL student records	▫ELD teacher ▫ELL Liaison	Ongoing	▫Principal
The <i>Single Plan for Student Achievement</i> will address language and academic needs of EL students	▫School Site Council Chair ▫School Site Council ▫Principal	Annually	▫Superintendent
Site administration will monitor EL student placement, ensure appropriate teacher authorization, visit classrooms regularly, attend School Site Council meetings, and ensure implementation of plans to meet needs of EL students	▫Assist. Principal of Curriculum ▫Principal	Ongoing	▫Principal ▫Dir. Of Ed. Services ▫District Office of Human Resources ▫Superintendent
Reports will be submitted annually to the Superintendent documenting academic and language development progress of EL students and the state of the District’s program	▫ELD teacher ▫ELL Liaison ▫ELL tutor ▫Assist. Principal of Curriculum	Annually— in the spring	▫Principal ▫Dir. of Ed. Services

English Language Learner Program Evaluation and Accountability

English Language Learner Program Effectiveness			
Policy/Procedure	Personnel	Timeline	Accountability
EL students will make one level growth in English each year as measured by the CELDT and other local measures	<ul style="list-style-type: none"> ▫ELD teacher ▫ELL Liaison ▫ELL tutor ▫Assist. Principal of Curriculum 	Ongoing	<ul style="list-style-type: none"> ▫Principal ▫Dir. of Ed. Services ▫Superintendent
EL students will reach grade level academic expectations by the time they are in the 12 th grade as measured by CST scores, CAHSEE results, and local data	<ul style="list-style-type: none"> ▫ELD teacher ▫ELL Liaison ▫ELL tutor ▫Assist. Principal of Curriculum 	Ongoing	<ul style="list-style-type: none"> ▫Principal ▫Dir. of Ed. Services ▫Superintendent
EL students will meet reclassification criteria by the time they are in the 12 th grade	<ul style="list-style-type: none"> ▫ELD teacher ▫ELL Liaison ▫ELL tutor ▫Assist. Principal of Curriculum 	Ongoing	<ul style="list-style-type: none"> ▫Principal ▫Dir. of Ed. Services ▫Superintendent
EL students will pass the CAHSEE before they finish the 12 th grade	<ul style="list-style-type: none"> ▫ELD teacher ▫ELL Liaison ▫ELL tutor ▫Assist. Principal of Curriculum 	Ongoing	<ul style="list-style-type: none"> ▫Principal ▫Dir. of Ed. Services ▫Superintendent
District English Language Learner Master Plan review	<ul style="list-style-type: none"> ▫ELD teacher ▫ELL Liaison ▫Assist. Principal of Curriculum ▫Director of Educational Services 	Every three years	<ul style="list-style-type: none"> ▫Principal ▫Dir. of Ed. Services ▫Superintendent

Policies/Procedures Summary for English Language Learner Support

Policy/Procedure	Personnel	Resources	Timeline
Development of ELL program goals and actions for Single Plan for Student Achievement—allocation of EIA funds	School Site Council, site principal	Student data	May-October
Articulate with feeder schools: list of incoming ELL students, list of reclassified students who need continued monitoring	Director of Ed. Services, ELL Liaison, Registrar, Student Information Support Technician	Contacts at feeder school/ feeder school transition form	May- September
CELDT Training	ELL Liaison	Title II/ EIA funds	Summer/ Fall
Home Language Survey	Registrar		Registration/ time of enrollment
Check cumulative folders of enrolling students who mark a language other than English on HLS for CELDT data	ELL Liaison Registrar		At enrollment
Provide ELL after school tutorial	AP Curriculum/Guidance, Human Resources, Dir. Ed. Serv., ELL tutor	EIA funds	September-June
Provide English language development for qualified ELL students	ELD teacher, ELL Liaison, Guidance	ELD class	August-June
List of students for initial CELDT assessment	Registrar, ELL Liaison	Home Language Survey results	Fall/ ongoing
List of ELL students to teachers, site administration, and District Office (Director of Ed. Services)	ELL Liaison, Registrar, Student Information Support Technician		Fall/ ongoing
Provide sheltered instruction	Classroom teachers	Course curriculum, ELL Liaison	ongoing
CELDT initial and annual assessment	ELL Liaison	CELDT Materials/Dir. Of Ed. Services	October/ ongoing
CELDT preliminary score	ELL Liaison	Annual CELDT Results Data Collection Worksheet	October/ ongoing
Update annual academic progress	ELL Liaison, Registrar, Student Information Support Technician	CST results/ Academic Progress Form	September/ October

Confirm/change EL program placements	ELL Liaison, Guidance	CELDT preliminary scores	October
Parental Exception Waiver	ELL Liaison, site Principal	Parental Exception Waiver Form	Upon request: processed within 2 weeks
Update student classification in student information system (AERIES)	ELL Liaison, Registrar	AERIES	Fall/ January/ ongoing
Process official CELDT results	ELL Liaison, Registrar, Director of Ed. Services	AERIES/ ELL status worksheet/	December/ ongoing
Notification to parents of CELDT results, program placement, reclassification	ELL Liaison, Director of Ed. Services	CELDT Results/ Parent Notification Letter	January
Reclassification review/ meetings w/ parents	ELL Liaison, Guidance, ELD teacher, core teachers, site administrator	Reclassification Review form	January
2-year monitoring of reclassified students	ELL Liaison, Guidance, ELD teacher, core teachers, site administrator	List of R-FEP students	Ongoing
All necessary forms to student cumulative files	ELL Liaison	Official CELDT results, Parent Notifications, Reclassification documents, Academic Progress Form	Ongoing
ELL program evaluation	ELL Liaison, site admin., ELD teacher, Director of Ed. Services	Program data/ key indicators	June-September

Appendices/ Forms

ETHNICITY AND HOME LANGUAGE SURVEY

In an effort to comply with requirements for government record keeping and reporting, we ask that you complete this section regarding your student's ethnic background and home language. (State of California, Department of Education, OPER-LS-77 R-6/78)

1. **Student's Ethnic Group:** Mark a (1) for primary ethnicity; where appropriate, mark a (2) for secondary ethnicities.

- | | |
|---|---|
| <input type="checkbox"/> American Indian or Alaskan | <input type="checkbox"/> Laotian |
| <input type="checkbox"/> White (Not Hispanic) | <input type="checkbox"/> Cambodian |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Other Asian |
| <input type="checkbox"/> Black/African American | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Filipino/Filipino American | <input type="checkbox"/> Guamanian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Tahitian |
| <input type="checkbox"/> Korean | <input type="checkbox"/> Other Pacific Islander |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Decline to state |
| <input type="checkbox"/> Asian Indian | |

2. **Student's Home Language:** Using the languages listed below, please answer the following questions:

- Which language did your student learn when he/she *first began to talk*? _____
- What language does your student frequently use at home? _____
- What language do you most frequently speak to your student? _____
- What language is most often spoken by the adults in your home? _____

English	Chaozhou (Chaochow)	Hungarian	Marshallese	Taiwanese
Albanian	Croatian	Ilocano	Mien (Yao)	Thai
American Sign Language	Dutch	Indonesian	Mixteco	Tigrinya
Arabic	Farsi (Persian)	Italian	Pashto	Toishanese
Armenian	Filipino or Tagalog	Japanese	Polish	Tongan
Assyrian	French	Khmer (Cambodian)	Portuguese	Turkish
Bosnian	German	Khmu	Punjabi	Ukrainian
Burmese	Greek	Korean	Rumanian	Urdu
Cantonese	Gujarati	Kurdish	Russian	Vietnamese
Cebuano (Visayan)	Hebrew	Lahu	Samoan	Other (Non-English Language)
Chaldean	Hindi	Lao	Serbo-Croatian	
Chamorro (Guamanian)	Hmong	Mandarin (Putonghua)	Spanish	

3. If your response to any of the previous four questions is a language other than English, please answer the following:

Has your student ever been tested for English language proficiency at a school in the United States?

- Yes No Not sure

If yes, what were the results? (Check as many as apply.)

- initially identified as Fluent English Proficient
- identified as English Learner; student given English Language Development support
- identified as English Learner; English Language support offered, but refused
- reclassified as Fluent English Proficient; reclassification date, if known: _____
- not sure



**Los Gatos-Saratoga Union High School District
Parent Notification of English Language Testing
Results and Placement**

Dear Parent/Guardian:

State and Federal laws require all school districts in California to assess students whose home language is not English using the California English Language Development Test (CELDT). 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 _____ School _____
has been given the CELDT and scored at the following level:

Beginning Early Intermediate Intermediate Early Advanced Advanced

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

_____ **Initial Fluent English Proficient.** Your child will be assigned to a regular academic program and will not need special help to increase his/her English skills.

_____ **Reclassified Fluent English Proficient.** Students scoring Early Advanced or Advanced on the CELDT test are considered for reclassification. Student scores in English Language Arts on the STAR test and classroom performance 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.

_____ **English learner.** 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 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.

English Language Learners who wish to participate in the structured English immersion program should contact the following people:

- Los Gatos High School – Markus Autrey, (408) 354-2730 x272
- Saratoga High School – Brian Safine, (408) 867-3411 x209

You may also submit a waiver for your child if you prefer an alternative program. If you are interested, you must personally visit your child’s school to submit the waiver and to learn more about a program.

Each student’s progress is 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) 354-2520 x301.

Sincerely,

Kevin Mount
Director, Educational Services
Los Gatos-Saratoga Union High School District

**Los Gatos-Saratoga Union High School District
ENGLISH LANGUAGE LEARNER
RECLASSIFICATION REVIEW**

English language learners shall be reclassified as fluent English proficient (FEP-R) 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.

Student's name _____ School _____ Grade _____

Factor	Criterion	Evidence	Proof of satisfying criteria
1	Student's performance in ELD class	At least a "C" semester grade (demonstrating average or better achievement in all English Language Development skill areas: listening, speaking, reading, and writing)	Grade in course:
2	Student's performance in core academic subjects	At least a "C" grade average in core classes, demonstrating performance substantially equivalent to that of students of the same age/grade whose primary language is English	Semester grades in core subjects:
3*	Objective Assessment of English reading comprehension, speaking and listening proficiency, and writing skills (*the primary criterion for reclassification.)	California English Language Development Test (CELDT) overall proficiency of Early Advanced or Advanced, with no subskill at Early Intermediate or Beginning	Circle: Early Advanced Advanced
4	Objective assessment of the student's English-Language Arts skills	California English-Language Arts Test (ELA CST) score at least in the range from the beginning of basic level up to the midpoint of the basic level	ELA CST Score/date:
5	Parent approval for student's reclassification to fluent status	I confirm that my student is ready for designation as "fluent English proficient" and will exit the English Language Development program. Parent signature: _____ Date: _____	Circle: YES NO

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

School Personnel Signature _____ Title _____ Date _____

English Language Learner Progress Tracking Form

Student Name:		School:	
Home Language:		School Enrollment Date:	

Grade	CELDT Proficiency Level	CST ELA Proficiency Level	EL Status	Program Placement
9th	Test Date:	Test Date:	<input type="checkbox"/> ELL <input type="checkbox"/> I-FEP <input type="checkbox"/> R-FEP: <input type="checkbox"/> Year 1-Monitoring <input type="checkbox"/> Year 2-Monitoring	<input type="checkbox"/> Structured English Immersion <input type="checkbox"/> English Language Mainstream <input type="checkbox"/> Regular Academic Program
	Reading: 1 2 3 4 5 Writing: 1 2 3 4 5 Speaking: 1 2 3 4 5 Listening: 1 2 3 4 5 Overall: 1 2 3 4 5	<input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic		
10th	Test Date:	Test Date:	<input type="checkbox"/> ELL <input type="checkbox"/> I-FEP <input type="checkbox"/> R-FEP: <input type="checkbox"/> Year 1-Monitoring <input type="checkbox"/> Year 2-Monitoring	<input type="checkbox"/> Structured English Immersion <input type="checkbox"/> English Language Mainstream <input type="checkbox"/> Regular Academic Program
	Reading: 1 2 3 4 5 Writing: 1 2 3 4 5 Speaking: 1 2 3 4 5 Listening: 1 2 3 4 5 Overall: 1 2 3 4 5	<input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic		
11th	Test Date:	Test Date:	<input type="checkbox"/> ELL <input type="checkbox"/> I-FEP <input type="checkbox"/> R-FEP: <input type="checkbox"/> Year 1-Monitoring <input type="checkbox"/> Year 2-Monitoring	<input type="checkbox"/> Structured English Immersion <input type="checkbox"/> English Language Mainstream <input type="checkbox"/> Regular Academic Program
	Reading: 1 2 3 4 5 Writing: 1 2 3 4 5 Speaking: 1 2 3 4 5 Listening: 1 2 3 4 5 Overall: 1 2 3 4 5	<input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic		
12th	Test Date:	Test Date:	<input type="checkbox"/> ELL <input type="checkbox"/> I-FEP <input type="checkbox"/> R-FEP: <input type="checkbox"/> Year 1-Monitoring <input type="checkbox"/> Year 2-Monitoring	Structured English Immersion <input type="checkbox"/> English Language Mainstream <input type="checkbox"/> Regular Academic Program
	Reading: 1 2 3 4 5 Writing: 1 2 3 4 5 Speaking: 1 2 3 4 5 Listening: 1 2 3 4 5 Overall: 1 2 3 4 5	<input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic		

Request for Parental Exception Waiver

Student Name:		Date of Birth:	
Student I.D.:		Home Language:	
Grade:		School:	
EL Proficiency Level:		Parent/Guardian Name:	
Student Address:		Home Phone:	
Request is for school year:			

The principal and/or educational staff has informed me that my child has been placed in a structured English immersion program. I have received and reviewed written descriptions of the structured English immersion program, alternative courses of study, and all educational opportunities offered by the school district.

I hereby request a waiver of the requirement that my child be placed in a classroom in which the instruction is overwhelmingly in English. I request, instead, that my child be placed in a bilingual education program in which some of the instruction, textbooks and teaching materials are provided in my child's native language. **I am requesting a parental exception waiver under (choose the section which applies to your child):**

Section 311 (a) of the California Education Code: My child already knows English. (School must confirm English fluency by using standardized tests of English vocabulary, comprehension, reading and writing in which the child scores at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower.)

Section 311 (b) of the California Education Code: My child is at least 10 years old. (School must determine that the child's rapid acquisition of English language skills will be better achieved through an alternative program.)

Section 311 (c) of the California Education Code: My child has a special need. (School must determine that the child's physical, emotional, psychological, or educational needs will be better served through an alternate program.) Please state special need and how this need was identified:

I understand this waiver applies only to the current school year and must be renewed on an annual basis.
 Parent Signature: _____ Date: _____

For School Use Only:

I acknowledge receipt of this waiver, which was personally delivered to me by the parents/guardians of child named above.

 Signature of Principal

 Date Request was received

_____ Waiver request is granted and the student has been placed in a bilingual education program.

_____ Waiver denied Reason for denied:

Appeal Process: Parent may contact the Director of Educational Services at 354-2520 x301 to schedule an appointment to appeal the denial of the Parental Exception Waiver Request.

 Principal

 School

 Date

Copies to: School Office

Student Cumulative File

Parent/Guardian

District Office

Los Gatos-Saratoga Joint Union High School District
English Language Learner Liaison
Job description

- Work with registrar to identify students who need to be CELDT tested
- Work with school site testing coordinator and district testing coordinator to determine CELDT testing materials needs
- Administer CELDT test—beginning of the year and on-going as needed
- Hand-score CELDT tests
- 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 District Office, site administration, registrar, and classroom teachers with current and updated lists of students identified as ELL
- Produce reports as needed to inform teachers and administration of student progress, of program status, and for program monitoring
- Provide any other information as needed to ensure the needs of ELL students are satisfactorily addressed
- Interpret and use official CELDT 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 individual learning plan for each identified ELL student
- Work with ELD teacher, ELL tutor, and other staff as necessary to support ELL students and carry out student learning 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
- Attend staff development activities as necessary, including but not limited to annual CELDT training
- Work to comply with, and fulfill appropriate duties to meet, the requirements for ELL support and parent involvement as outlined in the District *Masterplan for English Language Learner*

