



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

**TITLE:** Reclassification of English Learners

**NUMBER:** BUL-5619.11

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## ROUTING

Local District Superintendents  
Administrators of Instruction  
Community of Schools  
Administrators  
EL Programs Staff  
School Site Principals  
Assistant Principals  
UTLA Chapter Chairs  
EL Designees  
TSP Advisors  
Title III EL Coaches  
School Administrative  
Assistants

**DATE:** June 20, 2022

**PURPOSE:** This policy provides guidelines and procedures for reclassifying English Learners (ELs), including ELs with disabilities, based on current California Department of Education (CDE) guidelines. Reclassification is the process whereby an English Learner (EL) is Reclassified Fluent English Proficient (RFEP) after meeting various linguistic and academic criteria set by CDE and the District. It is District policy to reclassify ELs upon meeting the reclassification criteria outlined in this policy.

**MAJOR CHANGES:** This bulletin replaces bulletin 5619.10 of the same title dated January 03, 2022, and incorporates the following changes:

- Describes end-of-year reclassification procedures, including parent/legal guardian/educational rights holder (parent hereafter) pre-consultations for reclassification in the event ELPAC scores are received late in the school year.
- Adds information on the reclassification calculation timeframe.
- Removes references to specific academic years.
- Synthesizes the EL with Disabilities and EL Progress Monitoring sections.

**BACKGROUND:** California Education Code (EC), section 313(f) and Title 5 California Code of Regulations (5 CCR), section 11303 set forth the four criteria required for reclassification as defined below:

### Criterion 1: Assessment of English Language Proficiency

- The Summative English Language Proficiency Assessment for California (ELPAC) is the required state English Language Proficiency (ELP) assessment for EL students. A Summative ELPAC Overall Performance Level (PL) 4 is required to meet criterion 1 for reclassification.



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- Some ELs with moderate to severe disabilities need specific designated supports or accommodations when taking the ELPAC or need to take the Alternate ELPAC as specified in the student's Individualized Education Program (IEP).

## **Criterion 2: Teacher Evaluation**

Teacher evaluation that includes, but is not limited to, the student's academic performance.

## **Criterion 3: Parent Consultation**

Opportunities for parent opinion, consultation, and involvement during the reclassification process.

## **Criterion 4: Basic Skills Relative to English Proficient Students**

Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Failure to implement the district's policy and notification procedures in this area may subject the school to complaints under the District's Uniform Complaint Procedures and/or findings of non-compliance by the District, State or Title III reviewers/auditors.

## **INSTRUCTIONS: I. RECLASSIFICATION CRITERIA FOR KINDERGARTEN (2<sup>nd</sup> YEAR) THROUGH GRADE 12**

English Learners in the 2<sup>nd</sup> year of kindergarten through grade 12 are Reclassified Fluent English Proficient (RFEP) when they meet all the reclassification criteria using the mass reclassification screen. The table below provides guidance for identifying second year kindergarten students.

Second-Year Kindergarten	
First Year	Second Year
Enrolled in the previous School Year	Enrolled in the current School Year
Expanded Transitional Kindergarten (ETK)	Kindergarten (K)
Transitional Kindergarten (TK)	Kindergarten (K)
Kindergarten	2 <sup>nd</sup> year Kindergarten (retained)



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## **Criterion 1: Assessment of English Language Proficiency**

To meet the ELP assessment criterion, an EL must achieve an Overall ELPAC Performance Level 4.

## **Criterion 2: Teacher Evaluations**

### Grades K-5/6 Elementary

ELs must receive a composite mark of 3 or 4 on their English Language Arts (ELA) subject progress report.

### Grades 6-12 Secondary

ELs must receive a grade of C or better on one of the following qualifying courses:

- Grade-level English course
- Advanced English Language Development (ADV ELD)
- Literacy and Language for English Learners (L&L)
- Credit recovery or adult school English course

## **Criterion 3: Parent Consultation**

Parents must participate in the reclassification process by discussing a student's readiness for reclassification with school staff and expressing their opinions prior to the reclassification of the student. This gives parents the opportunity to understand the student's progress and current data, and to voice any concerns and questions about their child's likely reclassification. Such parent consultation must occur to finalize the reclassification process.

Schools must think strategically about connecting with parents via direct phone calls, one-on-one conferences, and alternative means (e.g., virtual platforms). After consulting with parents, schools need to log the date of the parent consultation on the *Reclassification Parent Consultation Log* (Attachment B1) and document the consultation in the My Integrated Student Information System (MiSiS). Parents should have ample opportunities to meet with teachers/school staff regarding their child's progress toward reclassification. Related flyers, agendas, sign-ins, consultation logs, and handouts must be maintained for a minimum of 5 years.

If the school is unable to contact the parent, the school must document their due diligence (minimum 3 attempts) to engage the parent in the *Reclassification Parent Consultation Log* (Attachment B1). In this scenario, the date of the last attempt will be entered in the *Mass Notification Date Entry* screen in the My Integrated Student Information System (MiSiS).

When consulting with parents regarding reclassification, schools must discuss all of the following:



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- Share data that demonstrates that the student is eligible for reclassification.
- Inform the parent/guardian that the child has met the reclassification criteria and will reclassify.
- Describe supports the student will receive to succeed in rigorous, grade-level learning from the time of reclassification and beyond.
- Discuss how the school will monitor the students' progress and take steps to meet their academic needs.
- Share how the school's mainstream instructional program will support the student's academic success.
- Inform the parent that the *Notification of Reclassification* will be sent for their signature and needs to be returned to the school site.

In circumstances where CDE releases Summative ELPAC scores late in the academic year, please refer to pages 14-15 of this bulletin for additional guidelines and procedures on the parent consultation and opinion process.

## **Criterion 4: Basic Skills Relative to English Proficient Students**

### Grades K-5:

To meet the grade-level basic skills criterion for reclassification, ELs in grades K-5 must achieve a score of Benchmark or Above Benchmark in all DIBELS 8 assessed measures. The basic skills assessment must be from the current school year. ELs in grades 3-5 can also meet this criterion by achieving a performance level of Standard Met or Standard Exceeded in the SBA ELA (must be within the last 12 months).

All ELs in grades K-5 must be assessed with DIBELS 8 BOY, MOY, and EOY Benchmark assessments. ELs are assessed on the following DIBELS 8 measures for their grade level:

DIBELS 8 Grade-Level Assessments								
Grade	Benchmark Window	PSF	NWF - CLS	NWF - WRC	WRF	ORF	ORF-ACC	MAZE
<b>K</b>	BOY	√	√	√	√			
	MOY	√	√	√	√			
	EOY	√	√	√	√			
<b>1</b>	BOY	√	√	√	√	√	√	
	MOY	√	√	√	√	√	√	
	EOY	√	√	√	√	√	√	
<b>2-3</b>	BOY		√	√	√	√	√	√
	MOY		√	√	√	√	√	√
	EOY		√	√	√	√	√	√
<b>4-5</b>	BOY					√	√	√
	MOY					√	√	√
	EOY					√	√	√

NOTE: The Composite and Letter Naming Fluency (LNF) scores are not used for reclassification.



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Only the first DIBELS 8 assessment administered within the BOY, MOY and EOY Benchmark testing window will be used for reclassification purposes. DIBELS 8 benchmark assessments are used during the following Progress Report Card windows for reclassification:

DIBELS BOY	DIBELS MOY	DIBELS EOY
1 <sup>st</sup> or 2 <sup>nd</sup> Report Card	1 <sup>st</sup> , 2 <sup>nd</sup> or 3 <sup>rd</sup> Report Card	2 <sup>nd</sup> or 3 <sup>rd</sup> Report Card

NOTE: DIBELS 8 BOY can only be used with 1<sup>st</sup> and 2<sup>nd</sup> reporting progress marks until DIBELS MOY scores are uploaded into MiSiS. DIBELS 8 MOY can be used with 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> reporting progress marks until the EOY scores are uploaded into MiSiS. For more information on DIBELS 8 Benchmark measures and acronyms, refer to MEM-051137.1, *Elementary Literacy Assessments: Dynamic Indicators of Basic Early Literacy Skills, Indicadores Dinámicos del Éxito en la Lectura, Text Reading Comprehension (DIBELS 8/IDEL/TRC)*, dated August 7, 2019.

Reclassification for K-2 ELs in a 90/10 or 70/30 OWI program will be reviewed on a case-by-case basis via the Student Support and Progress Team (SSPT) process. If a teacher believes a student is ready for reclassification (the student has scored an overall ELPAC 4 and is meeting grade level academic expectations), the teacher needs to do the following:

- Administer the DIBELS 8 assessment during the BOY, MOY or EOY window.
- Administer a grade-level ELA writing on-demand assessment (and score it with a grade level scoring rubric).
- Refer the student to SSPT for reclassification consideration if the student has scored an overall ELPAC level 4, has scored benchmark or better on all the assessed measures of DIBELS 8 assessment, and has scored a 3 or 4 mark on the writing on-demand ELA assessment.

The school must follow established SSPT reclassification procedures herein and submit the scoring rubric along with the sample on-demand ELA writing assessment as part of the SSPT reclassification documentation.

### Grades 6-12:

To meet the grade-level basic skills criterion for reclassification, ELs in grades 6-12 must receive a performance level of Basic, Proficient, or Advanced on the Reading Inventory (RI) assessment within the current academic year. ELs in grades 6-8 and 11 can also meet this criterion by achieving a performance level of Standard Met or Standard Exceeded on the SBA ELA (must be within the last 12 months).



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All ELs in grades 6-12 must be assessed with the RI in fall of the current school year. If students did not pass the fall RI assessment of the current school year, they must be reassessed in the spring. If a student took the SBA ELA in the spring of the previous school year and passed with a Standard Met or Standard Exceeded performance level, the student does not need to take the RI in either the fall or spring in the current school year. For additional information on the Reading Inventory, refer to [MEM-6411.5, Guidelines for Administering the Reading Inventory \(RI\) for Reclassification of English Learners Grades 6-12](#), dated September 2, 2021.

### II. RECLASSIFICATION PROCEDURES FOR KINDERGARTEN THROUGH GRADE 12

EL Designees should monitor the Ready to Reclassify Roster and the Mass Reclassify screen frequently, and particularly before and after new report card marks or test scores are due to appear in MiSiS. Prior to a student being reclassified in MiSiS, schools must engage in meaningful communication with the parent on student progress and all the reclassification criteria the student met. Once the consultation has taken place, the EL Designee must log the consultation in the Reclassification Parent Consultation Log (see Attachment B1) and enter the date in the Parent Notification Dates screen in MiSiS>Services>Parent Notification Dates.

Parent Notification Dates	
Notification:*	Reclassification
Parent Notification Date:*	5/16/2021
Parent Notification School Year:*	2020-2021
Attempt Number*	-Select Attempt Number-

A reclassification MiSiS Job Aid is available on the MiSiS [website](#).

When students have met the reclassification criteria, including the parent consultation component, the following steps should be completed:

Steps to Complete	
Step 1	Generate and print the <i>Ready to Reclassify Roster</i> .
Step 2	Notify the parent that the student has met the reclassification criteria and discuss the student's current data (from the <i>Ready to Reclassify Roster</i> ).
Step 3	Log the parent consultation date in the Reclassification Parent Consultation Log (Attachment B1).
Step 4	Add the parent consultation date in the Parent Notification Dates section in MiSiS (select Reclassification Consultation).
Step 5	Reclassify the student using the <i>Mass Reclassify</i> screen in MiSiS.



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<b>Step 6</b>	Generate and print the <i>Notification of Reclassification</i> and reclassification label from MiSiS. Ensure that the parent consultation date is populated in the letter.
<b>Step 7</b>	Have principal sign the <i>Notification of Reclassification</i> .
<b>Step 8</b>	Copy the notification letter and send it to the parent for their signature (to acknowledge the child's change in language reclassification).
<b>Step 9</b>	File the signed notification letter permanently in the blue Master Plan folder located in the student's cumulative record.
<b>Step 10</b>	File an additional copy of the <i>Notification of Reclassification</i> in a separate file at the school site, for a minimum of five years.
<b>Step 11</b>	Affix the reclassification label on the appropriate section of the cumulative record. For additional information, refer to <a href="#">BUL-3448.3, Master Plan Documentation for English Learners K-12</a> , dated February 11, 2019.
<b>Step 12</b>	Enter the parent notification date (the date the notification was sent to the parent) in the <i>Mass Notification Date Entry</i> or the <i>Parent Notification Dates</i> screen in MiSiS.

### III. SSPT RECLASSIFICATION RECOMMENDATIONS

If an EL student in grades K (second year) through 12 has met the Summative ELPAC Overall Performance Level 4 and grade-level basic skills criteria but has not met teacher evaluation criteria (profile B student), the student *must* be referred to the SSPT for a possible reclassification recommendation. The SSPT can recommend the reclassification of a profile B student during an individual student SSPT meeting. All SSPT reclassification recommendations must be based, however, on a documented objective review of the student's linguistic and academic data.

The parent must be invited to be part of the SSPT reclassification recommendation meeting. If the parent cannot attend the SSPT reclassification recommendation meeting, the SSPT designee must call the parent for a consultation before the SSPT reclassification recommendation is made. The SSPT designee must include the date the parent was consulted and notified on the SSPT Sign-in Form (the consultation date must be on or a week before the SSPT reclassification recommendation date). The parent consultation cannot be held after the SSPT reclassification recommendation has been completed.

The SSPT, in consultation with the parent, may also recommend an EL student in an ELD 1 or ELD 2 courses for reclassification if the Summative ELPAC and basic skills criteria have been met. The SSPT must review the Summative ELPAC, basic skills results, and student language samples [Student Progress Form 2.0 (SPF), Oral Output Analysis Tool (OOAT), or the Written Output Analysis Tool (WOAT)] that will support the SSPT reclassification recommendation.





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The SSPT reclassification recommendation process should be entered in the MiSiS Support>SSPT Referrals screen.

All SSPT reclassification recommendations must be sent to the Local District EL Coordinator for review and processing. Documents that must be submitted as part of all SSPT recommendations are:

- MiSiS generated SSPT forms:
  1. SSPT Reclassification Recommendation Form
  2. SSPT Reclassification Meeting Form
  3. SSPT Follow-Up Meeting Notes (if applicable)
- SSPT Sign-In (available on the MMED website:  
<http://achieve.lausd.net/mmed>)
- Additional evidence based on grade level (see below)

In addition to MiSiS-generated forms, SSPT forms can be found on the Multilingual and Multicultural Education Department (MMED) [website](#). Copies of all the documents are to be sent via OneDrive to the LD EL Programs Coordinator for review and approval.

Upon receiving the SSPT reclassification recommendation documents, the LD EL Programs Coordinator will:

- Inform the principal/EL designee of the receipt of the documentation via email.
- Review and evaluate the SSPT reclassification recommendation and supporting documentation to determine the student's readiness for reclassification.
- Forward the student information to MMED and State Reporting Services Branch (SRSB) if the student's reclassification recommendation is approved.

The review approval process takes two to three weeks from the date the LD EL Programs Coordinator receives the completed SSPT reclassification recommendation documentation from the school site.

NOTE: If the SSPT reclassification recommendation forms are incomplete and supporting documents are not attached, the documentation will be returned to the school site via OneDrive.

Once eligibility verification is determined and the documentation has been approved, the LD EL Programs Coordinator will notify the school site that the student has been reclassified.





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Upon notification that the student has been reclassified, the EL Designee will complete the following steps in a timely manner:

Steps to Complete	
<b>Step 1</b>	Log the parent consultation date in the Reclassification Parent Consultation Log.
<b>Step 2</b>	Generate and print the <i>Notification of Reclassification</i> and reclassification label in MiSiS.
<b>Step 3</b>	Write the parent consultation date in the <i>Notification of Reclassification</i> .
<b>Step 4</b>	Have the principal sign the <i>Notification of Reclassification</i> .
<b>Step 5</b>	Copy the notification and send it to the parent/legal guardian/educational rights holder for their signature to acknowledge the change in their child's language classification to RFEP.
<b>Step 6</b>	File the signed notification permanently in the blue Master Plan folder located in the student's cumulative record.
<b>Step 7</b>	File an additional signed copy of the <i>Notification of Reclassification</i> permanently in a separate file at the school site.
<b>Step 8</b>	Affix the reclassification label to the appropriate section of the cumulative record.

### V. SSPT RECLASSIFICATION RECOMMENDATIONS FOR FIRST-YEAR KINDERGARTEN STUDENTS

When an ETK, TK or first-year kindergarten EL student meets the reclassification criteria, an SSPT meeting must be scheduled to discuss student's readiness for reclassification.

#### A. Expanded Transitional Kindergarten (ETK)

First-year kindergarten students who took the Initial ELPAC and the spring Summative ELPAC during their first year of ETK are eligible for an SSPT Reclassification Recommendation when the following criteria are met:

Criteria	Reclassification Criteria <b>Expanded Transitional Kindergarten ETK</b>
<b>Summative ELPAC</b>	The student has demonstrated English proficiency on the Summative ELPAC by achieving Overall Performance Level 4.



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<b>Teacher Evaluation</b>	The teacher has determined that the student has demonstrated grade-level content proficiency in ELA as measured by the following: <ul style="list-style-type: none"><li>○ Desired Results Developmental Profile (DRDP)</li><li>○ Child Progress Report</li><li>○ Third Trimester Progress Report</li><li>○ Language and Literacy Development (LLD)</li><li>○ Grade of Building Later or Integrating Earlier</li><li>○ Language and Literacy Development area</li></ul>	
<b>Basic Skills</b>	<ul style="list-style-type: none"><li>○ The student has demonstrated basic grade-level skills on the basic skills assessment - Spring-Desired Results Developmental Profile Online (DRDP [2015]) Developmental Domain: Language and Literacy Development</li><li>○ Grade of Integrating Earlier</li><li>○ Developmental level for the measures in LLD 1-10</li></ul>	
	LLD 1: Understanding of Language (Receptive) LLD 2: Responsiveness to Language LLD 3: Communication and Use of Language (Expressive) LLD 4: Reciprocal Communication and Conversation LLD 5: Interest in Literacy	LLD 6: Comprehension of Age-Appropriate Text LLD 7: Concepts About Print LLD 8: Phonological Awareness LLD 9: Letter and Word Knowledge LLD 10: Emergent Writing
<b>Parent Opinion and Consultation</b>	The parent rights holder must be consulted during the SSPT reclassification recommendation meeting.	

The SSPT will review the spring Summative ELPAC results of the previous school year and the spring of the current school year results of the DRDP (2015) to assess whether the student has met grade-level skills.

NOTE: DRDP (2015) results will be reported on the DRDP online platform ([drdponline.org/accounts/login](http://drdponline.org/accounts/login)) in the fall and spring.

The SSPT Designee must submit the following evidence to their Local District EL Coordinator for review and processing along with the SSPT documents:

- DRDP (2015) Early Education Information page
- DRDP (2015) Pre-School Comprehensive View Rating Record, page with LLD measures



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## B. Transitional Kindergarten (TK)

First-year kindergarten students who have taken the Initial ELPAC and Summative ELPAC in the spring of their first year of TK are also eligible for an SSPT Reclassification Recommendation when the following reclassification criteria is met:

Criteria	Reclassification Criteria Transitional Kindergarten	
<b>Summative ELPAC</b>	The student has demonstrated English proficiency on the Summative ELPAC by achieving Overall Performance Level 4.	
<b>Teacher Evaluation</b>	The teacher has determined that the student has demonstrated grade-level content proficiency in ELA as measured by the TK Progress Report 3rd Reporting Period:	
	<ul style="list-style-type: none"><li>Writes own name</li><li>Alphabetic and word print recognition; upper and lowercase alphabet recognition</li><li>Phonological awareness: Letter sounds</li><li>Phonological awareness: Beginning sound awareness</li><li>Phonological awareness: Onset and rime awareness</li><li>Phonological awareness: Orally blends and segments words</li><li>Shows increased interest in books</li><li>Uses descriptive words to describe events</li><li>Writing demonstrates increased control in drawing and letter formation</li></ul>	
<b>Basic Skills</b>	DIBELS EOY The student has demonstrated basic grade-level skills in the basic skills assessment by scoring Benchmark or Above Benchmark on all kindergarten grade-level measures in the DIBELS 8 End-of-Year	
	Or	
	Spring-DRDP-K[2015] Developmental Domain-Language and Literacy Development: Student must be at the Integrating Earlier, Middle or Later developmental level for each of the measures in LLD 1-10	
	LLD 1: Understanding of Language (Receptive) LLD 2: Responsiveness to Language LLD 3: Communication and Use of Language (Expressive) LLD 4: Reciprocal Communication and Conversation LLD 5: Interest in Literacy	LLD 6: Comprehension of Age-Appropriate Text LLD 7: Concepts About Print LLD 8: Phonological Awareness LLD 9: Letter and Word Knowledge LLD 10: Emergent Writing
<b>Parent Opinion and Consultation</b>	The parent has been consulted during the SSPT Reclassification Recommendation meeting.	



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TK students will be assessed on the following DIBELS 8 measures to meet the basic skills criterion for reclassification:

DIBELS 8 Grade-Level Assessments					
Grade	Benchmark Window	PSF	NWF-CLS	NWF-WRC	WRF
TK	EOY	√	√	√	√

NOTE: DIBELS 8 Composite score and Letter Naming Fluency are not used for reclassification.

### C. First-Year Kindergarten

First-year kindergarten EL students who have taken the Initial ELPAC and the Spring Summative ELPAC of the PSY are eligible for an SSPT

Reclassification recommendation when the following criteria are met:

Criteria	Reclassification Criteria 1 <sup>st</sup> Year Kindergarten
ELPAC	The student has demonstrated English proficiency on the Summative ELPAC by achieving an Overall ELPAC Performance Level 4.
Teacher Evaluation	The teacher has determined that the student has demonstrated grade-level content proficiency by achieving an English Language Arts Composite Mark of 3 or 4.
Basic Skills	The student has demonstrated basic grade-level skills by scoring Benchmark or Above Benchmark on all grade-level measures in DIBELS 8 End-of-Year (EOY).
Parent Opinion and Consultation	The parent has been consulted during the SSPT Reclassification Recommendation meeting.

The SSPT Designee must submit the following evidence to their Local District EL Coordinator for review and processing along with the SSPT documents:

- DIBELS 8 Student Summary Report or Developmental Domain - Language and Literacy Development 1-10 and Desired Results Developmental Profile (DRDP-K[ 2015]) for TK ELs
- Student Progress Report



## V. EL STUDENTS WITH DISABILITIES

Students with disabilities may reclassify if they meet the criteria described in this bulletin or become eligible for a reclassification recommendation through the SSPT process.

Additionally, when students have benefited from six or more years of ELD services and do not meet the four criteria for reclassification as established by the school district, it is possible for the IEP team to consider reclassification by taking into consideration the impact of student's disabilities on their English language proficiency.

Year Student with Disabilities is Eligible for Reclassification via IEP					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (Eligible)
ETK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
TK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>

For the complete reclassification process via IEP, refer to [Bulletin 6890.3, Guidelines for IEP Teams on the Reclassification Procedures for English Learners with Disabilities](#), dated May 24, 2021.

### A. EL STUDENTS WITH DISABILITIES PARTICIPATING IN THE GENERAL EDUCATION CURRICULUM

Students with disabilities (SWD), including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. IEP teams may determine appropriate measures of English language proficiency and performance on basic skills and minimum levels of proficiency on these measures as equivalent to an English Only (EO) peer with similar disabilities in the same grade level.

In accordance with federal and state law, the IEP team may address the individual needs of English Learners with disabilities using multiple criteria in concert with the four reclassification criteria in *Education Code, Section 313(f)*. These four criteria are the minimum required components that districts must include in their local reclassification policy. Other criteria may supplement the four required criteria to ensure that the most appropriate decision is made for each student. At no time does the IEP team have the authority to omit any of the four criteria or substitute them with alternate criteria. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student's capacities.



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### **B. EL STUDENTS WITH DISABILITIES PARTICIPATING IN THE ALTERNATE CURRICULUM**

Due to the severity and impact of the disabilities of students who participate in the alternate curriculum, many EL SWD will need considerably longer periods of time to receive ELD instruction and work toward the criteria for reclassification.

Some students with disabilities will require accommodations to participate in the ELPAC assessment. Typically, these are students who are deaf, hard of hearing, blind, visually impaired, orthopedically impaired, or students with other disabilities that severely impact language production. Depending on the students' disabilities, the Summative ELPAC may not be an appropriate assessment. These students may instead participate in an Alternate ELPAC per the students' IEP.

Elementary and secondary students on the alternate curriculum can be reclassified if they meet the criteria identified in this bulletin. Students with disabilities on the alternate curriculum must participate in the basic skills assessment for reclassification if they meet one or more of the following criteria:

- The student was administered the Summative ELPAC in the PSY or within one year of the IEP.
- The IEP team is considering moving the student to the general education curriculum.

### **VI. END-OF-YEAR RECLASSIFICATION PROCEDURES**

In the event that CDE releases ELPAC scores late in the academic year (late May or June), schools must think strategically about connecting with parents/legal guardians via direct phone calls, one-on-one conferences, and alternative means (e.g., virtual platforms) to engage parents in a reclassification pre-consultation for students most likely to reclassify after the Summative ELPAC scores are received. The pre-consultation for reclassification must only occur for those students who have met the grade-level skills and teacher evaluation measures (Profile E) and are most likely to reclassify. Schools can use end-of-year (May or June) individual EL monitoring or Individual Reclassification Plan (IRP) follow-up meeting dates as pre-consultation dates for reclassification.

When engaging the parents in a pre-consultation for reclassification, schools must do the following:



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- Use applicable data reports, including:
  - English Learner Progress Profile
  - PLTEL/LTEL- Individual Reclassification Plan (IRP)
- Review student data (basic skills, teacher evaluation marks).
- Share that the students may be eligible for reclassification pending an overall Summative ELPAC score of 4.
- Discuss supports that the student will receive to succeed in rigorous, grade-level learning.
- Share how the school will monitor and meet the student needs via the RFEP monitoring process.
- Explain how the school's instructional program will continue to benefit the student's academic success.
- Inform the parent/legal guardian that reclassification will be finalized when the summative ELPAC score has been met along with all other measures (basic skills, teacher evaluation).
- Inform the parent/legal guardian that the *Notification of Reclassification* will be sent for their signature, when the student is reclassified, and needs to be returned to the school site.

If the school is unable to contact the parent/legal guardian, the school must document their due diligence (minimum 3 attempts) directly on the applicable data report:

- English Learner Progress Profile
- PLTEL/LTEL- Individual Reclassification Plan (IRP)

School must secure and document the pre-consultation prior to the end of the current school year in Attachment B2, *Parent Pre-Consultation Reclassification Log*. Evidence of the pre-consultation will be shared with the Local District EL Coordinator. The Local District EL Coordinator will:

- Inform the principal/EL designee of receipt of the student's information via email.
- Facilitate the collection of the pre-consultation date for Profile E students.
- Share a list of Profile E students that have a pre-consultation date with MMED. MMED will review the submitted student information and centrally reclassify eligible students.
- Distribute MMED generated reclassification letters and labels generated to schools.
- Maintain related flyers, agendas, sign-ins, consultation logs (see Attachment B2), and handouts must be maintained for a minimum of 5 years.





# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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## VII. MONITORING EL PROGRESS

To ensure that all eligible students are reclassified in a timely and responsible manner, schools must closely monitor the linguistic and academic progress of ELs as measured by the reclassification criteria. Refer to the monitoring procedures and processes described in [REF-070901.1, Monitoring the Academic Progress of English Learners, ETK-12, dated December 21, 2020](#), and [BUL 6730.1, A Multi-Tier System of Support Framework for the Student Support and Progress Team, dated July 13, 2017](#) for more information.

## VIII. RECLASSIFICATION RATE CALCULATION TIME FRAME

Traditionally, reclassification rates have been calculated by dividing the number of reclassified students reported in census day by the prior year's EL count. In 2020-2021, the official RFEP count transitioned from a count of students who were reclassified from Census Day to Census Day (October to October of the previous year), to a count of students reclassified during the school year (from July 1 to June 30). This aligns with the timeframe used for the English Learner Progress Indicator (ELPI) of the California School Dashboard.

The reclassification rates under the new methodology are calculated by dividing the number of reclassified ELs from July 1 to June 30 by the total number of English learners identified in the current year's Census Day (first Wednesday in October). The 2020-2021 July to June reclassification rate, as the first report using the new methodology, served as the baseline for future comparisons and analysis.

The official counts are released each fall by the state and are available on the California Department of Education (CDE) DataQuest Web site at <https://dq.cde.ca.gov/dataquest/>. Reclassification data reports will also be available in [Open Data](#) in mid-December.

### AUTHORITY:

[California Education Code, Section 313](#)  
[Title 5, California Code of Regulations, Section 11303](#)  
[California Education Code, Section 60810](#)

### RELATED RESOURCES:

[2018 Master Plan for English Learners and Standard English Learners](#)

[REF-111510.1, 2021-22 State and National Mandated Testing Calendars, dated February 9, 2022](#)

[MEM-6411.5, Guidelines for Administering the Reading Inventory \(RI\) for Reclassification of English Learners in Grades 6-12, dated September 2, 2021](#)



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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*MEM-051137.1, Elementary Literacy Assessments: Dynamic Indicators of Basic Early Literacy Skills, Indicadores Dinámicos del Éxito en la Lectura, Text Reading Comprehension (DIBELS 8/IDEL/TRC), dated August 7, 2019*

*Bulletin 6890.3, Guidelines for IEP Teams on the Reclassification Procedures for English Learners with Disabilities, dated May 24, 2021*

*BUL-5159.11, Uniform Complaint Procedures (UCP), dated January 25, 2021*

*BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team, dated July 13, 2017*

*REF-070901.1, Monitoring Academic Progress of English Learners, ETK-12, dated December 21, 2020*

*REF-073510.1, Monitoring the Academic Progress of Reclassified to Fluent English Proficient (RFEP) Students, K-12, dated August 30, 2021*

*California Practitioner's Guide for Educating English Learners with Disabilities, California Department of Education, 2019.*

### **ASSISTANCE:**

For information regarding reclassification, contact your Local District English Learner Programs Coordinator or the Multilingual and Multicultural Education Department at (213) 241-5582.

For information regarding reclassification of Students with Disabilities, contact Lela Rondeau, Coordinator, TK-12 Instruction, at (213) 241-6701, or via email at [lela.rondeau@lausd.net](mailto:lela.rondeau@lausd.net).



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

ATTACHMENT A1

### Los Angeles Unified School District MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT RECLASSIFICATION CRITERIA CHART

Criteria	Expanded Transitional Kindergarten (ETK)	Transitional Kindergarten (TK)
ELPAC	<b>Overall Summative ELPAC Performance Level 4</b>	
Teacher Evaluation	DRDP Child Progress Report Third Trimester Progress Report Language and Literacy Development <b>Grade of Building Later or Integrating Earlier</b> Language and Literacy Development	ELA Composite Score of <b>3 or 4</b>
Grade-Level Basic Skills Assessment	Spring-Desired Results Developmental Profile Online (DRDP [2015]) Developmental Domain- <b>Language and Literacy Development (LLD)</b> Student must be at the <b>Integrating Earlier</b>  <b>LLD 1:</b> Understanding of Language (Receptive) <b>LLD 2:</b> Responsiveness to Language <b>LLD 3:</b> Communication and Use of Language (Expressive) <b>LLD 4:</b> Reciprocal Communication and Conversation <b>LLD 5:</b> Interest in Literacy <b>LLD 6:</b> Comprehension of Age-Appropriate Text <b>LLD 7:</b> Concepts About Print <b>LLD 8:</b> Phonological Awareness <b>LLD 9:</b> Letter and Word Knowledge <b>LLD 10:</b> Emergent Writing	DIBELS 8 End of Year (EOY) Score of <b>Benchmark or Above Benchmark</b> on all Kindergarten grade-level measures Or Spring-Desired Results Developmental Profile Online (DRDP-K [2015]) Developmental Domain- <b>Language and Literacy Development (LLD)</b> Student must be at the <b>Integrating Earlier, Middle or Later</b> developmental level for each of the measures in LLD 1-10  <b>LLD 1:</b> Understanding of Language (Receptive) <b>LLD 2:</b> Responsiveness to Language <b>LLD 3:</b> Communication and Use of Language (Expressive) <b>LLD 4:</b> Reciprocal Communication and Conversation <b>LLD 5:</b> Interest in Literacy <b>LLD 6:</b> Comprehension of Age-Appropriate Text <b>LLD 7:</b> Concepts About Print <b>LLD 8:</b> Phonological Awareness <b>LLD 9:</b> Letter and Word Knowledge <b>LLD 10:</b> Emergent Writing
Parent Consultation	Parent Opinion and Consultation	
SSPT Student Support and Progress Team	Students meeting the reclassification criteria must be reviewed by the SSPT for reclassification readiness.	When a student has met the ELPAC Summative and grade level basic skills criteria for reclassification <u>except</u> for the teacher evaluation criterion, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

ATTACHMENT A2

### Los Angeles Unified School District MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT RECLASSIFICATION CRITERIA CHART

Criteria	First-Year Kindergarten TK	Second-Year Kindergarten Through Grade 5	Grade 6 Elementary	Grades 6-8 Secondary	Grades 9-12
ELPAC English Language Proficiency Assessments for California	Overall Summative ELPAC Performance Level <b>4</b>				
Teacher Evaluation	English Language Arts composite score of <b>3 or 4</b>	English Language Arts composite score of <b>3 or 4</b>		Grade-level English or LTEL course grade of <b>C or better</b>	Grade-level English or LTEL course grade of <b>C or better (B credit courses only)</b>
Grade-Level Basic Skills Assessment	DIBELS 8 (EOY) scores of <b>Benchmark or Above Benchmark</b> in all DIBELS 8 grade-level assessed measures	DIBELS 8 (BOY, MOY or EOY) scores of <b>Benchmark or Above Benchmark</b> in all DIBELS 8 grade-level assessed measures <b>or</b> ELA SBA (grades 3-5) score of <b>Standard Met or Standard Exceeded</b>	Reading Inventory (RI) score of <b>Basic, Proficient or Advanced or</b> ELA SBA score of <b>Standard Met or Standard Exceeded</b>	Reading Inventory (RI) score of <b>Basic, Proficient or Advanced or</b> ELA SBA score of <b>Standard Met or Standard Exceeded</b>	Reading Inventory (RI) score of <b>Basic, Proficient or Advanced or</b> ELA SBA (grade 11) score of <b>Standard Met or Standard Exceeded</b>
Parent Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation
SSPT Student Support and Progress Team	Students meeting the reclassification criteria must be reviewed by the SSPT for reclassification readiness.	<b>Note: No SSPT is required to reclassify second-year kindergarten students.</b> When a student has met the ELPAC Summative and grade level basic skills criteria for reclassification <u>except</u> for the teacher evaluation criterion, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.			



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

ATTACHMENT A3

Distrito Unificado de Los Ángeles  
DEPARTAMENTO DE EDUCACION MULTILINGUE MULTICULTURAL  
CRITERIO DE RECLASIFICACION

Criterio	Kínder (1 <sup>er</sup> año) TK	Kinder 2 <sup>o</sup> – Grados 1 <sup>o</sup> - 5 <sup>o</sup>	Grado 6 <sup>o</sup> primaria	Grados 6 <sup>o</sup> - 8 <sup>o</sup>	Grados 9 <sup>o</sup> - 12 <sup>o</sup>
ELPAC Pruebas de Suficiencia en el Idioma Inglés de California	Nivel de rendimiento general 4 del ELPAC Sumativo				
Evaluación del Maestro	Puntuación compuesta de <b>3 o 4</b> en artes de lenguaje en inglés	Puntuación compuesta de <b>3 o 4</b> en artes de lenguaje en inglés		Calificación de <b>C o mejor</b> en el Curso de inglés o LTEL a nivel de grado	Calificación de <b>C o mejor</b> en el Curso de inglés o LTEL a nivel de grado
Evaluación de Habilidades Básicas	DIBELS 8 (EOY) con calificación de <b>Por encima de punto de Referencia</b> en todas las áreas de habilidades de la prueba	DIBELS 8 (BOY, MOY o EOY) con calificación de <b>Punto de Referencia o Por encima de punto de Referencia</b> en todas las áreas de habilidades de la prueba o SBA en artes de lenguaje en inglés (grados 3 <sup>o</sup> - 5 <sup>o</sup> ) con resultado de <b>Estándar Alcanzado o Estándar Excedido</b>	Inventario de lectura (RI) con resultado de <b>Básico, Competente o Avanzado</b> o SBA en artes de lenguaje en inglés con resultado de <b>Estándar Alcanzado</b> o <b>Estándar Excedido</b>	Inventario de lectura (RI) con resultado de <b>Básico, Competente o Avanzado</b> o SBA en Artes de lenguaje en inglés con resultado de <b>Estándar Alcanzado</b> o <b>Estándar Excedido</b>	Inventario de lectura (RI) con resultado de <b>Básico, Competente o Avanzado</b> o SBA en Artes de lenguaje en inglés (grado 11 <sup>o</sup> ) con resultado de <b>Estándar Alcanzado</b> o <b>Estándar Excedido</b>
Consulta de Padre	Opinión y consulta del padre/madre	Opinión y consulta del padre/madre	Opinión y consulta del padre/madre	Opinión y consulta del padre/madre	Opinión y consulta del padre/madre
SSPT Comité de Apoyo y Progreso Estudiantil	Los estudiantes que cumplan con los criterios de reclasificación deben ser revisados por el SSPT para determinar la preparación para la reclasificación.  Cuando un estudiante ha cumplido con los criterios de ELPAC Sumativo y las habilidades básicas de nivel de grado para la reclasificación <u>excepto</u> el criterio de evaluación del maestro, el dominio del inglés del estudiante debe ser revisado por el SSPT para determinar la preparación del estudiante para la reclasificación.				



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

ATTACHMENT B1

Los Angeles Unified School District

School: \_\_\_\_\_

School Year: \_\_\_\_\_

### Reclassification Parent Consultation Log

**Instructions:** The EL Designee or school site personnel must consult with the parent/legal guardian/educational rights holder (parent) of an English Learner who qualifies for reclassification before the student is reclassified in MiSiS. Each reclassification parent consultation must be logged herein.

Consultation Date	Student Name	District ID #	Grade	Parent Name	Type of consultation (e.g., phone call, in person, Zoom Meeting)	Comments



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

ATTACHMENT B2

### Los Angeles Unified School District

School: \_\_\_\_\_

School Year: \_\_\_\_\_

#### Parent Pre-Consultation Reclassification Log

**Instructions:** The EL Designee or school site personnel must consult with the parent/legal guardian/educational rights holder (parent) of an English Learner who qualifies for reclassification before the student is reclassified in MiSiS. Parent pre-consultations for reclassification must be logged herein.

Pre-Consultation Date	Student Name	District ID #	Grade	Parent Name	Type of consultation (e.g., phone call, in person, Zoom Meeting)	Comments