



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12

NUMBER: BUL-6890.1

ISSUER: Beth Kauffman, Associate Superintendent
Division of Special Education

DATE: September 25, 2018

ROUTING

All Secondary Schools
Local District Superintendents
Instructional Directors
Local District English Learner Program Coordinators
Local District Counseling Coordinators
Division of Special Education Staff
EL Designees
TSP Advisors
Special Education Teachers

POLICY: This bulletin provides guidelines for Individualized Education Program (IEP) teams to follow when recommending reclassification as Fluent English Proficient (RFEP) for a Long-Term English learner (LTEL) eligible for Special Education services. California Education Code Section 313.1 (a) (b) defines a Long-Term English Learner as “an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years” as determined by the state’s annual English language development test. These procedures are only authorized for eligible LTEL students with disabilities (LTEL SWDs) in grades 6-12 with an active IEP who meet the criteria outlined in this bulletin. This bulletin provides IEP teams, including those for students on the alternate curriculum, with the process for reclassification of LTELs that considers the impact of the student’s disability on English Language Proficiency (ELP).

MAJOR CHANGES: This bulletin replaces BUL-6890.0 of the same title dated August 7, 2017, and incorporates the following changes:

- English Language Proficiency Assessments for California (ELPAC) replaced the California English Language Development Test (CELDT)
- Summative Clarification of IEP Team roles, responsibilities and procedures
- Revised Attachments B and C

BACKGROUND: Reclassification is the process by which school districts determine if English Learners (ELs) have acquired sufficient proficiency in English to perform successfully in core academic subjects without English Language Development (ELD) support. The reclassification process and criteria are based upon guidelines approved by the California Department of Education (CDE) and the



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BACKGROUND State Board of Education (SBE).
(Continued):

California Education Code Section 313(f) identifies four required criteria for reclassification, but also allows for other measures to be included.

The four required criteria are:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English Language Proficiency.
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery.
3. Parent opinion and consultation.
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

GUIDELINES: The following guidelines apply.

Students with disabilities, including those on the alternate curriculum, are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of ELP and performance in basic skills, and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

When students who have had the benefit of six or more years of ELD support do not meet the four criteria for reclassification as established by the school district, it is possible for the IEP team to consider reclassification based upon the process outlined in this bulletin which considers the impact of his/her disability on ELP.

Note: If the IEP team believes that a student would still benefit from ELD support because he/she has not fully developed English language proficiency, reclassification may not be appropriate.

Applying the Reclassification Criteria for Long-Term English Learners with Disabilities with an IEP

IEP teams are authorized to follow the process outlined in this bulletin and complete the forms included in this bulletin when the LTEL meets all of the following criteria:

- Student has completed six (6) full years in U.S. schools.
- Student has had the benefit of six (6) or more years of ELD support.
- Student is at least in Grade 6 and is attending school regularly.
- Student has an IEP and is eligible for Special Education services at the



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time this reclassification process is enacted. The IEP in which the reclassification is determined must be in at least “pending” status.

In accordance with federal and state law, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in *EC* Section 313(f).

Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student. However, at no time does the IEP team have the authority to omit any of the four required criteria or substitute them with alternate criteria.

For additional guidance on the steps to follow during this process, see Attachment A: *Checklist*.

Criterion 1: Assessment of English Language Proficiency (ELP)

The IEP team will use the most recent administration of the ELPAC Summative Assessment as the primary evidence that a student has met the criteria demonstrating English language proficiency. Consider for reclassification those students who score as follows:

Overall Proficiency Level of 3 maximum or above with scores of 3 maximum or above in Oral Language and Written Language.

If the student does not meet the above ELPAC measure, the IEP team may use the alternate measure of determining that the student has demonstrated an appropriate level of English language proficiency commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.

Students participating in the alternate curriculum who are assessed using an alternate English Language Proficiency assessment, such as the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) cannot use VCCALPS scores to meet Criterion 1. However, those students may be reclassified if they have demonstrated an appropriate level of English language proficiency commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.

Criterion 2: Teacher Evaluation of Student Academic Performance

The IEP team will use grades from the most recent reporting period as the primary measure for Criterion 2. A grade of C or better in a grade level English course or LTEL course can be used to fulfill this criterion. If a student does not



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have a grade of C or better, the IEP team may use the alternate measure of the student's classroom performance based on his/her IEP goals for ELD and all literacy domains (reading, writing, listening/receptive language, speaking/expressive language).

The IEP team must review the extent to which the student is mastering the content as evidenced by the IEP goals and grade-level expectations, progress on curriculum-based measures and/or formative assessments, and/or student work samples, and compare the student's progress to native English-speaking peers with similar disabilities in the same grade level.

Criterion 3: Comparison of Performance in Basic Skills

All LTEL SWDs on the general education curriculum will participate in the Reading Inventory (RI) as the District selected assessment of basic skills in English. The District has established cut scores for determining this criterion. This cut score must have been obtained without any accommodations or modifications, as these would render the score invalid. Students who achieve a score of Basic, Proficient, or Advanced on the RI assessment have demonstrated grade level skills in English.

In lieu of the RI score, teams may consider the ELA SBAC of "Standard Met" or "Standard Exceeded" to meet Criterion 3 for reclassification.

If the student does not meet the cut scores of either of these two assessments, or does not take these assessments because they are on the alternate curriculum, the IEP team may use the alternate measure of determining that the student has demonstrated an appropriate level of performance in ELA Basic Skills that is commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level. See BUL-5619.7: *Reclassification of English Learners*, for additional information.

Criterion 4: Parent/Guardian Opinion and Consultation

The parent/guardian must participate in the IEP team meeting (preferably in person, but via phone when necessary) where the student's progress toward the criteria for reclassification is discussed. The IEP team should obtain parent/guardian opinion throughout the discussion. If the District and parent/guardian determine that the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities and no longer needs ELD services, the student will be recommended for reclassification. If the District and/or parent/guardian cannot reach agreement on reclassification, then the student will continue ELD services and instruction.



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GUIDELINES (Continued):

The decision to reclassify a student must be made by the IEP team at an IEP meeting with the parent/guardian or the student participating in the decision.

The following outlines the process to be followed by IEP teams:

I. Preparatory Activities

Prior to initiating the reclassification process as outlined in this bulletin, IEP teams shall conduct a review of records to determine overall progress towards reclassification. The review should include specific instructional strategies used, targeted interventions implemented, and any accommodations and/or modifications provided during instruction in ELD.

II. Documentation of Intervention

The IEP team should complete Attachment B, *Records Review*, to document instructional interventions have been provided to the student prior to recommending the student for reclassification. Attachment B can also be found in Welligent in the Communications Center under “Downloads”. Instructional interventions should reflect consideration of student’s individual needs, implementation of goals and objectives as stated in student’s IEP, and formal and informal assessment data.

If upon completion of Attachment B, *Records Review*, the team concludes that there has been insufficient opportunity for implementation of the interventions, the team should formulate a plan to further support the student using the data gathered. The team may reconvene at a later date to consider reclassification.

After completion of this review, if the IEP Team concludes that the student’s lack of progress towards reclassification is not due to a lack of access to intensive, individualized instruction and that the student’s proficiency in English may be impacted by his/her disability, the IEP team should proceed to complete Attachment C, *IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12*. Attachment C can also be found in Welligent in the Communications Center under “Downloads”. All members of the IEP Team should participate in completing Attachment C, as appropriate.

III. IEP Meeting

Participants

When a student’s IEP team meeting is to include a consideration of



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reclassification, the following participants must be in attendance and signature is required on page 11, just as it is for all IEPs:

- Parent/guardian, or student (attendance via phone is permissible for parent only)
- EL representative – this may include, but are not limited to EL Designees, Targeted Student Population (TSP) Advisors, or EL Counselors. (Must be same personnel who signs Attachment C, if decision to reclassify is determined during the IEP meeting)
- Special Education teacher
- General education teacher
- School administrator

Note: Each participant may only serve in one role

Required Documentation

- IEP **must be** in Active or Pending status (not In Process or Recessed)
- ELD Present Level of Performance (PLP) addresses all four language domains (listening, speaking, reading, and writing.)
- ELD Goal page should include a statement regarding reclassification rather than a goal.
Ex. "Student has reclassified per BUL-6890.1: Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12."
- Page 10 Parent Participation must be indicated
Note: Parent/Guardian participation via phone is acceptable but should be marked as "parent/student has participated in the IEP meeting" in the upper left box on Page 10 of the IEP.
- FAPE 2, Section 4 (Additional Discussion) must include a statement regarding reclassification and the IEP team's determination.
Ex. "A discussion was held regarding reclassification and the IEP determined that student no longer needs ELD services and can reclassify. See Attachment C in IEP Management section."
- Page 11, Meeting Sign-In, must reflect EL Representative participation in IEP meeting.
- Upload scanned copy of Attachment C in the Attached Documents section of the IEP Management screen in Welligent.

IV. Completing Attachment C: IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12

After it has been determined that a student may be fluent English proficient compared with peers who are native English speakers with similar



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disabilities, the IEP team shall meet to discuss the completion of Attachment C: *IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12*. Prior to the IEP, the IEP case manager shall gather and have available the following information:

- Name, date of birth, student ID, school, location code, grade, IEP case manager
- Years in EL Program
- Performance on English language proficiency assessments (ELPAC, alternate assessment, i.e. Ventura County Comprehensive Alternate Language Proficiency Survey-VCCALPS)
- Most recent grades
- Performance on Basic Skills assessments

Attachment C is available as a fillable PDF (portable document format) in Welligent in the Communications Center under “Downloads” for ease of completion. School sites will need to have a copy of Adobe Acrobat Reader installed on computers to access the fillable file. Adobe Acrobat Reader is available for free download at <https://get.adobe.com/reader/>.

Attachment C must be completed by the IEP team during the IEP meeting to allow for discussion and parent or guardian input (student input if student is over 18 with educational rights.)

V. Submission of Attachment C, *IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12*

- Ensure that the parent/guardian or student signature is obtained (page 2 of the worksheet.) If parent, guardian, or student refuses to sign the form, the student will not be recommended for reclassification and will continue to receive ELD services. **Note: the parent may disagree with the IEP and still sign the worksheet to start the reclassification process.**
- Provide the name of the supporting EL representative.
- Upload scanned copy of signed Attachment C in the Attached Documents section of the IEP Management screen in Welligent.
- Submit copy of signed Attachment C form along with Attachment B, *Records Review* and supporting documentation in school mail to the Local District (LD) EL Programs Coordinator.
- File original Attachment B and Attachment C in student’s blue Master Plan folder in their cumulative record.

Upon receiving the IEP reclassification documentation, the LD EL Programs Coordinator will collaborate with Special Education Local



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District staff to review the IEP reclassification documentation and supporting documentation for accuracy and completeness. Then the LD EL Programs Coordinator will:

- Add student's information to the reclassification spreadsheet
- Send spreadsheet to Multilingual and Multicultural Education Department (MMED) and Office of Data and Accountability to reclassify student

The process will take four to eight weeks from the date the LD EL Programs Coordinator receives the completed IEP documentation from the school site.

- Note: In the event that the IEP documentation is incomplete and/or supporting documents are not attached, the documentation will be returned to the school site via school mail for resolution. There may be instances where an amendment IEP is necessary to revise documentation to reclassify, including Attachment C. In such instances, the revised documents will need to be resubmitted to the LD EL Programs Coordinator.

Once student has been reclassified the following steps will be taken:

- MMED will generate the *Notification of Reclassification* letter and reclassification label and send both to the LD EL Programs Coordinator.
- The LD EL Programs Coordinator will send the *Notification of Reclassification* letter and reclassification label to the respective school site.

School staff should then:

- Have the principal sign the *Notice of Reclassification* letter.
- Make a copy the letter and send it to the parent/guardian for signature to acknowledge the change in the child's language classification to Reclassified Fluent English Proficient (RFEP).
- File the letter permanently in the blue Master Plan folder located in the student's cumulative record.
- File an additional copy of the *Notification of Reclassification* letter permanently in a separate file at the school site.
- Affix the reclassification label to the appropriate section of the cumulative record.
- Enter the parent notification date (the date the notification was



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sent to the parent/guardian) into the *Mass Notification Date Entry* screen in MiSiS.

AUTHORITY:

This is a policy of the Los Angeles Unified School District in alignment with the guidelines outlined by the California Department of Education.

**RELATED
RESOURCES:**

BUL-5617.7, "Reclassification of English Learners," August 27, 2018

BUL-048496.0, "Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternate Curriculum," April 9, 2018

ASSISTANCE:

For assistance or further information please contact Lela Rondeau, Coordinator, K-12 Instruction, lela.rondeau@lausd.net or (213) 241-8133.



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ATTACHMENT A

CHECKLIST

STUDENT NAME: _____ STUDENT ID: _____

- Review LAUSD Bulletin 6890.1
- Conduct review of student progress and complete Attachment B, *Records Review*. Data should be student-specific and current.
- Convene IEP team meeting and ensure EL representative participates.
- Complete Attachment C, “*IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12*” at the IEP team meeting. **Attachment C may be drafted prior to the IEP meeting but must be reviewed in its completion at the meeting with the parent/guardian.**
 - Fill out student demographic information
 - Complete Criterion 1 – Assessment of English Language Proficiency
 - Part A
 - Part B
 - Complete Criterion 2 - Teacher’s Evaluation of Student Academic Performance
 - Part A
 - Part B
 - Complete Criterion 3 - Comparison of Performance in Basic Skills
 - Part A
 - Part B
 - Complete Criterion 4 - Parent/Guardian Opinion and Consultation
*Note: Parent/Guardian **must** participate in the IEP meeting. If parent/guardian participates via phone, form can be sent home for signature.*
 - Complete IEP Team Determination - Obtain Signatures
All individuals must participate in the IEP meeting.
 - Parent/Guardian/18+ Student Name and Signature
 - EL Representative Name and Signature
 - IEP Case Manager Name and Signature
 - Administrator Name and Signature
- Required IEP Components
 - IEP **must be** in Active or Pending status (not In Process or Recessed)
 - ELD Present Level of Performance (PLP) addresses all four language domains (listening, speaking, reading, and writing.)



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ATTACHMENT A

CHECKLIST

STUDENT NAME: _____ STUDENT ID: _____

- ELD Goal page should include a statement regarding reclassification rather than a goal.
Ex. Student has reclassified per BUL-6890.1: Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12.
- Page 10 Parent Participation must be indicated
Note: Parent/Guardian participation via phone is acceptable but should be marked as "parent/student has participated in the IEP meeting" in the upper left box on Page 10 of the IEP.
- FAPE 2, Section 4 (Additional Discussion) must include a statement regarding reclassification and the IEP team's determination.
Ex. "A discussion was held regarding reclassification and the IEP determined that student no longer needs ELD services and can reclassify. See Attachment C in IEP Management section."
- Page 11 (Meeting Sign-In) must reflect EL Representative's participation in IEP meeting.
- Upload scanned copy of signed Attachment C in the Attached Documents section of the IEP Management screen in Welligent.

- Submit copy of Attachment C, *IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12* along with Attachment B, *Records Review* to the Local District EL Programs Coordinator.

- File original copies of Attachment B and Attachment C in student's blue Master Plan folder in their cumulative record.
Note: Once documents have been processed by the Office of Data and Accountability, reclassification letters and labels will be generated by the Multilingual Multicultural Education Department and distributed to school sites.

- Upon receipt of reclassification letters and labels, follow the procedures below:
 - Have the principal sign the *Notification of Reclassification* letter



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ATTACHMENT A

CHECKLIST

STUDENT NAME: _____ STUDENT ID: _____

- Copy the letter and send it to the parent/guardian for signature to acknowledge the change in the child's language classification to Reclassified Fluent English Proficient (RFEP)
- File the letter permanently in the blue Master Plan folder located in the student's cumulative record
- File an additional copy of the *Notification of Reclassification* letter permanently in a separate file at the school site
- Affix the reclassification label to the appropriate section of the cumulative record
- Enter the parent notification date (the date the notification was sent to the parent/guardian) into the *Mass Notification Date Entry* screen in MiSiS



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ATTACHMENT B

RECORDS REVIEW

Student Name _____ DOB _____

School Site _____ Completed by _____

| | |
|--|---|
| PRIMARY ELIGIBILITY: | IMPACT OF ELIGIBILITY ON LANGUAGE ACQUISITION: |
| | |
| MOST RECENT ELD GOAL: | NOTES/COMMENTS: |
| | |
| ELD CURRICULUM USED: | HOW OFTEN USED/IN WHICH SETTING(S): |
| | |
| INSTRUCTIONAL ACCOMMODATIONS USED: | NOTES/COMMENTS: |
| | |
| INSTRUCTIONAL MODIFICATIONS USED: | NOTES/COMMENTS: |
| | |
| INSTRUCTIONAL STRATEGIES USED: | NOTES/COMMENTS: |
| | |
| ASSESSMENT MEASURES USED (FORMAL/INFORMAL): | ASSESSMENT RESULTS: |
| | |



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ATTACHMENT C

IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ENGLISH LEARNERS WITH IEPS IN GRADES 6-12

Student Name: _____

Student ID: _____

Student Name: _____ D.O.B.: _____ Student ID: _____
 School: _____ Location Code: _____ Grade: _____ Date of IEP Meeting: _____
 IEP Case Manager: _____ Years in EL Program: _____ Current Master Plan Program: LTEL

Consideration of the four criteria for reclassification (EC 313(F)):

Criterion 1: Assessment of English Language Proficiency

A. Current School Year Data:

Assessment Date: _____ Assessment Name: ELPAC VCCALPS (*Alternate curriculum only, check "No" below and continue to Part B.*)

Overall ELPAC Score: _____ ELPAC Oral Language Score: _____ ELPAC Written Language Score: _____

Student met language proficiency level criteria as assessed by ELPAC. Yes* No

**Note: If you check yes, all ELPAC scores must be 3 Max. or above.*

If yes, proceed to Criterion 2. If no, continue to Part B:

B. Determination:

- The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities when compared to English-only peers with similar disabilities; therefore, proficiency was determined using other indicators as follows (check one or more):
 - Analysis of growth in English Language Development areas (listening, speaking, reading, and/or writing) from one year to the next per student's IEP. (Present Level of Performance and Goal/Objectives Achievement)
 - Comparison of student's formative assessment data with that of native English-speaking peers with similar disabilities in the same grade level.

Criterion 2: Teacher Evaluation of Student Academic Performance

A. Grades:

Most Recent Reporting Period: _____ English/ELA Course grade*: _____ LTEL Course grade*: _____ Alt. Curr. ELD A/B Course grade**: _____

**Note: Students must earn a C or better in grade-level English or LTEL course.*

***Note: Alternate Curriculum passing grade will not meet Criterion 2; check "No" below and continue to Part B.*

Student met academic performance indicators set by District. Yes No



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ATTACHMENT C

IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ENGLISH LEARNERS WITH IEPs IN GRADES 6-12

Student Name: _____

Student ID: _____

If yes, proceed to Criterion 3. If no, continue to Part B.

B. Determination:

- The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities when compared to native English speaking peers with similar disabilities in the same grade level; therefore, proficiency was determined using other indicators as follows (check one or more):
 - Progress towards meeting ELA/ELD goals as determined in the student’s IEP.
 - Progress on curriculum-based measures or formative assessments.
 - Student artifacts/work samples.

Criterion 3: Comparison of Performance in Basic Skills *(Data must be within a 12-month period of submission of this form.)*

A. Assessment: (Check all that apply.)

- RI Date: _____ RI Score/Level: _____ Smarter Balanced ELA School Year: _____ SBAC Score/Level: _____
- CAA Date: _____ *(Alternate curriculum only, check “No” below and continue to Part B.)*

Student met academic performance indicators set by District. Yes No

If yes, proceed to Criterion 4. If no, continue to Part B.

B. Determination:

- The IEP team has determined the student has received ELD services for more than six years and has demonstrated an appropriate level of performance in ELA basic skills commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.

Criterion 4: Parent/Guardian Opinion and Consultation (Check one box only.)

- The parent/guardian participated in this discussion.
- Student is 18+ years old, has educational rights and participated in this discussion.

Parent/Student comments (if applicable): _____



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ATTACHMENT C

IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ENGLISH LEARNERS WITH IEPS IN GRADES 6-12

Student Name: _____

Student ID: _____

IEP Team Determination (This section can only be completed *at the IEP meeting.*)

- The members of the IEP team have determined that the student is proficient in English based upon review of reclassification criteria and other data sources. The student demonstrates skills commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.**

Parent/Guardian/18+ Student Name: _____ Parent/Guardian/18+ Student Signature: _____ Date: _____

IEP Case Manager Name: _____ IEP Case Manager Signature: _____ Email: _____ @lausd.net

EL Representative Name*: _____ EL Rep. Signature: _____ Email: _____ @lausd.net

Administrator Name: _____ Administrator Signature: _____

*Must have provided input for this discussion at the IEP meeting.

Upload signed Attachment C into Welligent IEP Management Screen. Submit completed Attachment B and Attachment C to Local District EL Programs Coordinator.

Definition of terms:

ELPAC: English Language Proficiency Assessments for California VCCALPS: Ventura County Comprehensive Alternate Language Proficiency Survey
SBA: Smarter Balanced Assessment CAA: California Alternate Assessments RI: Reading Inventory