



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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**TITLE:** Reclassification of English Learners

**NUMBER:** BUL-5619.8

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Division of Instruction

Lydia Acosta Stephens, Executive Director  
Multilingual and Multicultural Education Department

**DATE:** September 4, 2019

## ROUTING

Local District Superintendents  
Administrators of Instruction  
Directors  
EL Program Staff  
School Site Principals  
Assistant Principals  
UTLA Chapter Chairs  
Title III Coaches  
EL Designees  
TSP Advisors  
School Administrative  
Assistance

**PURPOSE:** The purpose of this policy is to outline guidelines and procedures for the reclassification of English Learners (ELs), including EL with disabilities. Reclassification is the process whereby an English Learner is Reclassified Fluent English Proficient (RFEP) after meeting various linguistic and academic criteria set by the state and district. It is district policy to reclassify English Learners upon meeting the reclassification criteria outlined in this policy.

**MAJOR CHANGES:** This Bulletin replaces BUL-5619.7 of the same title dated August 27, 2018, and incorporates the following changes:

- New scale scores ranges for the Summative English Language Proficiency Assessments for California (ELPAC) for Grades K-8 and by grade span for 9-10 and 11-12
- New ELPAC criterion for reclassification, overall ELPAC performance level 4
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8 Beginning of Year (BOY) will be considered for reclassification purposes
- Students in an ELD 1 or 2 course may be recommended for reclassification if the ELPAC and grade level basic skills criteria for reclassification have been met
- Reclassification letters and labels can now be printed at the school site for students who were reclassified centrally after a reclassification recommendation

**BACKGROUND:** California Education Code (EC) section 313(f) identifies four required criteria for reclassification, but also allows other measures to be included. The four required criteria are:



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- Assessment of English language proficiency (using an objective assessment instrument, including, but not limited to, the state test of English language development)
- Teacher evaluation (including but not limited to, a review of the student's curriculum mastery)
- Parental opinion and consultation
- Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age)

L.A. Unified has established its reclassification policy based on the criteria set forth by the California Department of Education (CDE).

### INSTRUCTIONS: I. RECLASSIFICATION CRITERIA FOR GRADES K-12

English Learners (ELs) in Grades K-12 are Reclassified as Fluent English Proficient (RFEP) when the following reclassification criteria are met:

Reclassification Criteria			
<b>English Language Proficiency Assessment</b> The student has demonstrated English proficiency on the Summative ELPAC by achieving: <b>Grades Kindergarten-12:</b> Overall ELPAC Performance Level 4			
<b>Teacher Evaluation</b> The teacher has determined that the student has demonstrated grade-level content proficiency in English Language Arts as measured by the following: <table><tr><td><b>Grades Kindergarten-5/6 Elementary</b><ul style="list-style-type: none"><li>• Composite report card score of 3 or 4 in English Language Arts</li></ul></td><td><b>Grades 6-12 Secondary</b><ul style="list-style-type: none"><li>• Grade of C or better in English or an LTEL course</li></ul></td></tr></table>		<b>Grades Kindergarten-5/6 Elementary</b> <ul style="list-style-type: none"><li>• Composite report card score of 3 or 4 in English Language Arts</li></ul>	<b>Grades 6-12 Secondary</b> <ul style="list-style-type: none"><li>• Grade of C or better in English or an LTEL course</li></ul>
<b>Grades Kindergarten-5/6 Elementary</b> <ul style="list-style-type: none"><li>• Composite report card score of 3 or 4 in English Language Arts</li></ul>	<b>Grades 6-12 Secondary</b> <ul style="list-style-type: none"><li>• Grade of C or better in English or an LTEL course</li></ul>		
<b>Basic Skills Assessment</b> The student has demonstrated basic grade-level skills in the basic skills assessment: <b>Grades Kindergarten-5</b> <ul style="list-style-type: none"><li>• Score of Benchmark or Above Benchmark on all grade-level measures in the Beginning of Year (BOY), Middle of Year (MOY) or End of Year (EOY) DIBELS 8</li><li><i>or</i></li><li>• Score of Standard Met or Standard Exceeded on the English Language Arts Smarter Balanced Assessment (SBA) (Grades 3-5 only)</li></ul> <b>Grades 6-12</b> <ul style="list-style-type: none"><li>• Score of Basic, Proficient or Advanced on the Reading Inventory (RI) assessment score</li><li><i>or</i></li><li>• Standard Met or Standard Exceeded on the English Language Arts Smarter Balanced Assessment (Grades 6-8 and 11 only)</li></ul>			
<b>Parent Opinion and Consultation</b> The parent/guardian is consulted via the <i>Notification of Reclassification</i> letter.			



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## A. English Language Proficiency Assessment Reclassification Criterion

The State Board of Education (SBE) adopted a standardized English Language Proficiency assessment criterion for reclassification: Overall ELPAC Performance Level 4. The SBE also adopted new ELPAC scale scores for each Summative ELPAC performance level. The scale scores for Overall ELPAC Performance Level 4 are as follows:

2018-19 Summative ELPAC Threshold Scores for Overall Performance Level 4											
Grade	K	1	2	3	4	5	6	7	8	9-10	11-12
Scale Score	1474	1507	1532	1535	1549	1560	1567	1576	1590	1606	1615
Range	1700	1700	1700	1800	1800	1800	1900	1900	1900	1950	1950

## B. Grade Level Basic Skills Assessment Reclassification Criterion

### Grades K-5

To meet the grade level basic skills criterion for reclassification, ELs in Grades K-5 must meet all the DIBELS 8 assessed measures with a Benchmark or Above Benchmark score or a Standard Met or Standard Exceeded score in the English Language Arts Smarter Balance Assessment (SBA).

All ELs in Grades K-5 must be assessed with DIBELS 8 BOY, MOY, and EOY assessments. ELs are assessed in the following DIBELS 8 measures:

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



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

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

For information on DIBELS 8 assessed measures and acronyms, refer to MEM-051137, *Elementary Literacy Assessments: Dynamic Indicators of Basic Early Literacy Skills, Indicadores Dinámicos del Exito en la Lectura, Text Reading Comprehension (DIBELS 8/IDEL/TRC)*, dated June 18, 2018.

### Grades 6-12

To meet the grade-level basic skills criterion for reclassification, ELs in Grades 6-12 must score Basic, Proficient or Advanced on the Reading Inventory (RI) assessment or score Standard Met or Standard Exceeded in the ELA SBA (for ELs in grades 6-8 and 11).

All ELs in Grades 6-12 must be assessed with the RI in the fall and/or spring, unless they have passed the Spring 2019 ELA SBA with a score of Standard Met or Standard Exceeded. If the EL student passes the RI with a Basic or above score in the Fall 2019 testing window, it is not necessary to assess the student in the Spring 2020 RI testing window or in any subsequent RI testing opportunities.

For additional information on the Reading Inventory, refer to MEM-6411.3, *Guidelines for Administering the Reading Inventory (RI) for Reclassification of English Learners in Grades 6-12*, dated September 25, 2018.

### C. Teacher Evaluation Reclassification Criterion

#### Grades K-5/6

For EL students in Grades K-5/6 to meet the teacher evaluation criterion for reclassification, the students must receive ELA progress report card composite scores of 3 or 4.



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## Grades 6-12

For EL students in Grades 6-12 to meet the teacher evaluation criterion for reclassification, the students must receive grades of C or better in English or a course for Long-Term English Learners (LTELs). The following courses qualify for reclassification:

- Grade-level English
- Advanced English Language Development (ADV ELD)
- Literacy and Language for English Learners (L & L)
- A credit recovery or Adult school English Course

If an EL student has met the ELPAC and grade-level skills criteria for reclassification and not the ELA progress mark/grades, the student must be referred to the Student Support and Progress Team (SSPT) for a possible reclassification recommendation.

## **II. RECLASSIFICATION PROCEDURES FOR GRADES 1-12**

Once it is determined that a student has met the reclassification criteria, the EL Designee must complete the reclassification process in My Integrated Student Information System (MiSiS) and maintain appropriate records of the student's reclassification. The following steps should be completed in a timely manner:

Step 1	Generate and print the <i>Ready to Reclassify Roster</i>
Step 2	Reclassify student using the <i>Mass Reclassify</i> screen in MiSiS
Step 3	Generate and print the <i>Notification of Reclassification</i> and label in MiSiS
Step 4	Have the principal sign the <i>Notification of Reclassification</i>
Step 5	Copy the notification and send it to the parent/guardian for their signature to acknowledge the change in the child's language classification to Reclassified Fluent English Proficient (RFEP)
Step 6	File the signed notification permanently in the blue Master Plan folder located in the student's cumulative record
Step 7	File an additional copy of the <i>Notification of Reclassification</i> permanently in a separate file at the school site
Step 8	Affix the reclassification label to the appropriate section of the cumulative record
Step 9	Enter the parent notification date (the date the notification was sent to the parent/guardian) in the <i>Mass Notification Date Entry</i> screen in MiSiS

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



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### III. RECLASSIFICATION OF KINDERGARTEN ENGLISH LEARNERS

When a 2<sup>nd</sup> year Kindergarten EL student (those who participated in ETK or TK the previous academic year) meets the criteria for reclassification, the Student Support and Progress Team (SSPT) meeting must be convened to discuss the linguistic and academic achievement of the student and decide whether to recommend the student for reclassification. The SSPT will review the 2019 Summative ELPAC results, DIBELS 8 results, Progress Report Card marks, and student work that will support the reclassification recommendation. Only 2<sup>nd</sup> year Kindergarten ELs are eligible for reclassification.

Based on an analysis of student data, the SSPT will either recommend the student for reclassification or develop an instructional/intervention support plan to address the student's linguistic and/or academic needs. If the SSPT recommends the student for reclassification after careful consideration of the student's data measures, the EL Designee will complete the following:

- Document the SSPT reclassification meeting in MiSiS
- SSPT Sign-In Form
- SSPT Reclassification Recommendation Form
- SSPT Reclassification Meeting Form
- SSPT Follow-Up Meeting Notes (if applicable)

All forms above can be found on the Multilingual and Multicultural Education Department (MMED) [website](#).

The EL Designee submits copies of the above completed documents to the Local District EL Programs Coordinator along with copies of the following official documents:

- Progress Report Card
- DIBELS 8 MiSiS scores or DIBELS 8 Student Summary Report
- Summative ELPAC Student Performance Level Report

NOTE: The student's name and ID number must be included on any submitted MiSiS data screenshots.

Copies of all the documents are to be sent via school mail to the Local District EL Programs Coordinator for review and approval.



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Upon receiving the SSPT reclassification documentation, the Local District 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 the State Reporting Services Branch (SRSB) if the student's reclassification recommendation is approved

The review and approval process will take 3 to 4 weeks from the date the Local District EL Programs Coordinator receives the completed SSPT Reclassification Recommendation documentation from the school site.

NOTE: In the event that the SSPT Reclassification Recommendation forms are incomplete and/or supporting documents are not attached, the incomplete documentation will be returned to the school site via school mail.

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

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

Step 1	Generate and print the <i>Notification of Reclassification</i> and label in MiSiS
Step 2	Principal and SSPT Chairperson sign the <i>Notification of Reclassification</i>
Step 3	Copy the notification and send it to the parent/guardian for their signature to acknowledge the change in the child's language classification to Reclassified Fluent English Proficient (RFEP)
Step 4	File the signed notification permanently in the blue Master Plan folder located in the student's cumulative record
Step 5	File an additional signed copy of the <i>Notification of Reclassification</i> permanently in a separate file at the school site
Step 6	Affix the reclassification label to the appropriate section of the cumulative record
Step 7	Enter the parent notification date (the date the notification was sent to the parent/guardian) on the MiSiS <i>Parent Notification Dates</i> screen



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### IV. SSPT RECLASSIFICATION RECOMMENDATIONS FOR GRADES 1-12

When an EL student in Grades 1-12 meets the ELPAC and Basic Skills criteria for reclassification, but not the Teacher Evaluation criterion, the SSPT must convene to discuss the linguistic and academic achievement of the student. SSPT may also recommend an EL student in an ELD 1 or 2 course for reclassification if the ELPAC Summative and Basic Skills criteria have been met. The SSPT will review the Summative ELPAC results, the basic skills results, and student work that will support the reclassification recommendation.

Based on an analysis of student data, the SSPT will either recommend the student for reclassification or develop an instructional/intervention support plan to address the student's linguistic and/or academic needs. If the SSPT recommends the student for reclassification after careful consideration of data measures, the EL Designee will complete the following:

- Document the SSPT reclassification meeting in MiSiS
- SSPT Sign-In Form
- SSPT Reclassification Recommendation Form
- SSPT Reclassification Meeting Form
- SSPT Follow-Up Meeting Notes (if applicable)

The following measures may be considered by SSPT to determine grade-level proficiency:

- District-adopted, standards-based ELA assessments and/or standards-based common final ELA exams (Grades 9-12)
- End-of-unit assessments and/or other standards-based assessments
- Authentic student work samples, such as scored writing samples with an attached rubric

All forms above can be found on the MMED [website](#).

The EL Designee will also provide a copy of the following official documents:

#### Grades 1-5

- Progress Report Card
- DIBELS 8 MiSiS scores or DIBELS 8 Student Summary Report or ELA SBA score (Grades 3-5)
- 2019 Summative ELPAC Student Performance Level Report





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### Grade 6 Elementary

- Progress Report Card
- Reading Inventory report or ELA SBA score
- 2019 Summative ELPAC Student Performance Level Report

### Grades 6-12 Secondary

- Final semester grades
- Reading Inventory report or ELA SBA score (Grades 6-8 & 11)
- Summative ELPAC Student Performance Level Report

NOTE: The student's name and ID number must be included in any submitted MiSiS data screenshots.

Copies of all official documents are to be sent via school mail to the LD EL Programs Coordinator for review and approval. Upon receipt of the SSPT reclassification recommendation documentation, The LD EL Programs Coordinator will:

- Inform the school 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 the State Reporting Services Branch (SRSB) if the reclassification recommendation is approved

The review and approval process will take three to four weeks from the date the LD EL Programs Coordinator receives the completed SSPT Reclassification Recommendation documentation from the school site.

NOTE: In the event that the SSPT Reclassification Recommendation forms are incomplete and/or supporting documents are not attached, the incomplete documentation will be returned to the school site via school mail for resolution.

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

Upon notification that the student has been reclassified, the school EL Designee will follow steps one through seven on page 7.



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

Students with disabilities (SWD) are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, the Individualized Education Program (IEP) teams may determine appropriate measures of English language proficiency 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.

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 *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.

There are two student profiles, students on the core curriculum and students on the alternate curriculum, for which it is appropriate for IEP teams to gather pertinent information as a comprehensive approach to make decisions about program supports and reclassification.

#### **A. ELPAC**

1. All EL students with disabilities participating in the general education curriculum are to be administered the Summative ELPAC each year.
2. Some students with disabilities will require modifications in order to participate in the ELPAC. 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. When a student takes any section of the ELPAC with modifications (e.g., listening, speaking, reading, and writing sections), the District receives a report that the student received the Lowest Obtainable Scale Score (LOSS) on that portion.
3. In the event that an EL SWD takes the Summative ELPAC, domain exemptions apply to any student whose individualized education program (IEP) or Section 504 plan indicates a disability for which there are no appropriate accommodations for assessment in one or more of the Speaking, Listening, Reading, and Writing domains. Per California Code of Regulations, Title 5, Section 11518.25, these students shall be assessed in the remaining domains in which it is possible to assess them. The students can then be assigned an overall score only if they are assessed in both the oral and written language.



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To be considered as having been assessed in oral language, they must have been assessed in either Speaking or Listening. To be considered as having been assessed in written language, they must have been assessed in either Reading or Writing.

4. If the IEP team believes that the student meets all other District criteria for reclassification, an IEP team meeting should be scheduled and convened to discuss reclassification. A staff member with specific knowledge and expertise in English Learner curriculum, instruction, and assessment should participate in the IEP team meeting.
5. During that IEP team meeting, the special education teacher/IEP case carrier must complete Attachment B1, *Reclassification Form for Students with Disabilities Taking the English Language Proficiency Assessments for California (ELPAC) with Modifications* (Attachment B1 will be available on the MMED website under Forms). A copy of the form must be kept in the blue Master Plan folder located in the student's cumulative record.
6. The completed forms, in addition to all required documentation, including a copy of the student's MiSiS report, must be sent via school mail to the Multilingual and Multicultural Education Department, 25<sup>th</sup> Floor, subject Reclassification.
7. Upon reviewing Attachment B1, the student's IEP, and the applicable data, the Division of Special Education, in consultation with MMED, will make a reclassification determination. The school will be notified of the decision via a letter on official District letterhead. A copy of the letter is to be placed in the student's cumulative folder and a copy should be forwarded to the parent/guardian or student if he/she is age 18 or older. Once verification of eligibility is determined, the SRSB will centrally reclassify the student and MMED will forward the *Notification of Reclassification* letter and label to the respective school site. The school must complete the necessary procedures for reclassification.

Upon notification that the student has been reclassified, the EL Designee will follow steps four through nine described on page 5.

### B. Basic Skills Assessment Grades K-12

1. All EL SWD participating in the general education curriculum must participate in the basic skills assessment for his/her grade level. The



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only exception is for ELs with low-incidence disabilities who cannot access DIBELS 8 (Grades 1-5) or RI (Grades 6-12) due to their disability.

2. Any accommodations and/or modifications listed on a student's IEP must be available to the student for the basic skills assessment (i.e., DIBELS 8 or RI). However, accommodations or modifications that alter the content or expectations of the assessment items will invalidate the score on the basic skills assessment. Examples include, but are not limited to:
  - Read aloud/text-to-speech for reading passages
  - Use of a dictionary
  - Use of a scribe or speech-to-text for composing extended writing tasks
3. For SWD who did not reach the established cut score or who could not participate in a valid administration of the DIBELS 8 or RI, such as students with low-incidence disabilities, the IEP team can use the results from another valid and reliable assessment that can compare the basic skills of EL SWD to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification (see valid and reliable measures below). Scores must be from a recent assessment within the school year and must be within the average range. For example, the Woodcock-Johnson Tests of Achievement Broad Reading Cluster must be a standard score of 90 or above.

NOTE: Only certificated personnel should administer assessments to students. Classified personnel, substitute teachers, or paraprofessionals should not administer the assessments.

The assessments which are considered valid and reliable to measure basic skills for reclassification purposes include the following:

- Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)
- Kaufman Test of Educational Achievement, Third Edition (KTEA-III)
- Brigance Comprehensive Inventory of Basic Skills (CIBS II)
- Other assessments that provide a valid and reliable score, such as the Language Reading Scale (LRS), Progress Assessment in Reading (PAR), Gates-MacGinitie Reading Test (GMRT), Gray Oral Reading Test (GORT), Test of Silent Contextual Reading Fluency (TOSCRF)



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During the IEP meeting, Attachment B2 *Request to Use Alternate Means to Demonstrate Basic Skills in English* should be completed (Attachment B2 will be available on the MMED website under [Forms](#)). The form, in addition to all required additional documentation, must be sent via school mail to Lela Rondeau, Coordinator, ETK-12 Instruction, Division of Special Education, Beaudry Building, 17th floor.

NOTE: For Secondary Long-Term English Learners with Disabilities in Grades 6-12, please reference BUL-6890.1, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12*, dated September 25, 2018.

### **VI. 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, it is likely that many of these students will need considerably longer periods of time to receive ELD instruction and work toward the criteria for reclassification.

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 2018-2019 Summative ELPAC
- The IEP team is considering moving the student to the general education curriculum

Students with disabilities on the alternate curriculum who do not meet any of the above criteria are not required to participate in the basic skills assessment for reclassification, as they are not yet demonstrating the skills needed for reclassification.

Secondary students on the alternate curriculum in Grades 6-12 who have had the benefit of six or more years of ELD support and are identified as Long-Term English Learners can reclassify using guidelines that consider the impact of his/her disability on their English language proficiency. For further information, see BUL-6890.1, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6 through 12*, dated September 25, 2018.



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### VII. MONITORING EL PROGRESS

Throughout the academic year, schools must monitor the linguistic and academic progress of ELs, which includes the progress ELs are making toward reclassification utilizing the processes and procedures delineated in REF-070901, *Monitoring English Learners' Progress, ETK-12*, dated June 28, 2019 and BUL 6730.1, *A Multi-Tier System of Support Framework for the Student Support and Progress Team*, dated July 13, 2017.

#### A. Monitoring Tools

To support the on-going monitoring of ELs, schools may use the Focus Reporting and Dashboard and the following MiSiS tools:

- Ready to Reclassify Roster
- English Learner Monitoring Roster
- Potential Reclassification Roster
- LTEL Monitoring Roster
- English Learner Student Schedule Summary Report
- Master Plan Roster
- EL Progress Profile
- Individual Reclassification Plan (IRP)

MiSiS Job Aids are available at <http://achieve.lausd.net/Page/9877>.  
Select Training > Job Aids > English Learner

The Principal/EL Designee monitors the progress of EL students towards meeting the progress expectations by comparing their progress to the progress expectations specified in the 2018 Master Plan for English Learners and Standard English Learners and in REF-070901, *Monitoring English Learners' Progress, ETK-12*, dated June 28, 2019. It is critical that schools employ a variety of measures to identify, target, support, and monitor EL students' progress towards reclassification.

#### B. Responsibility of the Principal/EL Designee

The Principal/EL Designee meets with teachers of ELs and the SSPT to identify, target and make intervention recommendations for students who are not making adequate progress based on their years in the EL program and whose academic record contains one or more of the following progress indicators:



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## Grades Kindergarten-5/6 (Elementary)

- Summative ELPAC overall performance level of 3 or below and/or scores of 1 or 2 in Listening, Speaking, Reading and/or Writing domains
- ELA Progress Report scores of 1 or 2
- ELD Progress Report progress scores of 1 or 2 for one or more Modes or Processes (refer to ELD Grading Guidance)
- Grades K-5: DIBELS 8 scores of Below Benchmark and/or Well Below Benchmark on assessed measures
- Grade 6: Score of Below Basic in RI

## Grades 6-12 (Secondary)

- Summative ELPAC Overall performance level of 3 or below and/or scores of 1 or 2 in Listening, Speaking, Reading and/or Writing domains
- English/LTEL course mid-point and/or final marks of D or F
- ELD course mid-point and/or final marks of D or F
- A score of Below Basic in RI

The Principal/EL Designee monitors the progress of ELs and participates in the SSPT meeting to monitor progress and makes recommendations for targeted intervention services/supports for students' not meeting minimum progress expectations.

The English Learner Monitoring Roster found on MiSiS must be printed and annotated to include teacher input and evidence of intervention provided both in and outside the classroom. Highlighting students' names on the roster is not considered sufficient evidence that appropriate EL monitoring and intervention have taken place. This evidence of monitoring and support must be clearly and specifically documented on the roster and must be kept on file at the school site for a minimum of five years.

Failure to implement the District's notification procedures in this area could 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 auditors.

**AUTHORITY:** California Education Code, Section 313  
Title 5, California Code of Regulations, Section 11303  
California Education Code, Section 60810





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### RELATED RESOURCES:

REF-072101, *2019-20 State and National Mandated Testing Calendars*, dated May 17, 2019

MEM-6411.3, *Guidelines for Administering the Reading Inventory (RI) for Reclassification of English Learners in Grades 6-12*, dated December 3, 2018

2018 Master Plan for English Learners and Standard English Learners  
BUL 6730.1, *A Multi-Tier System of Support Framework for the Student Support and Progress Team*, dated July 13, 2017

MEM-051137.0, *Elementary Literacy Assessments: Dynamic Indicators of Basic Early Literacy Skills, Indicadores Dinámicos del Éxito en la Lectura, Text Reading Comprehension (DIBELS Next/IDEL/TRC)*, dated June 18, 2018

BUL-6890.1, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6 through 12*, dated September 25, 2018

BUL-5159.9, *Uniform Complaint Procedures (UCP)*, dated January 31, 2019

REF-070901, *Monitoring English Learners' Academic Progress, ETK-12*, dated June 28, 2019

### ASSISTANCE:

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

For information regarding ELPAC data, contact, State Reporting Services Branch, at (213) 241-2450.

For information regarding reclassification of Students with Disabilities, contact Lela Rondeau, Coordinator, TK-12 Instruction, Division of Special Education, Beaudry Building, 17th floor, at (213) 241-6701.





# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT A1

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

Criteria	Kindergarten (2 <sup>nd</sup> Year)	1 <sup>st</sup> - 5 <sup>th</sup> grade	6 <sup>th</sup> grade Elementary	6 <sup>th</sup> - 8 <sup>th</sup> grade	9 <sup>th</sup> - 12 <sup>th</sup> grade
<b>ELPAC</b> English Language Proficiency Assessments for California	Overall Performance Level <b>4</b>	Overall Performance Level <b>4</b>	Overall Performance Level <b>4</b>	Overall Performance Level <b>4</b>	Overall Performance Level <b>4</b>
<b>Teacher Evaluation</b>	English Language Arts composite score of <b>3 or 4</b>	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> <b>(B credit courses only)</b>
<b>Basic Skills Assessment</b>	DIBELS 8 (BOY, MOY or EOY) scores of <b>Benchmark</b> or <b>Above Benchmark</b> in all DIBELS 8 assessed measures	DIBELS 8 (BOY, MOY or EOY) scores of <b>Benchmark</b> or <b>Above Benchmark</b> in all DIBELS 8 assessed measures or ELA SBA (3 <sup>rd</sup> -5 <sup>th</sup> grades) score of <b>Standard Met or</b> <b>Standard Exceeded</b>	Reading Inventory (RI) score of <b>Basic, Proficient or Advanced</b> or ELA SBA score of <b>Standard Met or</b> <b>Standard Exceeded</b>	Reading Inventory (RI) score of <b>Basic, Proficient or Advanced</b> or ELA SBA score of <b>Standard Met or</b> <b>Standard Exceeded</b>	Reading Inventory (RI) score of <b>Basic, Proficient or Advanced</b> or ELA SBA (11 <sup>th</sup> grade) score of <b>Standard Met or</b> <b>Standard Exceeded</b>
<b>Parent Consultation</b>	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation
<b>SSPT</b> 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

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

Criterio	Kínder (2º año)	1º - 5º grado	6º grado primaria	6º - 8º grado	9º - 12º grado
<b>ELPAC</b> Pruebas de Suficiencia en el Idioma Inglés de California	Nivel de rendimiento general <b>4</b>	Nivel de rendimiento general <b>4</b>	Nivel de rendimiento general <b>4</b>	Nivel de rendimiento general <b>4</b>	Nivel de rendimiento general <b>4</b>
<b>Evaluación del Maestro</b>	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	Puntuación compuesta de <b>3 o 4</b> en artes del lenguaje en inglés	Calificación de <b>C o mejor</b> en el Curso de A 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
<b>Evaluación de Habilidades Básicas</b>	DIBELS 8 (BOY, MOY o EOY) con calificación de <b>Punto de Referencia o Sobre 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 Sobre Punto de Referencia</b> en todas las áreas de habilidades de la prueba o SBA en artes de lenguaje en inglés (3º - 5º grados) 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 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 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 (11º grado) con resultado de <b>Estándar Alcanzado o Estándar Excedido</b>
<b>Consulta de Padre</b>	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
<b>SSPT</b> 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 Sumario 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

### Multilingual and Multicultural Education Department Reclassification Form for Students with Disabilities Taking the English Language Proficiency Assessments for California (ELPAC) with Modifications

School:	Location Code:	LD:	Date:	School Phone #
Student Name:	Student ID:	Grade:	School Fax #	
IEP Date:	Eligibility:	Date Eligible:	Program: <input type="checkbox"/> Resource Specialist Program <input type="checkbox"/> Special Day Program-Gen Ed Curriculum <input type="checkbox"/> Special Day- Alternate Curriculum <input type="checkbox"/> Related Services only (General Ed.)	

English Language Proficiency Assessments for California (ELPAC)*			
MP Program:	Test Date:	Overall Score:	Overall Scale Score:

\*Individual student scores must be attached to this form.

Elementary ELA Composite Score*	
Reporting Period:	Grade:

\*Individual student report must be attached to this form.

DIBELS 8*			
PSF	NFW-CLS	NWF-WRC	MAZE Score:
WRF	ORF Fluency	ORF Accuracy	

\*Individual student DIBELS 8 report must be attached to this form.

English/LTEL Course Report Card Marks*			
English Course:	Grade:	LTEL Course:	Grade:

CAPA			English Language Arts SBA Score*		Reading Inventory*	
Level:	Score:	Date:	Proficiency Level:	Date:	Score:	Proficiency Level:

\* Individual student report must be attached to this form.

Modifications Used on Last ELPAC Administration	
Modification Type	Rationale for Modification (continue on additional sheet, if necessary)
Manually Coded English or American Sign Language to pre-test questions and answer options (reading, listening, and speaking subtests)	
Test questions and answer options read aloud to student or used audio CD presentation (reading subtest)	
Word processing software with spell and grammar check tools enabled on the essay responses (writing subtest)	
Essay responses dictated orally, in Manually Coded English or in American Sign Language to a scribe audio recorder, or speech-to-text converter where scribe provides spelling, grammar, and language conventions (writing subtest)	
Assistive device that interferes with the independent work of the student on multiple-choice and/or essay responses (any subtest)	
Unlisted modification (any subtest)	

Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

SSPT Chair Signature:	SSPT Date:	Principal Signature:	MMED Signature:
Print Name:		Print Name:	Date: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

Attach student evidence listed above and send via school mail to  
Multilingual and Multicultural Education Department, Beaudry Building, Floor 25, Subject Line: Reclassification



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



## ATTACHMENT B2

### Multilingual and Multicultural Education Department *Request to Use Alternate Means to Demonstrate Basic Skills in English*

This form must be completed during an Individualized Education Program (IEP) team meeting. The IEP team has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below. A staff member with specific knowledge and expertise in English language development curriculum, instruction, and assessment participated in the IEP team meeting. The student meets all reclassification criteria except Basic skills because the student was administered the assessment with one or more of the modifications listed below. REVISED 6/26/1

<b>School:</b>	<b>Location Code:</b>	<b>LD:</b>	<b>Date:</b>	<b>School Phone #</b>
<b>Student Name:</b>		<b>Student ID:</b>	<b>Grade:</b>	<b>School Fax #</b>
<b>IEP Date:</b>	<b>Eligibility:</b>	<b>Date Eligible:</b>	<b>Program:</b> <input type="checkbox"/> Resource Specialist Program <input type="checkbox"/> Special Day Program-Gen Ed Curriculum <input type="checkbox"/> Special Day- Alternate Curriculum <input type="checkbox"/> Related Services only (General Ed.)	

#### English Language Proficiency Assessments for California (ELPAC)\*

<b>MP Program:</b>	<b>Test Date:</b>	<b>Overall Score:</b>	<b>Overall Scale Score:</b>	
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\*Individual student scores must be attached to this form.

#### Elementary ELA Composite Score\*

<b>Reporting Period:</b>	<b>Grade:</b>
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\*Individual student report must be attached to this form.

#### DIBELS 8\*

<b>PSF</b>	<b>NFW-CLS</b>	<b>NWF-CLS</b>	<b>MAZE Score:</b>
<b>WRF</b>	<b>DORF Fluency</b>	<b>DORF Accuracy</b>	

\*Individual student DIBELS report must be attached to this form.

#### English/LTEL Course Report Card Marks\*

<b>English Course:</b>	<b>Grade:</b>	<b>LTEL Course:</b>	<b>Grade:</b>
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<b>CAPA</b>			<b>English Language Arts SBA Score*</b>		<b>Reading Inventory*</b>	
<b>Level:</b>	<b>Score:</b>	<b>Date:</b>	<b>Proficiency Level:</b>	<b>Date:</b>	<b>Score:</b>	<b>Proficiency Level:</b>

\*Individual student RI report must be attached to this form.

#### Modifications Used on Last ELPAC Administration

Modification Type	Rationale for Modification (continue on additional sheet, if necessary)
Manually Coded English or American Sign Language to pre-test questions and answer options (reading, listening, and speaking subtests)	
Test questions and answer options read aloud to student or used audio CD presentation (reading subtest)	
Word processing software with spell and grammar check tools enabled on the essay responses (writing subtest)	
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe audio recorder, or speech-to-text converter where scribe provides spelling, grammar, and language conventions (writing subtest)	
Assistive device that interferes with the independent work of the student on multiple-choice and/or essay responses (any subtest)	
Unlisted modification (any subtest)	

Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

<b>SSPT Chair Signature:</b>	<b>SSPT Date:</b>	<b>Principal Signature:</b>	<b>MMED Signature:</b>
<b>Print Name:</b>		<b>Print Name:</b>	<b>Date:</b> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

Attach student evidence listed above and send via school mail to  
Multilingual and Multicultural Education Department, Beaudry Building, Floor 25, Subject Line: Reclassification