



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Reclassification of English Learners

NUMBER: BUL-5619.6

ISSUER: Frances Gipson, Ph.D., Chief Academic Officer
Division of Instruction

Hilda Maldonado, Executive Director
Multilingual and Multicultural Education
Department

DATE: August 1, 2017

ROUTING
Local District
Superintendents
Administrators of Instruction
EL Program Staff
School Site Administrators
EL Program Coordinators
UTLA Chapter Chairs
Title I Coordinators
Title III Coaches
EL Designees
TSP Advisors/Inst. Specialists
Instructional Coaches

BACKGROUND: Reclassification is the process whereby an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria set by the state and district.

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 development
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

The Los Angeles Unified School District has developed student reclassification policy and procedures based on criteria set forth by California Department of Education (CDE) guidelines.

MAJOR CHANGES: This Bulletin replaces BUL-5619.5 of the same title dated February 22, 2017, and incorporates the following changes:

- Students in grade 1 can be reclassified in MiSiS in the Mass Reclassify screen once the reclassification criteria have been met
- Schools will be able to print the reclassification labels of approved SSPT reclassification recommendations
- The reclassification Basic Skills criteria for grades 3-12 will include English Language Arts (ELA) Smarter Balance Assessment Consortium (SBAC) scores



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- Updated reclassification information for Long Term English Learners (LTELs) with Disabilities
- Updated information on the CELDT (California English Language Development Test) RETEST for a selected group of ELs
- Includes reference to the new state assessment of language proficiency, English Language Proficiency Assessments for California (ELPAC)

INSTRUCTIONS: I. RECLASSIFICATION CRITERIA FOR GRADES K-12

Students identified as English Learners (ELs) in grades K-12 are reclassified as Fluent English Proficient (RFEP) when they meet the following reclassification criteria:

Reclassification Measure	Reclassification Criteria
Assessment of Language Proficiency (CELDT)	<p>The student has demonstrated English proficiency on the Annual CELDT by achieving the following CELDT scores:</p> <p><u>Kindergarten-Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance level of 4 with scores of 4 or higher in Listening, Speaking, Reading and Writing <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Overall performance level of 5 with scores of 3 or higher in Listening, Speaking, Reading and Writing <p><u>Grades 2-12</u></p> <ul style="list-style-type: none"> • Overall performance level of 4 or 5 with scores of 3 or higher in Listening, Speaking, Reading and Writing. <p>Note: The 2016-17 Annual CELDT, spring 2017 LAUSD-CELDT, and fall 2017 CELDT RETEST will be used for reclassification purposes until the ELPAC scores are received in the spring of 2018.</p>
Teacher Evaluation	<p>The teacher has determined that the student has demonstrated grade level proficiency as evidenced by:</p> <p><u>Kindergarten-5/6 (Elementary)</u></p> <ul style="list-style-type: none"> • ELA Progress Report composite score of 3 or 4



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

	<p><u>Grades 6-12 (Secondary)</u></p> <ul style="list-style-type: none"> • A grade of C or better in: <ul style="list-style-type: none"> ○ Grade-level English ○ LTEL Course (Advanced ELD or Literacy and Language) ○ Credit Recovery English Course <p>Note: In the event that a secondary student has passed the CELDT, met the grade level basic skills criteria for reclassification and is in ELD 1A, 1B, 2A or 2B, an SSPT meeting needs be convened and additional evidence should be collected and reviewed for a possible reclassification recommendation. If SSPT recommends the student for reclassification, the supporting data and appropriate SSPT documentation needs to be submitted to the Local District EL Programs Coordinator for review and approval. Grades for English courses taken for 2.5 credits and intervention courses are not to be used when determining eligibility for reclassification.</p>
Basic Skills Assessment	<p>The student has demonstrated basic grade-level skills in English as evidenced by the adopted grade level basic skills assessment:</p> <p><u>Kindergarten-Grade 5</u></p> <ul style="list-style-type: none"> • Score of Benchmark or Above Benchmark on all assessed skills on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next <p align="center">OR</p> <ul style="list-style-type: none"> • Score of Standard Met or Standard Exceeded on the ELA SBAC (grades 3 to 5 only) <p><u>Grades 6-12</u></p> <ul style="list-style-type: none"> • Score of Basic, Proficient or Advanced on the RI College & Career Ready Assessment <p align="center">OR</p> <ul style="list-style-type: none"> • Score of Standard Met or Standard Exceeded on the ELA SBAC
Parent Opinion and Consultation	<p>Once the student meets the reclassification criteria, the parent/guardian is sent the <i>Notification of Reclassification</i> letter and acknowledges the student’s change in language classification to Reclassified Fluent English Proficient (RFEP).</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

A. Grade Level Basic Skills Reclassification Criteria for Elementary Schools, Grades K-5

All English Learners in K-5th grade must be assessed with DIBELS Next Middle of the Year (MOY) and End of Year (EOY) for reclassification purposes. The DIBELS MOY assessment scores will be used with the 1st, 2nd or 3rd Progress Report Card in ELA with composite score of 3 or 4. The DIBELS EOY assessment scores will be used with the 2nd or 3rd Progress Report Card in ELA with composite score of 3 or 4.

Grades K-5 are assessed in the following areas in DIBELS Next:

Grade	Benchmark	FSF	PSF	NWF-CLS	NWF-WWR	DORF: Words Correct	DORF: Accuracy	DORF: Retell	DORF: Retell Quality of Response	DAZE
K	MOY	✓	✓	✓						
	EOY		✓	✓						
1	MOY			✓	✓	✓	✓			
	EOY			✓	✓	✓	✓	✓		
2	MOY					✓	✓	✓	✓	
	EOY					✓	✓	✓	✓	
3, 4, 5	MOY					✓	✓	✓	✓	✓
	EOY					✓	✓	✓	✓	✓

For more information on DIBELS Next, refer to MEM-6697.1.

II. RECLASSIFICATION PROCEDURES FOR GRADES 1-12

Once it has been determined that a student has met the reclassification criteria, the English Learner (EL) Designee will:

1. Generate and print the *Ready to Reclassify Roster*
2. Reclassify student using the Mass Reclassify screen in MiSiS
3. Generate and print the *Notification of Reclassification* letter and reclassification label
4. Have the principal sign the *Notification of Reclassification*
5. Copy 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)
6. File the letter permanently in the blue Master Plan folder located in the student's cumulative record
7. File an additional copy of the *Notification of Reclassification* letter permanently in a separate file at the school site
8. Affix the reclassification label to the appropriate section of the



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

cumulative record

9. Enter the parent notification date (the date the notification was first sent to the parent/guardian) into the *Mass Notification Date Entry* screen in MiSiS

Note: A MiSiS Job Aid for reclassification is available at <http://achieve.lausd.net/Page/9877>. Select Training > Job Aids > Services> English Learner.

III. RECLASSIFICATION PROCEDURES FOR KINDERGARTEN

A. Fall 2017 Reclassification

Since the grand majority of Kindergarten students will not have Annual CELDT scores to meet the language proficiency reclassification criteria, their opportunity for reclassification will be determined once the vendor delivers the summative ELPAC scores during the spring of 2018 and the ELPAC proficiency guidelines are established by the California Department of Education.

B. SSPT Reclassification Procedures

Once the student meets the reclassification criteria, the SSPT must meet to discuss the linguistic and academic achievement of the Kindergarten student. The SSPT will review the 2016-17 Annual CELDT results, DIBELS results, Progress Report Card in ELA composite score and any other student work that will support the reclassification recommendation. If, after careful consideration of data measures, the SSPT recommends reclassification, the following documentation is completed:

- SSPT Sign-In Form, Attachment D
- SSPT Reclassification Recommendation Form, Attachment H-1
- SSPT Reclassification Meeting Form, Attachment J-2
- SSPT Follow-Up Meeting Notes, Attachment K (if applicable)

The EL Designee provides the official copies of the following documents:

- The individual student's Progress Report Card in ELA with composite with score of 3 or 4
- Screenshot of individual student's individual MiSiS DIBELS scores (student's name and student's ID number should be included in screenshot)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- The individual student's 2016-17 Annual CELDT Student Performance Level Report

Copies of all original documents are to be sent via school mail to your Local District (LD) EL Programs Coordinator for review and approval. Once the LD Programs EL Coordinator receives the documents, the Principal/EL Designee will receive a receipt of acknowledgement email. The LD EL Programs Coordinator will review and evaluate the SSPT reclassification recommendation and supporting documentation to determine the student's readiness for reclassification. If the SSPT reclassification recommendation is approved, the LD EL Programs Coordinator will send instructions to the Office of Data and Accountability (ODA) to reclassify the student centrally. The LD EL Programs Coordinator will notify the Principal/EL Designee of the reclassification determination. The reclassification review and approval process will take 4 to 8 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 not completely filled and/or documents are not attached, the documentation will be returned to the school site via school mail for resolution. Once verification of eligibility is determined:

- ODA will centrally reclassify the student in MiSiS and will send the *Notification of Reclassification* letter to the MMED office for signature
- MMED will send the signed *Notification of Reclassification* letter to the Local District EL Programs Coordinator
- The LD EL Programs Coordinator will send the *Notification of Reclassification* letter to the respective school site

Upon receipt of the *Notification of Reclassification* letter, the school prints the reclassification label and follows the reclassification procedures on page 4 of this bulletin.

IV. SSPT RECLASSIFICATION RECOMMENDATION FOR GRADES 1-12

In the event that an EL in grades 1-12 meets the CELDT and basic skills criteria, but does not meet the Teacher Evaluation criteria, the student must be referred to SSPT for review and possible 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 for the student.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

The following measures may be considered 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 a rubric attached

If, after careful consideration of data measures, the SSPT recommends reclassification, the following documentation is completed:

- SSPT Sign-In Form, Attachment D
- SSPT Reclassification Recommendation Form H-1
- SSPT Reclassification Meeting Form, Attachment J-2
- SSPT Follow-Up Meeting Notes, Attachment K (if applicable)

The EL Designee provides the official copy of:

- The individual student's Progress Report Card in ELA composite score
- MiSiS screenshot of individual student's MiSiS DIBELS or Reading Inventory score (student's name and student's ID number should be included in screenshot)
- The individual student's CELDT Student Performance Level Report or screen shot of current CELDT scores

Copies of all original documents are to be sent via school mail to your Local District (LD) EL Programs Coordinator for review and approval.

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

Students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, 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



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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 three student profiles for which it is appropriate for IEP teams to gather pertinent information in following a comprehensive approach to make decisions about program supports and reclassification.

A. Basic Literacy Skills Assessment – Grades 1-5/6

- All EL students with disabilities participating in the general education curriculum must participate in the Basic Literacy Skills Assessment for his/her grade level. The only exception is for EL students with low incidence disabilities who cannot access DIBELS Next due to their disability.
- Any accommodations and/or modifications listed on a student's IEP must be available to the student for the Basic Literacy Skills assessment (e.g., DIBELS Next). However, accommodations or modifications that alter the content or expectations of the assessment items will invalidate the score on the basic literacy 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.

For students who did not reach the established cut score or for students with disabilities who could not participate in a valid administration of the DIBELS Next, such as students with low incidence disabilities, the IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification.

Note: 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)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- 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)

Complete *Attachment C1 Request to Use Alternate Means to Demonstrate Basic Skills in English* during an IEP meeting. The form, in addition to all required additional documentation, must be sent via school mail to Diana Inouye, Coordinator, K-12 Instruction, Division of Special Education, Beaudry Building, 17th floor.

B. CELDT Taken with Modifications Grades 1-12

All EL students with disabilities participating on the general education curriculum are to be administered the annual CELDT each year.

Some students with disabilities will require accommodations and/or modifications in order to participate in CELDT. 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 CELDT 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.

In the event that an SWD EL takes a section of CELDT with modifications and a member of the IEP team believes that the student meets all other District criteria for reclassification, an IEP team meeting should be scheduled and convened for the purpose of discussing reclassification. A staff member with specific knowledge and expertise in English Learner curriculum, instruction, and assessment should participate in the IEP team meeting.

During that IEP team meeting, the special education teacher/IEP case carrier must complete *Attachment C2, Reclassification Form for Students with Disabilities Taking the California English Language Development Test (CELDT) with Modifications* (a copy will also be available on the MMED website). A copy of the form



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

must be kept in the blue Master Plan folder located in the student's cumulative record. The form, in addition to all required additional documentation including a copy of the student's MiSiS report, must be sent via school mail to Diana Inouye, Coordinator, K-12 Instruction, Division of Special Education, Beaudry Building, 17th floor.

Once verification of eligibility is determined, (ODA) will centrally reclassify the student and will forward a *Notification of Reclassification* letter to the respective school site. 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. The school must complete the necessary procedures for reclassification.

C. Secondary Long Term English Learners with Disabilities in Grades 6-12

When students in Grades 6-12 who have had the benefit of at least six or more years of ELD support do not meet the four criteria of reclassification as established by the school district, it is possible for the IEP team to consider reclassification based upon alternate means to examine the impact of his/her disabilities on English language proficiency. Please reference BUL- 6890.0, Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6-12 for further information.

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 English Language Development 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 2016 Annual CELDT



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- 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 these 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 years or more of ELD support and are identified as Long Term English Learners can reclassify using guidelines, which consider the impact of his/her disability on English language proficiency. For further information, see BUL-6890.0, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6 through 12*.

VII. CELDT RETEST (FORMALLY LAUSD-CELDT) FOR GRADES 2-12 IN PROFILES E THROUGH H

Per Education Code, students have an opportunity to take the District administered CELDT RETEST for reclassification purposes during the fall of 2017. School sites will be provided with a roster of students who are eligible to be administered the CELDT RETEST in the [Principal Portal](#), Instructional Online Accountabilities. The CELDT RETEST window will be from October 16, 2017 through November 15, 2017, and scores would be available in MiSiS by January 22, 2018.

The following EL Profiles will be administered the CELDT RETEST:

FALL 2017 CELDT RETEST					
Eligible	2017-18 Grade Level	CELDT Status	2016-17 CELDT	2016-17 Basic Skills	2016-17 Teacher Evaluation
EL Profiles	Grades	Took 2016-17 Annual CELDT	2016-17 Annual LAUSD	DIBELS EOY (elem.) RI (sec.)	3 rd Progress Report Card Marks (elem.) Spring Grades (sec.)
E	2 - 12	Yes	Not Meeting	Meeting	Meeting
F	2 - 12	Yes	Not Meeting	Meeting	Not Meeting
G	2 - 12	Yes	Not Meeting	Not Meeting	Meeting
H	2 - 12	Yes	Not Meeting	Not Meeting	Not Meeting

Students who will be administered the 2017-18 Initial CELDT are not eligible to be assessed with the CELDT RETEST.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

A. Administration of CELDT RETEST

Only certificated staff who have received CELDT administration and calibration training can assess students meeting the profiles mentioned above. Classified personnel, substitute teachers, or paraprofessionals should not administer the CELDT RETEST.

B. Responsibilities of the CELDT Testing Coordinator

The responsibilities of the CELDT Testing Coordinator in the administration of the CELDT RETEST include the following:

1. Retrieve the CELDT RETEST eligibility student roster which will be available in the [Principal Portal](#), Instructional Online Accountabilities
2. Communicate the purpose of the CELDT RETEST to parents via parent letter (located on the MMED website under CELDT RETEST)
3. Contact the Multilingual & Multicultural Education Department for student eligibility/approval questions at (213) 241-5582.
4. Maintain a Daily Inventory Log of test materials to document the release and return of the CELDT RETEST materials
5. Ensure all eligible students are tested within the CELDT RETEST window
6. Verify that the administration of the CELDT Retest is complete for eligible students
7. Schedule make-up testing during the test window
8. Once the CELDT RETEST scores have been uploaded in MiSiS, reclassify students who meet the reclassification criteria immediately.
9. Students in grades 1-12 who meet the CELDT RETEST and Basic Skills assessment requirements for reclassification, but are not meeting the teacher evaluation criteria (qualifying ELA Report Card composite score or ELA/LTEL course grade) must be referred to the SSPT for a reclassification review and recommendation as delineated in this bulletin, pages 6 and 7.

Note: Students who were administered the CELDT RETEST should not be administered the ELPAC until CELDT RETEST scores are uploaded in MiSiS. Once the results are uploaded into MiSiS, reclassify all eligible ELs. All other ELs will be administered the ELPAC during the ELPAC assessment window.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

A qualifying 2016-2017 Annual CELDT, 2016-2017 LAUSD CELDT or a 2017-2018 CELDT RETEST score will be used towards reclassification until the ELPAC scores are received from the vendor.

VIII. MONITORING ENGLISH LEARNERS' ELIGIBILITY FOR RECLASSIFICATION

Throughout the academic year, schools must monitor the linguistic and academic progress of English Learners, including the progress English Learners are making towards reclassification, utilizing the processes and procedures delineated in BUL 6730.1, *A Multi-Tier System of Support Framework for the Student Support and Progress Team*.

A. Monitoring Tools

To support the on-going monitoring of English Learner progress toward reclassification, schools could use the EL 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

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

The *Ready to Reclassify Roster* has been developed to assist schools in identifying ELs who have met all eligibility criteria for reclassification. To ensure that students who meet the eligibility criteria are reclassified in a timely manner, this roster must be generated and reviewed on a regular basis. *The students who appear on this roster are to be reclassified immediately*. Electronic and/or paper copies of the *Ready to Reclassify Roster* should be kept on file for a minimum of five years at the school site, along with other reclassification records.

The *English Learner Monitoring Roster*, *Potential Reclassification Roster*, and *LTEL Monitoring Roster* have been developed to assist schools in monitoring ELs' progress towards reclassification. These rosters should also be generated on a regular basis for the purpose of identifying the linguistic and academic needs of EL students who currently do not meet the criteria for reclassification. Electronic and/or



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

paper copies of the rosters, with annotations by the SSPT and/or school site EL Designee must be kept on file at the school site for a minimum of five years.

The *English Learner Student Schedule Summary Report* and *Master Plan Roster* have been developed to assist schools in monitoring EL course placement and class organization. The *EL Student Schedule Summary* displays a list of students along with their class schedules, and the *Master Plan Roster* displays a roster of students for each class organized by the student's language classification. Both reports also include additional details regarding the student's Master Plan Programs and English proficiency levels.

The *EL Progress Profile* is to be shared with support staff, teachers, parents/guardians and administrators, at each grade reporting period, to monitor ELs' progress towards meeting minimum progress expectations. An SSPT must be convened to discuss and plan intervention/support for ELs who have not made adequate progress.

The principal/EL Designee monitors the progress of EL students towards meeting minimum progress expectations by comparing their progress to the minimum progress expectations enumerated in the English Learner Master Plan (2012). 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 years in program whose academic record contains one or more of the following progress indicators:

GRADES 2 – 6 (Elementary)

- CELDT overall performance level of 3 or below and/or scores of 1 or 2 in Listening, Speaking, Reading or Writing
- ELA Progress Report composite score of 1 or 2
- ELD Progress Report score of 1 or 2
- K-5: DIBELS scoring Below Benchmark and/or Well Below Benchmark on measures
- 6th Grade: Reading Inventory (RI) – Below Basic



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

GRADES 6 - 12 (Secondary)

- CELDT overall score of 3 or below and/or scores of 1 or 2 in Listening, Speaking, Reading or Writing
- 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
- Reading Inventory (RI) – Below Basic

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.

AUTHORITY:

- California Education Code, Section 313
- Title 5, California Code of Regulations, Section 11303
- California Education Code, Section 6081

RELATED RESOURCES:

- REF-6848, *State and National Mandated Testing Calendars for the 2017-18 School Year*, dated April 17, 2017.
- MEM-6411.2, *Guidelines for Administering the Reading Inventory (RI) for Reclassification of English Learners in Grades 6-12*, dated September 29, 2016.
- [English Learner Master Plan, 2012](#)
- [CELDT Guide 2016-17](#)
- BUL 6730.1, *A Multi-Tier System of Support Framework for the Student Support and Progress Team*.
- MEM-6697.1, *Elementary Literacy Assessments: Dynamic Indicators Basic Early Literacy Skill, Indicadores Dinámicos del Éxito en la Lectura, Text Reading Comprehension (DIBELS, IDEL, TRC)*, dated August, 2017
- BUL-6890.0, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6 through 12*, dated July 26, 2017.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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

For information regarding CELDT data, contact Eva Garcia, Coordinator, School Information Branch, at (213) 241-2450.

For information regarding reclassification of Students with Disabilities, contact Diana Inouye, Coordinator, K-12 Instruction, Division of Special Education, at (213) 241-8175.



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

Criteria	Kindergarten - 1 st grade	2 nd - 5 nd grade	6 th - 8 th grade	9 th - 12 th grade
CELDT-Annual (California English Language Development Test)	<ul style="list-style-type: none"> •CELDT overall score of 4 •Scores of 4 or 5 in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 5 •Scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 4 or 5 •Scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 4 or 5 •Scores of 3 or higher in Listening, Speaking, Reading and Writing
Teacher Evaluation	<ul style="list-style-type: none"> •ELA Composite score of 3 or 4 	<ul style="list-style-type: none"> •ELA Composite score of 3 or 4 	<ul style="list-style-type: none"> •6th Grade Elementary Students ELA Composite score of 3 or 4 •6th – 8th Grade Secondary Students Grade of C or better in a grade-level English <u>or</u> LTEL course 	<ul style="list-style-type: none"> •Grade of C or better in a grade-level English <u>or</u> LTEL course (A-G credit only)
Basic Skills Assessment	<ul style="list-style-type: none"> •Benchmark or Above Benchmark scores on <u>all skills</u> assessed by the DIBELS measures (MOY or EOY only) 	<ul style="list-style-type: none"> •Benchmark or Above Benchmark scores on <u>all skills</u> assessed by the DIBELS measures (MOY or EOY only) Or •Standard Met or Exceeded on the ELA SBAC (grades 3rd-5th). 	<ul style="list-style-type: none"> •Basic, Proficient or Advanced score on the Reading Inventory (RI) Or •Standard Met or Exceeded on the ELA SBAC. 	<ul style="list-style-type: none"> •Basic, Proficient or Advanced score on the Reading Inventory (RI) Or •Standard Met or Exceeded on the ELA SBAC.
Parent Approval	Parent Acknowledgment and Approval	Parent Acknowledgment and Approval	Parent Acknowledgment and Approval	Parent Acknowledgment and Approval
SSPT Student Support and Progress Team	SSPT is required to meet, review criteria measures, and complete SSPT documentation.	When a student has met all criteria <u>except</u> report card marks requirement, student may be referred to SSPT for reclassification recommendation. Consult school personnel and SSPT Handbook.		



Los Angeles Unified School District
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT
CRITERIOS PARA RECLASIFICACIÓN DE APRENDICES DE INGLÉS

Criterio	*Kínder - 1 ^{er} grado	2 ^o - 5 ^o grado	6 ^o - 9 ^o grado	10 ^o - 12 ^o grado
CELDT- Anual (Prueba del desarrollo del inglés de California)	<ul style="list-style-type: none"> • <u>Puntaje total en CELDT de 4 con 4 o mayor</u> en las habilidades de Escuchar, Hablar, Lectura y Escritura 	<ul style="list-style-type: none"> • <u>Puntaje total en CELDT de 5 con 3 o mayor</u> en las habilidades de Escuchar, Hablar, Lectura y Escritura 	<ul style="list-style-type: none"> • Puntaje total en CELDT de <u>4 o 5 con</u> • Puntaje de <u>3 o mayor</u> en las habilidades de Escuchar, Hablar, Leer, y Escritura 	<ul style="list-style-type: none"> • Puntaje total en CELDT de <u>4 o 5 con</u> • Puntaje de <u>3 o mayor</u> en las habilidades de Escuchar, Hablar, Leer, y Escritura
Evaluación de Maestro	<ul style="list-style-type: none"> • Puntuación compuesta de 3 o 4 en Artes del Lenguaje en Inglés 	<ul style="list-style-type: none"> • Puntuación compuesta de 3 o 4 en Artes del Lenguaje en Inglés 	<ul style="list-style-type: none"> • Estudiantes en 6^o grado de primaria con puntuación compuesta de 3 o 4 en Artes del Lenguaje en Inglés • Estudiantes en 6^o grado de secundaria con calificación de C o mayor en clase de Artes de Lenguaje en Inglés o <i>curso de LTEL</i> 	<ul style="list-style-type: none"> • Calificación de C o mayor en clase de Artes de Lenguaje en Inglés o <i>curso de LTEL</i> (válido para crédito en requisitos de A-G)
Evaluación de Habilidades Básicas	<ul style="list-style-type: none"> • Calificación de “Punto de Referencia o Sobre Punto de Referencia” en todas las áreas de habilidades de la prueba DIBELS 	<ul style="list-style-type: none"> • Calificación de “Punto de Referencia o Sobre Punto de Referencia” en todas las áreas de habilidades de la prueba DIBELS • Resultado de Estándar Alcanzado o Excedido en la prueba SBAC de Artes de Lenguaje en Inglés (3^o a 5^o grado) 	<ul style="list-style-type: none"> • Resultado de Básico, Competente, o Avanzado en la prueba de Reading Inventory (RI) o • Resultado de Estándar Alcanzado o Excedido en la prueba SBAC de Artes de Lenguaje en Inglés 	<ul style="list-style-type: none"> • Resultado de Básico, Competente, o Avanzado en la prueba de Reading Inventory (RI) o • Resultado de Estándar Alcanzado o Excedido en la prueba SBAC de Artes de Lenguaje en Inglés
Aprobación de Padre	Reconocimiento y aprobación de padres	Reconocimiento y aprobación de padres	Reconocimiento y aprobación de padres	Reconocimiento y aprobación de padres
Comité de Apoyo y Progreso Estudiantil	El Comité de Apoyo y Progreso Estudiantil debe reunirse y revisar las medidas de criterios y <u>completar</u> los Anexos.	Cuando el estudiante haya cumplido con todos los requisitos excepto la calificación en Artes del Lenguaje en Inglés, el estudiante puede ser referido al Comité de Apoyo y Progreso Estudiantil para recomendación para reclasificar. Consulte el personal de la escuela y el manual de Comité de Apoyo y Progreso Estudiantil (SSPT por sus siglas en Inglés).		



Multilingual and Multicultural Education Department
SSPT Reclassification Recommendation
Elementary Reclassification Check List

ATTACHMENT B-1

Forward documents to your Local District EL Programs Coordinator.

REVISED 6/9/17

Student Name:	Grade:	Local District:
School:	Location Code:	
Required Documentation	Questions/Concerns/Notes	
<input type="checkbox"/> SSPT Reclassification Recommendation Form		
<input type="checkbox"/> SSPT Sign-In		
<input type="checkbox"/> SSPT Initial Meeting Form		
<input type="checkbox"/> SSPT Follow-Up Meeting Form (if applicable)		
<input type="checkbox"/> CELDT Report Copy of Individual Student Report		
<input type="checkbox"/> DIBELS Copy of MiSiS Individual Screenshot with student name and student ID# included (not handwritten)		
<input type="checkbox"/> Progress Report Card Marks Copy of MiSiS Individual Screenshot with student name and student ID# included (not handwritten)		
<input type="checkbox"/> Student Data/Evidence/Work Sample/s Score/Results with Standards/Skills mastered and rubric		
<input type="checkbox"/> Required Signatures <input type="checkbox"/> Principal <input type="checkbox"/> SSPT Chairperson <input type="checkbox"/> SSPT Team Members		

Note: This is a tool to assist with documentation collection.



Multilingual and Multicultural Education Department
SSPT Reclassification Recommendation
Secondary Reclassification Check List

ATTACHMENT B-2

Forward documents to your Local District EL Programs Coordinator.

REVISED 6/9/17

Student Name:	Grade:	Local District:
School:	Location Code:	
Required Documentation	Questions/Concerns/Notes	
<input type="checkbox"/> SSPT Reclassification Recommendation Form		
<input type="checkbox"/> SSPT Sign-In		
<input type="checkbox"/> SSPT Initial Meeting Form		
<input type="checkbox"/> SSPT Follow-Up Meeting Form (if applicable)		
<input type="checkbox"/> CELDT Report Copy of MiSiS Individual Screenshot with student name and student ID# included (not handwritten)		
<input type="checkbox"/> Reading Inventory (RI) Copy of MiSiS Individual Screenshot with student name and student ID# included (not handwritten)		
<input type="checkbox"/> Report Card Marks Copy of MiSiS Individual Screenshot with student name and student ID# included (not handwritten)		
<input type="checkbox"/> Student Data/Evidence/Work Sample/s Score/Results with Standards/Skills mastered and rubric		
<input type="checkbox"/> Required Signatures <input type="checkbox"/> Principal <input type="checkbox"/> SSPT Chairperson <input type="checkbox"/> SSPT Team Members		

Note: This is a tool to assist with documentation collection.



Reclassification Form for Students With Disabilities Request to Use Alternate Means to Demonstrate Basic Skills in English (Elementary Students Only)

This form can be used when an Individualized Education Program (IEP) team has determined that alternate means should be used to demonstrate that an elementary student with a disability (grades K-5/6) has met the basic skills in English criterion for reclassification. This form must be completed during an IEP meeting. The IEP team has reviewed all required documentation and discussed the linguistic and academic strengths/deficiencies of the student listed below. A staff member with specific knowledge and expertise in English language development curriculum, instruction, and assessment has participated in the IEP team meeting. The student meets all other reclassification criteria, but utilized alternate means to demonstrate the basic literacy skills criterion. Until the student reclassifies, the IEP team must still include ELD Present Level of Performance/ELD IEP Goal in the annual IEP.

REVISED 5/1/17

School:	School Code:	LD:	Date:	School Phone #
Student Name:			Student ID:	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.)	

MP Program:	CELDT Date:	CELDT Overall (ELD LEVEL) Score:	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:
--------------------	--------------------	---	-------------------------	------------------------	-----------------------	-----------------------

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

Elementary ELA Report Card Marks*

Listening:	Speaking:	Reading:	Writing:
-------------------	------------------	-----------------	-----------------

**Individual student Report Card Marks must be attached to this form.*

DIBELS*

PSF-	FSF-	NFW-CLS-	NWF-CLS-	DAZE Score:
Fluency-	Accuracy-	Retell-	Retell Quality-	

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

Student did not participate in DIBELS due to one of the following reasons:

DHH eligibility VI eligibility Student on Alternate Curriculum

Other (explain): _____

Progress Toward IEP Goal(s) in English Language Development:

Current IEP: Goal Met Partially Met Not Met Reason: _____

Previous IEP: Goal Met Partially Met Not Met Reason: _____

Alternate Means to Demonstrate Student's Basic Skills in English*

The IEP team must provide a narrative of how the team determined that the student has demonstrated basic skills in English using assessments other than DIBELS. The definition of basic skills in English is "a comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of native English-speaking students with similar disabilities of the same age and grade level." Acceptable means that can be used include WJ-IV, KTEA-II or III, Brigance, the Measures of Academic Progress (MAP), other measures that produce a Lexile score (e.g., Language Reading Scale, Gates-McGinitie, etc.), or comparison of the student's work samples against the CA Braille Reading Standards for his/her grade level (for VI students whose primary reading medium is braille). * All scores from assessments and work samples considered must be attached to this form.

Upon review of additional student data, it is our recommendation that the student meets all criteria for reclassification and that the student's language classification be changed from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

IEP Case Manager Signature:	IEP Date:	Principal Signature:	SPED Approval Signature:
Print Name:		Print Name:	Reclassification <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved Date:

**Attach all required student evidence listed above and send via school mail to:
Diana Inouye, Coordinator, K-12 Instruction-Special Education, Beaudry, 17th Floor**



Request to Reclassify a Student with Disabilities who has Taken California English Language Development Test (CELDT) with Modifications (Grades 1-12 Only)

*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/deficiencies 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** CELDT because the student was administered the CELDT with one or more of the modifications listed below.*
This form may not be used after 6/30/2018. Revised 5/1/17

School:		School 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.)			
MP Program:	CELDT Date:	CELDT Overall (ELD LEVEL) Score:	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

Individual student CELDT scores must be attached to this form.

Elementary ELA Report Card Marks*

Listening:	Speaking:	Reading:	Writing:
-------------------	------------------	-----------------	-----------------

**Individual student Report Card Marks must be attached to this form.*

DIBELS*

PSF- Fluency-	FSF- Accuracy-	NFW-CLS- Retell-	NWF-CLS- Retell Quality-	DAZE Score:
--------------------------	---------------------------	-----------------------------	-------------------------------------	--------------------

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

Secondary English/LTEL Course Report Card Marks*

English Course:	Grade:	LTEL Course:	Grade:
------------------------	---------------	---------------------	---------------

Reading Inventory Scores*

Date:	Score:	Proficiency Level:
--------------	---------------	---------------------------

Student did not participate in the RI due to one of the following reasons:

VI eligibility Student on Alternate Curriculum Other (explain): _____

Progress Toward IEP Goal(s) in English Language Development:

Current IEP: Goal Met Partially Met Not Met Reason: _____

Previous IEP: Goal Met Partially Met Not Met Reason: _____

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

Modifications Used on Last CELDT Administration

Modification Type (must be listed in IEP)	Rationale for Requiring CELDT Modification <small>(continue on additional sheet, if necessary)</small>
Manually Coded English or American Sign Language to interpret 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 that the student meets all criteria for reclassification and that the student's language classification be changed from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

IEP Case Manager Signature:	IEP Date:	Principal Signature:	SPED Approval Signature:
Print Name:		Print Name:	Reclassification <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved Date:

**Attach all required student evidence listed above and send via school mail to:
Diana Inouye, Coordinator, K-12 Instruction-Special Education, Beaudry, 17th Floor**