



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE:	Monitoring the Academic Progress of Reclassified to Fluent English Proficient (RFEP) Students, K-12	ROUTING Local District Superintendents Administrators of Instruction Community of Schools Administrators EL Program Staff Principals Assistant Principals EL Designees TSP Advisors Instructional Coaches UTLA Chapter Chairs
NUMBER:	REF- 073510.1	
ISSUER:	Alison Yoshimoto-Towery, Chief Academic Officer Division of Instruction Lydia Acosta Stephens, Executive Director Multilingual and Multicultural Education Department	
DATE:	August 30, 2021	
PURPOSE:	The purpose of this reference guide is to outline the procedures for monitoring the academic progress of Reclassified to Fluent English Proficient (RFEP) students in accordance with federal and state mandates and District policy.	
MAJOR CHANGES:	<p>This reference guide replaces REF-073510, <i>Monitoring the Academic Progress of Reclassified to Fluent English Proficient (RFEP) Students, K-12</i>, dated August 23, 2019.</p> <p>Major changes include:</p> <ul style="list-style-type: none">• Requirements for monitoring the academic achievement of RFEP students• Requirements and procedures for providing and documenting targeted intervention and support for RFEP students who are not making adequate academic progress• <i>RFEP Sample Monitoring Calendar</i>, Attachment A	
BACKGROUND:	<p>RFEP students are those identified as English Learners (ELs) and who have also met state and district reclassification criteria. Federal and state laws require each Local Education Agency (LEA) to monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304)</p> <p>After students have exited an EL program, schools must monitor the academic progress of former EL students for at least four years to ensure that:</p> <ul style="list-style-type: none">• The students have not been prematurely exited.• Any academic deficit they incurred as a result of participation in the EL program is remedied.• They are meaningfully participating in the regular instructional program comparable to their non-EL peers.	



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During this monitoring time, schools must ensure RFEP students have met the same academic achievement goals set for all students. If these students do not yet meet that standard, intervention and support is to be provided.

The accountabilities for RFEP students include:

- Monitoring academic achievement
- Notifying parents of their child's ongoing progress after reclassification
- Providing targeted intervention services for students who are not making adequate academic progress

Under Title III of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), Section 3121(a)(5), Local Education Agencies must report on the number and percentage of former ELs meeting state standards for four years.

INSTRUCTIONS: I. MONITORING RESOURCES FOR RECLASSIFIED STUDENTS

The *RFEP Monitoring Roster* is a monitoring tool generated in MiSiS that includes student information, such as most recent academic grades for core courses and Smarter Balanced Assessment (SBA) results. The analysis of student data displayed on this roster is essential for determining the academic progress of RFEP students.

- The *RFEP Monitoring Roster* is available in MiSiS under Reports > English Learner > RFEP Monitoring Roster. The report can be downloaded as a spreadsheet (.csv or excel file). The roster can be sorted/filtered to display students who reclassified during the desired date range.
- The *FOCUS EL Dashboard* is another data source which contains schools' information on RFEP enrollment, RFEPs-to-Date and RFEP Monitoring. The FOCUS EL Dashboard can be accessed with an L.A. Unified Single Sign On (SSO) at <http://focus.lausd.net>, > MMED > English Learner > RFEP Monitoring.

II. MONITORING PROCEDURES FOR RECLASSIFIED STUDENTS

The school site Student Support and Progress Team (SSPT) must review the academic progress of RFEP students after each reporting period for a minimum of four academic years following reclassification. The SSPT uses the information from the *RFEP Monitoring Roster*, *FOCUS EL Dashboard*, as well as other appropriate data sources, to determine whether RFEP students are maintaining adequate academic achievement. For a sample calendar of the RFEP monitoring activities, see Attachment A.



Adequate academic progress for RFEP students is defined by using the measures below:

Should there be something in this box?	Academic Core Courses (ELA, Math, Science, and Social Studies)	Smarter Balanced Assessments in English Language Arts and Mathematics
Elementary Schools	Marks of 3 or 4 (composite scores)	Meet and/or Exceed Standards (Grades 3-5/6)
Secondary Schools	C or better	Meet and/or Exceed Standards (Grades 6-8, 11)

NOTE: For students with disabilities, appropriate data sources are considered to determine student progress toward meeting IEP goals and objectives.

III. INTERVENTIONS FOR RECLASSIFIED STUDENTS NOT MAKING ADEQUATE ACADEMIC PROGRESS

Once at-promise RFEP students are identified (i.e., RFEP students who are not making adequate progress), school sites are to follow the SSPT procedures in MiSiS to develop an intervention support plan. For additional guidance, please see [BUL-6730.1: A Multi-Tiered System of Support Framework for the Student Support and Progress Team.](#)

An effective intervention program reflects a multi-tiered approach to instruction that includes both academic and behavior support. Interventions may include, but are not limited to, any of the following:

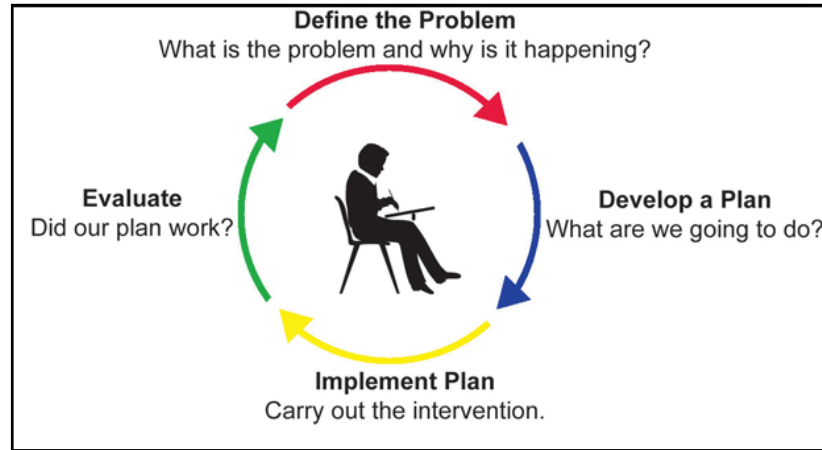
- Specialized reading, writing, or math instruction
- Content-based language development support class
- Intervention/enrichment classes
- Differentiated instruction using integrated ELD methodology
- Positive Behavior Interventions and Supports (PBIS)
- Attendance Support Plan

NOTE: The purpose of academic intervention/enrichment is to explicitly pre-teach and re-teach targeted language and academic skills through direct instruction and the use of appropriate strategies based on the student needs.

Because the SSPT monitors the whole child, the team shall take into account the academic, behavioral, attendance and social-emotional factors that are relevant to all students when monitoring student progress.



To determine appropriate interventions/enrichment activities, and assess their effectiveness for individual RFEP students, the SSPT should employ the following EL problem-solving approach:



Academic intervention (in-class and/or out-of-class services) should be:

- Based on the analysis of RFEP student data
- Designed to address the specific identified needs of the student
- Monitored to determine the effectiveness of the provided intervention

IV. EVALUATION OF THE EFFECTIVENESS OF INTERVENTIONS FOR RECLASSIFIED STUDENTS

The SSPT monitors RFEP students' progress, makes intervention recommendations for RFEPs who are not making adequate progress, and monitors responses to the interventions provided. A follow-up meeting should be held at the conclusion of each intervention interval (6-8 weeks) to assess the effectiveness of the provided interventions. If an RFEP student does not show measurable progress following the intervention, the SSPT should review the intervention plan, and decide whether to:

- Modify the intervention (i.e., instructional strategy, intervention program, goal, grouping, duration and frequency)
- Continue the intervention
- Adjust the level of tiered support, based on student data outcome
- Exit the SSPT process and make data-based decisions regarding educational needs and next steps

For students with disabilities who do not show measureable progress in light of their disability and in response to interventions, an Individualized Education Program (IEP) team should convene to discuss the student's progress and determine if any changes to the intervention or adjustments on the level of support are needed.



V. ANNOTATING THE RFEP MONITORING ROSTER

- Highlight the names and corresponding data of students not making adequate academic progress and indicate:
 - the type of intervention/enrichment needed and offered
 - start and end date of intervention/enrichment
 - number of hours provided
 - language skill(s) and/or subject area(s) addressed
- Include information on the results of the intervention/enrichment provided

Sample Elementary RFEP Monitoring Roster

RFPF Monitoring Roster																		
School:		Student Information					Most Recent Academic Mark					Test Results						
Student ID	Student Name	Grade	GATE	SPED	RFPF Date	RFPF Years	YTD Days Absent	YTD Days Absent	School Year	Course Name	Marks	Test	Current			Previous		
													Test Date	Score	Level	Test Date	Score	Level
63					06/07/2015	2			2020-2021 A-Term	ELA-COMP	2							
									Elementary	ELA-FIBS	1							
										ELA-MAT	1							
										ELAC-ELV	2							
										ELAC-EW	2							
										ELAC-EBK	2							
										MATH-LEAD	2							
										MATH-STAT	N/A							
										MATH-HSBT	N/A							
										MATH-MB	2							
										MATH-GEQ	2							
										MATH-HGT	2							
										SCI-EARTH-CG	2							
										SCI-EARTH-HQ	2							
										SCI-EARTH-CRG	2							
										SCI-PHYS-CG	3							
										SCI-PHYS-CG	3							
										SCI-PHYS-CRG	3							
										SCI-LIFE-CG	3							
										SCI-LIFE-CG	3							
										SCI-LIFE-CRG	3							
										HEB-CG	3							
										HEB-SSAS	3							
										DOUBLE B - COMPOST			12/15/2020	343	WBBM	10/15/20	294	WBBM

Sample Secondary RFEP Monitoring Roster

RFEF Monitoring Roster																		
School: Amazing High School																		
Student Information									Most Recent Academic Mark			Test Results						
Student ID	Student Name	Grade	GATE	SPED	RFEF Date	RFEF Years	YTD Days	YTD Days	School Term	Course Name	Marks	Test	Test Date	Current Score	Current Level	Previous Test Date	Previous Score	Previous Level
10	SLD				04/25/2019	2			2020-2021 A-Track Fall	BIOLOGY/LIVING EARTH A	F	SBAC - Reading	05/02/2019			05/04/2018		1
										ENGLISH 10A	B	SBAC - Communicating	05/02/2019		2	05/04/2018		2
										CC GEOM TUT LAB A	A	SBAC - Listening	05/02/2019		2	05/04/2018		2
										ACAD LT SH 10A	C	SBAC - Concepts &	05/02/2019		1	05/04/2018		1
										SBAC - Writing			05/02/2019		1	05/04/2018		1
										CC GEOMETRY A	C	SBAC - English Language	05/02/2019	2488 Y	1	05/04/2018	2478 Y	1
										SBAC - Research/Inquiry			05/02/2019		1	05/04/2018	2478 Y	2
										WHG MOD WLD A	C	SBAC - Mathematics	05/02/2019	2405 Y		05/04/2018	2405 Y	

SSPT was held on 3/24/21 Scaffolding will be provided to ensure science concepts are understood. Small group instruction will be provided for the next 6 weeks, with a focus on: test taking skills and reading comprehension. **Follow up meeting: 5/6/21**



NOTE: Only highlighting student names on the roster is not considered sufficient evidence of RFEP monitoring.

VI. NOTIFICATION TO PARENTS AND GUARDIANS

Schools have the obligation to engage parents/guardians in meaningful communication in a language in which they can understand. Schools must notify parents/guardians of their child's academic progress as well as provide information on any supports and/or services provided when their child is not making adequate progress.



Notification of Reclassified to Fluent English Proficient (RFEP) Student Progress letters (RFEP Letters) are sent to parents/guardians of RFEPs after the close of the grading periods, and evidence of the notification process must be maintained on file at the school site for a minimum of five years.

Schools will generate the RFEP notification from MiSiS reflecting the elementary students' grading period marks and the secondary students' final semester grades.

NOTE: This letter is available in Armenian, Chinese, Korean, and Spanish on the [MMED website](#).

Information provided by the SSPT and classroom teacher(s) should be included on the RFEP letter. The information included in the parent notification must be specific to the student's identified areas of need as well as the specific interventions and supports provided to the student.

The first portion of the RFEP letter contains information pre-populated by MiSiS.

	LOS ANGELES UNIFIED SCHOOL DISTRICT Johnnie L Cochran Jr Middle School - 8245 Notification of Reclassified Fluent English Proficient (RFEP) Student Progress	
Parent/Guardian of: Last Name, First Name	Student ID: 042008M095	05/09/2021
4177 W 23rd St Apt 2	RFEP Date: 12/9/2020	Grade : 07
Los Angeles, CA 90017	Years Reclassified: 0	

The second part of the RFEP letter must be completed by the school site. SSPT and classroom teachers are to document intervention services provided on the letter, and the principal must sign and date the letter prior to sending it to parents/guardians. For a sample letter, please see attachment C-1 for elementary and C-2 for secondary.



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Based on his/her academic marks and assessment results, your child:	
<input type="checkbox"/> is making adequate academic progress.	<input type="checkbox"/> is not making adequate academic progress.
Intervention services provided / recommended (for students not making adequate progress):	
<hr/> <hr/> <hr/>	
Comments (for example attendance, behavior, work habits):	
<hr/> <hr/>	
Principal's Signature:	Date:

To appropriately inform parents, implement the following procedures regarding the RFEP letter:

1. Print, complete, copy and send the completed original letter home to obtain the signature and response of the parent/guardian. Maintain the copy of the original letter for record keeping purposes.
2. If the RFEP letter is not returned within a reasonable amount of time (5-7 days), a second attempt should be made. Annotate the copy of the RFEP letter with a second attempt date. Make a copy of the annotated letter and send it home to obtain the parent/guardian signature and response.
3. If the second attempt is not returned within a reasonable amount of time (5-7 days), a third attempt should be made. Contact the parent/guardian by telephone and request the return of the letter. Provide an additional copy of the notification if requested. Annotate the letter by indicating the date and time the third attempt was made. If contact by telephone is not successful, file the copy of the annotated RFEP letter showing the three attempts to obtain a parent/guardian response.
4. When the signed and completed letter is returned to the school, or when three attempts have been made and annotated, the letter is to be filed in the blue Master Plan Folder in the student's cumulative record. A copy of the signed and completed RFEP letters should be filed in a RFEP Monitoring binder/file at the school site for a minimum of five years.
5. The following is to be entered on the *Mass Notification screen in MiSiS*:
 - a. the type of notification
 - b. attempt number, and
 - c. the date of the attempt

The *Mass Notification Date Entry* MiSiS Job Aid is available at:
<https://achieve.lausd.net/Page/9877>.

Although schools must notify parents using the *RFEP letter* for a minimum of four years, they are encouraged to continue to communicate orally and in writing with parents of RFEP students regarding the students' progress and intervention supports beyond the four-year period when appropriate. This communication is encouraged to continue until RFEP students demonstrate adequate academic progress. Any evidence of this communication and of the services provided is to be entered into MiSiS and is to also be maintained on file at the school site for a minimum of five years.



NOTE: If school closure persists due to the COVID-19 pandemic, the EL Designee is to manage these procedures remotely or virtually as appropriate while maintaining student data privacy.

VII. STUDENTS WITH DISABILITIES RECEIVING SPECIAL EDUCATION SERVICES

RFEP students with disabilities who have an IEP and receive special education services will have their progress monitored by the IEP team. For at-promise RFEP students with disabilities, the EL Designee will join the IEP team to review student data and collaboratively develop IEP goals that will support the students' linguistic and academic progress. Although it is not the function of the SSPT to review the progress of ELs with an IEP, they should be monitored as part of the school-wide monitoring during SSPT meetings. For more information, please see attachment B.

VIII. ENGLISH LEARNER ONLINE ACCOUNTABILITY RFEP REQUIREMENTS

The school-site administrators and EL Designee are responsible for ensuring that RFEP students are monitored and supported with appropriate interventions as needed. The annotated roster, along with evidence that the SSPT has reviewed RFEP student progress and made intervention recommendations, is submitted to the English Learner Instructional Online Accountability System (OLAS) twice per year as indicated in the OLAS calendar, which is available on the [MMED website](#).

NOTE: Failure to implement the district's procedures in this area could subject the school to uniform complaints under the district's Uniform Complaint Procedures and/or findings of non-compliance by the district, state or Title III auditors.

RELATED RESOURCES:

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

[BUL-5619.9, *Reclassification of English Learners, Grades K-12*, dated September 28, 2020](#)

[BUL-6890.3, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12*, Dated May 24, 2021](#)

[REF-43782, *Implementing a Multi-Tiered System of Supports Framework*, dated July 1, 2018](#)

[SSPT Guides and Resources](#)

[BUL-5159.11, *Uniform Complaint Procedures*, dated January 25, 2021](#)

[BUL-3448.3, *Master Plan Documentation for English Learners, ETK-12*, dated February 11, 2019](#)



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ASSISTANCE: For assistance regarding RFEP monitoring, please contact your Local District English Learner Programs Coordinator or MMED at (213) 241-5582.

For assistance with MiSiS, please call the MiSiS Help Desk at (213) 241-5200.

For assistance with regards to the SSPT process, please contact the Access, Equity and Acceleration (AEA) office at (213) 241-3340.



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ATTACHMENT A

RFEP Monitoring (Sample Calendar)

	ELEMENTARY RFEP MONITORING TASKS	SECONDARY RFEP MONITORING TASKS
AUGUST/ SEPTEMBER	<i>Data Received: BOY DIBELS 8</i> <ul style="list-style-type: none">EL Designee and teachers review RFEP student progress from prior year and identify students who are not making adequate academic progress	<i>Data Received: (1) Spring Semester Grades and (2) Fall Semester 5-week grades</i> <ul style="list-style-type: none">EL Designee and teachers review RFEP student progress from prior year and identify students who are not making adequate academic progressThe SSPT and teachers: identify areas of need, plan, and provide instruction and intervention that is differentiated to support the RFEP students who are not making adequate academic progress (school-wide and/or individual)
OCTOBER	<i>Data Received: Smarter Balanced Scores from previous school year</i> <ul style="list-style-type: none">The SSPT and teachers: identify areas of need, plan, and provide instruction and intervention that is differentiated to meet RFEP student needs (school-wide and/or individual).	<i>Data Received: (1) Smarter Balanced Assessment Scores (for 12th graders) and (2) 10-week grades</i> <ul style="list-style-type: none">Teachers review RFEP student progress (in departments, level-alike, SLCs, or individually) and provide input for <i>RFEP Monitoring Roster</i>SSPT Meeting: Review RFEP student progress, identify areas of need and recommend interventions (to be annotated on the <i>RFEP Monitoring Roster</i>).
NOVEMBER	<i>Data Received: 1st Reporting Period Marks</i> <ul style="list-style-type: none">Teachers review RFEP student progress and provide input for <i>RFEP Monitoring Roster</i> and lettersThe SSPT Meeting: Review RFEP student progress and recommend interventions to be annotated on the <i>RFEP Monitoring Roster</i>RFEP Monitoring: Principal/EL Designee submits evidence of SSPT RFEP monitoring process via the EL Instructional Online Accountability System (OLAS).	<i>Data Received: 15-week grades</i> <ul style="list-style-type: none">The SSPT and teachers monitor the progress of RFEP students receiving interventions and supports (school-wide and/or individual).
DECEMBER	<ul style="list-style-type: none">The SSPT and teachers monitor the progress of RFEP students receiving interventions and supports (school-wide and/or individual).	<i>Data received: Fall Final Grades</i>



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ATTACHMENT A Cont.

	ELEMENTARY RFEP MONITORING TASKS	SECONDARY RFEP MONITORING TASKS
		<ul style="list-style-type: none"> The SSPT and teachers monitor the progress of RFEP students receiving interventions and supports (school-wide and/or individual). SSPT Meeting: Review RFEP student Progress and recommend interventions to be annotated on the <i>RFEP Monitoring Roster</i> and <i>RFEP monitoring letters</i>. (Intervention Planning Form on MiSiS)
JANUARY/ FEBRUARY	<p><i>Data received: MOY DIBELS 8</i></p> <ul style="list-style-type: none"> The SSPT and teachers monitor the progress of RFEP students receiving interventions and supports (school-wide and/or individual). 	<p><i>Data received: Spring Semester 5-week progress reports</i></p> <ul style="list-style-type: none"> Teachers review RFEP student progress (in departments, level-alike, SLCs, or individually) and provide input for <i>RFEP Monitoring Roster</i> RFEP Monitoring: Principal/EL Designee submits evidence of SSPT RFEP monitoring process to the EL Instructional Online Accountability System (OLAS)
MARCH	<p><i>Data received: 2nd Reporting Period Marks</i></p> <ul style="list-style-type: none"> Teacher reviews RFEP student progress and provides input for RFEP Monitoring Roster and letters SSPT Meeting: Review RFEP student progress and recommend interventions to be annotated on the <i>RFEP Monitoring Roster</i> and <i>RFEP monitoring letters</i>. (Intervention Planning Form on MiSiS) RFEP Monitoring: Principal/EL Designee submits evidence of the SSPT RFEP monitoring process via the EL Instructional Online Accountability System (OLAS) 	<p><i>Data received: Spring Semester 10-week Report Grades</i></p> <ul style="list-style-type: none"> The SSPT and teachers monitor the progress of RFEP students receiving interventions and supports (school-wide and/or individual).
APRIL-JUNE	<p><i>Data received: (1) 3rd Reporting Period marks; (2) EOY DIBELS 8</i></p> <ul style="list-style-type: none"> The SSPT and teachers: continue to identify areas of need, plan, and provide instruction and intervention that is differentiated to meet RFEP student needs (school-wide and/or individual). The SSPT may recommend that some interventions be continued during the following school year. 	<p><i>Data received: (1) Spring Semester 15-week Report Grades; (2) Final Grades</i></p> <ul style="list-style-type: none"> The SSPT and teachers: continue to identify areas of need, plan, and provide instruction and intervention that is differentiated to meet RFEP student needs (school-wide and/or individual). The SSPT may recommend that some interventions be continued during the summer or the following school year.



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ATTACHMENT B

RFEP Monitoring: Students with IEPs

Individualized Education Program (IEP) teams should refer to the information contained in individual students' IEPs in addition to the information in Attachment A to ensure adequate monitoring of progress.

IEP Section	DATA RECEIVED	ELEMENTARY RFEP MONITORING TASKS	SECONDARY RFEP MONITORING TASKS
Section D: Goal Achievement from Current IEP	<ul style="list-style-type: none">Current goal achievement in stated goal areas	<ul style="list-style-type: none">IEP team identifies areas of need, and plans instruction and intervention that is differentiated to meet RFEP student needs during an IEP team meeting	<ul style="list-style-type: none">IEP team identifies areas of need, and plans instruction and intervention that is differentiated to meet RFEP student needs during an IEP team meeting.
Present Levels of Performance: Reading, Writing, Math	<ul style="list-style-type: none">Present levels of performance in stated areas	<ul style="list-style-type: none">EL Designee takes part in IEP team meetingIEP team develops IEP goals and objectives using current data that will support the student's linguistic and academic progress	<ul style="list-style-type: none">EL Designee takes part in IEP team meeting.IEP team develops IEP goals and objectives using current data that will support the student's academic progress.
Goals, Core Curriculum : Reading, Writing, Math Goals, Alternate Curriculum: Functional Reading, Functional Writing, Functional Math, Communication	<ul style="list-style-type: none">Established goals and objectives	<ul style="list-style-type: none">Record and report on progress towards stated goals at each reporting period (3 times annually)	<ul style="list-style-type: none">Record and report on progress towards stated goals at each reporting period (4 times annually)
Progress Toward IEP Goals	<ul style="list-style-type: none">Progress on goals as marked on IEP Report of Progress (coincides with each reporting period)		



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ATTACHMENT C-1

Notification of Reclassification Fluent English Proficient (RFEP) Student Progress - Elementary

	LOS ANGELES UNIFIED SCHOOL DISTRICT School: _____ Notification of Reclassified Fluent English Proficient (RFEP) Student Progress							
Parent/Guardian of: _____	Student ID: _____	Date: _____						
	RFEP Date: _____	Grade : _____						
	Years Reclassified: _____							
<p>In accordance with Federal and State law and LAUSD policy, schools must monitor reclassified students for a minimum of four years to ensure he or she is making adequate progress towards grade level academic standards and must provide targeted intervention services to RFEP students when needed.</p> <p>This form is intended to notify you of your child's most recent achievement data, and to recommend academic support services if necessary. A summary of your child's academic progress has been provided below.</p>								
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;">Academic Marks for Most Recent School Term: _____ English Listening : _____ English Speaking : _____ English Reading : _____ English Writing : _____ Mathematics : _____ Social Studies : _____ Science : _____</div><div style="width: 50%;">Most Recent Achievement Test Scores:<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 15%;">Date</th><th style="width: 45%;">Grade Level Assessment</th><th style="width: 40%;">Score(s)</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr></tbody></table></div></div>			Date	Grade Level Assessment	Score(s)			
Date	Grade Level Assessment	Score(s)						
<p>Based on his/her academic marks and assessment results, your child:</p> <p><input type="checkbox"/> is making adequate academic progress. <input type="checkbox"/> is not making adequate academic progress.</p> <p>Intervention services provided / recommended (for students not making adequate progress): _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Comments (for example attendance, behavior, work habits): _____</p> <p>_____</p> <p>_____</p> <div style="display: flex; justify-content: space-between;"><div>Principal's Signature: _____</div><div>Date: _____</div></div> <p>Parent Notification: Please mark the items that apply and return this entire form to your child's school.</p> <p>_____ I have reviewed my child's academic progress indicated above.</p> <p>_____ I would like my child to receive additional support services.</p> <p>_____ I would like a conference to discuss this information and my phone number is _____</p> <div style="display: flex; justify-content: space-between;"><div>Signature of the Parent/Guardian: _____</div><div>Date: _____</div></div>								



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ATTACHMENT C-2

Notification of Reclassified Fluent English Proficient (RFEP) Student Progress – Secondary

LOS ANGELES UNIFIED SCHOOL DISTRICT								
School: _____								
Notification of Reclassified Fluent English Proficient (RFEP) Student Progress								
Parent/Guardian of: _____	Student ID: _____	Date: _____						
	RFEP Date: _____	Grade : _____						
	Years Reclassified: _____							
<p>In accordance with Federal and State law and LAUSD policy, schools must monitor reclassified students for a minimum of four years to ensure he or she is making adequate progress towards grade level academic standards and must provide targeted intervention services to RFEP students when needed.</p> <p>This form is intended to notify you of your child's most recent achievement data, and to recommend academic support services if necessary. A summary of your child's academic progress has been provided below.</p>								
Academic Marks for Most Recent School Term: _____		Most Recent Achievement Test Scores:						
Courses :	Grade							
_____ :	_____							
_____ :	_____							
_____ :	_____							
_____ :	_____							
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		<table border="1"><thead><tr><th>Date</th><th>Grade Level Assessment</th><th>Score(s)</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr></tbody></table>	Date	Grade Level Assessment	Score(s)			
Date	Grade Level Assessment	Score(s)						
<p>Based on his/her academic marks and assessment results, your child:</p> <p><input type="checkbox"/> is making adequate academic progress. <input type="checkbox"/> is not making adequate academic progress.</p>								
Intervention services provided / recommended (for students not making adequate progress): _____								

Comments (for example attendance, behavior, work habits): _____								

Principal's Signature: _____								
Date: _____								
Parent Notification: Please mark the items that apply and return this entire form to your child's school.								
_____ I have reviewed my child's academic progress indicated above.								
_____ I would like my child to receive additional support services.								
_____ I would like a conference to discuss this information and my phone number is _____								
Signature of the Parent/Guardian: _____								
Date: _____								