



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Reclassification of English Learners

NUMBER: BUL-5619.4

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

Hilda Maldonado, Executive Director
Multilingual and Multicultural Education Department

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ROUTING

Local District
Superintendents
Local District Instructional
Directors
Local District EL Program
Staff
Principals
EL Program Coordinators
UTLA Chapter Chairs
Title I Coordinators
Title III Coaches
EL Designees
TSP Advisors
TSP Inst. Specialists
Instructional Coaches

BACKGROUND: Reclassification is the process by which school districts determine if English Learners (ELs) have acquired sufficient proficiency in English to perform successfully in core academic subjects without English Language Development (ELD) support.

When ELs have met the criteria for reclassification and demonstrated they are able to participate effectively with English-speaking peers in a Mainstream English program, they become Reclassified as Fluent-English Proficient (RFEP). The reclassification process and criteria are based on guidelines approved by the California State Board of Education (SBE).

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*

Additionally, the English Learner Master Plan (2012), outlines the reclassification requirements for English Learners:

1. *Annual CELDT*
2. *Teacher evaluation based on student grades/progress report marks*
3. *Parent consultation and approval*
4. *Basic Skills Assessment*



**MAJOR
CHANGES:**

This Bulletin replaces BUL-5619.3, dated September 2, 2015, and incorporates the following changes:

- Reclassification documentation for LAT will now be sent to the Local District EL Programs Coordinator
- Special Education reclassification updates
- Students in grades 2 through 12 who have passed the Basic Skills criteria have an additional opportunity to take a non-official LAUSD-CELDT (non-official) for reclassification between April 4th and April 15.

INSTRUCTIONS:

I. RECLASSIFICATION CRITERIA FOR GRADES 2-12

ELs enrolled in the Structured English Immersion (EI), Mainstream English (ME), Maintenance Bilingual Education (MBE), Dual Language (DLP), and Transitional Bilingual Education (TBE, grades 2-3) Programs (See Attachment A-1)

A. Grades 2 through 5 Reclassification Criteria:

The student has demonstrated English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 with scores of 3 or higher in Reading, Writing, Listening, and Speaking.

The teacher has determined that the student has demonstrated grade level proficiency as evidenced by Progress Report Card marks of 3 or 4 in ELA in Reading, Writing, Listening and Speaking.

Parent consultation and approval.

The student has demonstrated basic grade-level skills in English on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next Assessment - achieving Benchmark scores on all measures:

Grade 2 DIBELS Oral Reading Fluency (DORF)

Grade 3-5 DIBELS Oral Reading Fluency (DORF) and DAZE

Note: Middle Of Year (MOY) DIBELS assessment scores will be used with the 1st and 2nd Progress Report Card marks for reclassification purposes only until the 3rd Progress Report Card marks and End Of Year (EOY) DIBELS assessment scores are available. Third Progress Report Card Marks and EOY DIBELS will be used jointly to determine reclassification.

B. Grade 6 Elementary/Grade 6 Secondary through 9/9R reclassification criteria

The student has demonstrated English proficiency on the annual



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CELDT by achieving an overall performance level of 4 or 5 with scores of 3 or higher in Reading, Writing, Listening, and Speaking.

The teacher has determined that the secondary student has demonstrated grade level proficiency as evidenced by a final grade of C or better in a:

- Grade-level English course (grades 6-8)
- 9th grade A-G English course
- LTEL course (Advanced ELD or Literacy and Language)

Note: For 6th grade students in an elementary school setting, the teacher has determined that the student has demonstrated grade level proficiency as evidenced by the Progress Report Card marks of 3 or 4 on the English Language Arts (ELA) in Reading, Writing, Listening, and Speaking.

Parent consultation and approval.

The student has demonstrated grade-level skills in English on the Scholastic Reading Inventory (SRI) College & Career Ready assessment by achieving a score of Basic, Proficient or Advanced.

C. Grades 10 through 12 reclassification criteria

The student has demonstrated English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 with scores of 3 or higher in Reading, Writing, Listening, and Speaking.

The teacher has determined that the student has demonstrated grade level proficiency as evidenced by a *final grade* of C or better in a grade-level A – G English or LTEL course. In the event that a student is enrolled in two A - G English courses concurrently, the course with the highest final academic mark is used to determine reclassification eligibility.

Note: English courses taken for 2.5 credits and intervention courses are not to be used when determining eligibility for reclassification.

Parent consultation and approval.

The student has demonstrated *basic grade-level skills* in English on the California High School Exit Examination (CAHSEE) by achieving a passing score on the ELA section of the test or by achieving a score of Basic, Proficient or Advanced on the Scholastic Reading Inventory (SRI) College & Career Ready assessment.



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D. Grades 9 through 12 Credit Recovery reclassification criteria

The student has demonstrated English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 with scores of 3 or higher in Reading, Writing, Listening, and Speaking.

The teacher has determined that the student has demonstrated grade-level proficiency as evidenced by a *final grade* of C or better in a grade level A – G English course providing 5 credits.

Parent consultation and approval.

The student has demonstrated *basic grade-level skills* in English on the CAHSEE by achieving a passing score on the ELA section of the test or by achieving a score of Basic, Proficient or Advanced on SRI.

II. RECLASSIFICATION PROCEDURES FOR GRADES 2-12

Once it has been determined that a student has met all 3 reclassification criterion, the EL Designee will:

1. Generate and print the *Ready to Reclassify Roster*
2. Reclassify student using the Reclassify screen in MiSiS
3. Generate and print *Notification of Reclassification* letter and label
4. Copy letter and forward it to the parent/guardian for immediate signature.

The *Notification of Reclassification* letter must be filed permanently in the Blue Master Plan Folder located in the student's cumulative record. In addition, a copy of the *Notification of Reclassification* letter must be kept permanently in a separate file at the school site. The reclassification label must be affixed to the appropriate section of the cumulative record.

The school must enter the Parent Notification date into the Reclassification screen in the English Learner section in MiSiS.

A MiSiS Job Aid is available at <http://achieve.lausd.net/Page/6881>.
Select Training > Job Aids > Services.

III. LAT RECLASSIFICATION RECOMMENDATION- GRADES K-1

ELs enrolled in Structured English Immersion (SEI), Mainstream English (ME), Maintenance Bilingual Education (MBE, 50/50 Model), Dual Language Programs (DLP, 50/50 and 70/30 Models)



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A. Kindergarten (Second year) and grade 1 reclassification criteria and procedures:

Note: Second year kindergarten students [previous Transitional Kindergarteners (TK), Extended Transitional Kindergartener (ETK) or retained kindergarteners] are eligible for reclassification. First year Kindergarten students take the initial CELDT and if they score a 4 or 5 on their overall performance level they will be classified as Initial Fluent English Proficient (IFEP).

The student has demonstrated English proficiency on the annual CELDT by achieving scores of an:

Overall performance level of 4 with scores of 4 or higher in Reading, Writing, Listening, and Speaking

OR

Overall performance level of 5 with scores of 3 or higher in Reading, Writing, Listening, and Speaking

The teacher has determined that the student has demonstrated grade level proficiency as evidenced by Progress Report Card marks of 3 or 4 in ELA in Reading, Writing, Listening, and Speaking.

Parent consultation and approval.

2. The student has demonstrated *basic grade-level skills* in English on DIBELS Next Assessment- achieving Benchmark scores on all measures:

A. Kindergarten: First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)

B. 1st grade: Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS), Nonsense Word Fluency-Whole Words Read (NWF-WWR), and DIBELS Oral Reading Fluency (DORF)

Note: MOY DIBELS assessment scores will be used with the 1st and 2nd Progress Report Card marks for reclassification purposes only until the 3rd Progress Report Card marks and EOY DIBELS assessment scores are available. 3rd Progress Report Card Marks and EOY DIBELS will be used jointly to determine reclassification.



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Once the student meets all 3 reclassification criterion, the Language Appraisal Team (LAT) must meet to discuss the linguistic and academic achievements of the student. The LAT will review current CELDT results, DIBELS results, *Progress Report Card marks*, and any other student work that will support their reclassification recommendation.

The Language Appraisal Team completes:

- [LAT Reclassification Recommendation Form](#)
(select the appropriate grade level attachment form from the [MMED Website](#))
- LAT Sign-In, Attachment 4-B
- LAT Initial Meeting Form, Attachment 4-E
- LAT Follow-Up Meeting Form, Attachment 4-F (if applicable)

The EL Designee attaches the official:

- Copy of the individual student's *Progress Report Card marks*
- Copy of the individual student's DIBELS NEXT Report
- Copy of the individual student's CELDT Student Performance Level Report

Note: Please see the [LAT Handbook](#) or [MMED Website](#) for further guidance and [LAT forms](#).

To verify eligibility for reclassification, the LAT Reclassification Recommendation Form (Attachment B) must be filled in completely, include official copies of individual student data reports, and LAT Attachments: Sign-In 4-B, Initial Meeting Form 4-E, and Follow-Up Meeting Form 4-F (if applicable).

All documents must be enclosed and if more than one student is recommended for reclassification, staple documentation individually per student.

The documents are to be sent via school mail to your Local District EL Programs Coordinator, Subject: Reclassification. Only students who meet the established criteria will be reclassified.

Note: If the LAT Reclassification Recommendation Form is not filled in completely and all data reports are not attached, the documentation will be returned to the school via school mail.

The LAT form must be permanently kept in the Blue Master Plan Folder located in the student's cumulative record.



When MMED receives the reclassification documentation from the Local District EL Coordinator, and it has been determined that the student has met all reclassification criterion, the Principal/EL Designee will receive a fax confirming reclassification. The fax will include the student's name, identification number, grade, and reclassification date. Once the student is reclassified in MiSiS, the School Information Branch will forward the *Notification of Reclassification* letter and label to the respective school site.

Upon receipt of the *Notification of Reclassification* letter and label, the school forwards the letter to the parent for immediate signature. The letter must be filed permanently in the Blue Master Plan Folder located in the student's cumulative record. In addition, a copy of the *Notification of Reclassification* letter must be permanently kept in a separate file at the school site and the reclassification label must be affixed to the appropriate section of the cumulative record.

The school must enter the Parent Notification date into the Reclassification screen in the English Learner section in MiSiS.

A MiSiS Job Aid is available at <http://achieve.lausd.net/Page/6881>.
Select Training > Job Aids > English Learner.

Note: The reclassification process will take from 4 - 8 weeks from the point when MMED receives the complete reclassification documentation from the LD EL Programs Coordinator.

IV. LAT RECLASSIFICATION RECOMMENDATION GRADES 2-12

In the event that an EL in grades 2-12 meets the CELDT and basic skills criteria, but does not meet the English Language Arts (ELA) grade criterion, the student must be referred to the Language Appraisal Team (LAT) to determine whether to recommend reclassification or instruction/intervention supports based on an analysis of other data that might indicate grade level proficiency in English.

The following measures may be considered:

- District-adopted standards-based ELA assessments and/or standards-based common final ELA exams (grades 9-12)
- Report card grades/progress report marks in equivalent ELA or LTEL courses (secondary)
- End-of-unit assessments and/or other standards-based assessments
- Authentic student work samples, such as scored writing samples with rubric attached

Note: Please see the [LAT Handbook](#) for further guidance.



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If, after careful consideration of data measures, the LAT recommends reclassification, the [LAT Reclassification Recommendation Form](#) (select the appropriate grade level attachment form from the [MMED Website](#)) is completed. In addition, include the following required documentation: Attachment 4-B, 4-E, and 4-F (if applicable), official copies of student Report Card Marks, individual student Basic Skills report, and individual student CELDT scores

Send all documentation via school mail to your Local District (LD) EL Programs Coordinator, Subject: Reclassification. Once your Local District EL Programs Coordinator receives documents, the Principal/EL Designee will receive an acknowledgement email.

The LD EL Programs Coordinator will review the documentation and if complete, will forward to the Multilingual and Multicultural Education Department (MMED). If MMED approves the LAT reclassification recommendation, the Principal/EL Designee will receive a fax with the reclassification determination. This process may take from 4 and 8 weeks

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

1. CELDT

- A. All EL students with disabilities participating on the general education curriculum are to be administered the Annual CELDT each year.
- B. Some students with disabilities will require 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.
 1. 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 to express the purpose of discussing reclassification. A staff member with specific knowledge and expertise in English Language Learner curriculum, instruction, and assessment should participate in the IEP team meeting.
 2. During that IEP team meeting, the special education teacher/IEP case carrier must complete Attachment C, *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 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 Lisa Regan DeRoss, Coordinator, K-12 Instruction, Division of Special Education, Beaudry Building, 17th floor.

3. Upon reviewing the form, the student's IEP, and the applicable data, the Division of Special Education, in consultation with MMED will make a decision regarding reclassification. 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 School Information Branch will centrally reclassify the student and will forward the *Notification of Reclassification* letter to the respective school site. The school must complete the necessary procedures for reclassification.

C. Basic Literacy Skills Assessment

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 or SRI). 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.

- A. EL students with disabilities must be able to demonstrate basic literacy skills with minimal support in order to meet the criteria for reclassification. It is possible that many ELs with disabilities participating on the general education curriculum will not meet the criteria for reclassification, even with extended and



individualized instruction. IEP teams will continue to implement and monitor all IEP goals/objectives pertaining to ELD and literacy for students who have not yet met the criteria.

B. Course Mark/Grade in Elementary Combined ELA, Grade-Level English Course, or LTEL Course

1. EL students with disabilities must meet the same expectations for this reclassification criterion as their nondisabled peers. Any supports, aids, accommodations, and/or modifications listed for instruction in the student's IEP must be provided as a part of regular instruction in these academic areas.
2. If an EL with disabilities receives a mark of 1 or 2 (elementary) or a course grade of D or Fail (secondary) but the teacher(s) believe the student demonstrates the criteria for reclassification, follow the procedures in this bulletin for referring the student to LAT. The LAT will review additional student data and document data/student evidence from the most recent IEP team meeting using the *LAT Reclassification Recommendation Form for ELs Not Meeting Grade/Progress report Mark Requirements* (attachment B1-B5) to recommend the student for reclassification. Some pages of the IEP (e.g, ELD PLP and goal, FAPE Part 1,) must be attached to the form before submitting to MMED

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. It is also possible that many of the ELs with disabilities will not meet the criteria, even with extended and individualized instruction.

When it appears that an SWD EL on the alternate curriculum may be eligible for reclassification, the IEP team should consider a change from the alternate curriculum to the general education/core curriculum and setting. The IEP team will consider scores on the CELDT or Communication Observation Matrix (COM), the California Alternate Assessment in ELA (CAA-ELA), and other data sources to determine if the student is able to return to the general education curriculum.



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
- 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.

VII. ADDITIONAL CEDLT ADMINISTRATION FOR GRADES 2 Through 12

English Learners (ELs) will have an additional opportunity to take a non-official CELDT for reclassification purposes. ELs meeting the reclassification criteria (Profiles E or F below) must be administered the non-official LAUSD - CELDT. Schools will receive a list of those students who meet Profiles E or F (as noted below). The administration of this unofficial LAUSD - CELDT will take place between April 4th and April 15th, 2016.

Profiles	Grades	2015-16 CELDT	2015-16 Basic Reading Skills Test	Grades (ELA or LTEL)
E	2 - 12	Not Meeting	Meeting	Meeting
F	2 - 12	Not Meeting	Meeting	Not Meeting

School sites will receive the non-official LAUSD - CELDT scores by May 25, 2016. Once the non-official LAUSD - CELDT scores are available in MiSiS, school site staff should reclassify or hold LAT meetings (Profile F) for students not meeting grades criteria.

Note: Certificated personnel who have received CELDT training can assess those students meeting the criteria mentioned above. Classified personnel should not administer the CELDT assessment to students

VIII. MONITORING ENGLISH LEARNERS' ELIGIBILITY FOR RECLASSIFICATION:

Throughout the year, the school is to ensure on-going monitoring of English Learners and their progress towards reclassification.



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The following tools are available in MiSiS to assist with EL monitoring:

- *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*

Note: A MiSiS Job Aid is available at <http://achieve.lausd.net/Page/6881>.
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 monthly. *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*, *LTEL Monitoring Roster* have been developed to assist schools in monitoring ELs in meeting benchmark progress expectations for 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 do not yet qualify for reclassification. Electronic and/or paper copies of the rosters, with annotations by the LAT and/or school site EL Designee should 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 further details about the student's Master Plan Programs and English proficiency levels.

EL Progress Profile is to be shared with support staff, parents and administrators to ensure ELs are meeting minimum progress expectations towards reclassification at each reporting. When students have not made adequate progress interventions are provided.



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The Principal/EL Designee meets with teachers of ELs and the LAT to monitor progress and target intervention services for students based on the reclassification criteria that have not been met below:

GRADES 2 - 6 (Elementary)

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

GRADES 6 - 12 (Secondary)

- CELDT overall score of 3 or below and/or scores of 1 or 2 in Reading, Writing, Listening, and Speaking
- 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
- California High School Exit Examination (CAHSEE) - not passing in ELA
- Scholastic Reading Inventory (SRI) – Below Basic

Schools should monitor the progress of EL students towards reclassification 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 students to ensure reclassification.

Note: The English Learner Roster found on MiSiS must be annotated to include teacher input and evidence of intervention provided both in and outside the classroom. This monitoring and support must be clearly documented on the roster. Highlighting students' names on the roster is not considered sufficient evidence that appropriate EL monitoring and intervention have taken place.



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AUTHORITY:

- California Education Code, Section 313(d)
- Title 5, CA Code of Regulations (CCR), Section 11303
- Education Code Section 60810
- California Code of Regulations - 5 CCR 11303 [a–d]; 5 CCR 432, 434, 43

RELATED RESOURCES:

[REF-6327.1](#), *Calendar for Comprehensive Assessment Program for 2014-15*
[MEM-6411.1](#), *Guidelines for Administering the Scholastic Reading Inventory (SRI) for Reclassification of English Learners in Grades 6, 7, 8, 9, 10, 11 and 12*
[Language Appraisal Team \(LAT\) Handbook](#)
[English Learners Master Plan, 2012](#)
[CELDT Guide 2014-15](#)
My Integrated Student Information System [MiSiS](#)

ASSISTANCE:

For information regarding reclassification, please contact Local District EL Program Staff 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 Lisa Regan DeRoss, Coordinator, K-12 Instruction, Division of Special Education, at (213) 241-8105.



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

ATTACHMENT A-1

REVISED 8/13/15

	Kindergarten - 1st grade <small>(SEI, ME, MBE, DLP)</small>		2nd - 5nd grade	6th - 9th grade	10th - 12th grade
CELDT-Annual (California English Language Development Test)	<ul style="list-style-type: none"> •CELDT overall score of 4 •With scores of 4 or 5 in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 5 •With scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 4 or 5 •With scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 4 or 5 •With scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 4 or 5 •With scores of 3 or higher in Listening, Speaking, Reading and Writing
Teacher Evaluation	<ul style="list-style-type: none"> •Progress Report Card Marks of 3 or 4 in ELA 		<ul style="list-style-type: none"> •Progress Report Card Marks of 3 or 4 in ELA 	<ul style="list-style-type: none"> •6th Grade Elementary Students Progress Report Card Marks of 3 or 4 in ELA •6th – 9th Grade Secondary Students Grade of C or better in a grade-level English or LTEL course (9th gr- A-G credit only) 	<ul style="list-style-type: none"> •Grade of C or better in an English or LTEL course (A-G credit only)
Basic Skills Assessment	<ul style="list-style-type: none"> •Benchmark score on <u>all skills</u> assessed of the DIBELS measures 		<ul style="list-style-type: none"> •Benchmark score on <u>all skills</u> assessed of the DIBELS measures 	<ul style="list-style-type: none"> •Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI) 	<ul style="list-style-type: none"> •Passing score on CAHSEE - ELA or •Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI)
Parent Approval	Parent Consultation and Approval		Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval
LAT Language Appraisal Team	LAT is required to meet, to review criteria measures, and complete Attachments: B, 4-B, 4-E, and 4-F (if applicable).		When a student has met all criteria <u>except</u> report card marks requirement, student may be referred to LAT for reclassification recommendation. Consult school personnel and LAT Handbook.		

*Students who previously attended TK/2nd year kindergarten students are eligible for reclassification only

*Elementary Instructional Program Options (SEI, ME, MBE, DLP): Structured English Immersion (SEI), Mainstream English (ME), Maintenance Bilingual Education (MBE, 50/50 model), Dual Language Program (DLP, 50/50 and 70/30 model)



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

ATTACHMENT A-2

REVISED 8/13/15

	*Kinder - 1 ^{er} grado *(SEI, ME, MBE, DLP)	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</u> <u>y</u> 4 o mayor en las habilidades de Escuchar, Hablar, Lectura y Escritura • <u>Puntaje total en CELDT de 5</u> <u>y</u> 3 o mayor en las habilidades de Escuchar, Hablar, Lectura y Escritura 	<ul style="list-style-type: none"> • Puntaje total en CELDT de 4 o 5 <u>y</u> • Puntaje de 3 o mayor en las habilidades de Escuchar, Hablar, Leer, y Escritura 	<ul style="list-style-type: none"> • Puntaje total en CELDT de 4 o 5 <u>y</u> • Puntaje de 3 o mayor en las habilidades de Escuchar, Hablar, Leer, y Escritura 	<ul style="list-style-type: none"> • Puntaje total en CELDT de 4 o 5 <u>y</u> • Puntaje de 3 o mayor en las habilidades de Escuchar, Hablar, Leer, y Escritura
Evaluación del Maestro	<ul style="list-style-type: none"> • Calificación de 3 o 4 en Artes del Lenguaje en Inglés 	<ul style="list-style-type: none"> • Calificación de 3 o 4 en Artes del Lenguaje en Inglés 	<ul style="list-style-type: none"> • Estudiantes en 6^o grado de primaria con calificación 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 <u>o curso de LTEL*</u> (9^o grado-válido para crédito en requisitos de A-G) 	<ul style="list-style-type: none"> • Calificación de C o mayor en clase de Artes de Lenguaje en Inglés <u>o curso de LTEL*</u> (válido para crédito en requisitos de A-G)
Evaluación de Habilidades Básicas	<ul style="list-style-type: none"> • Calificación de "Punto de Referencia" en todas las areas de habilidades de la prueba DIBELS 	<ul style="list-style-type: none"> • Calificación de "Punto de Referencia" en todas las areas de habilidades de la prueba DIBELS 	<ul style="list-style-type: none"> • Resultado de Básico, Competente, o Avanzado el la prueba de Scholastic Reading Inventory (SRI) 	<ul style="list-style-type: none"> • Puntaje mínimo exigido en la prueba CAHSEE en Artes del Lenguaje en Inglés • Resultado de Básico, Competente, o Avanzado el la prueba de Scholastic Reading Inventory (SRI)
Aprobación de Padre	Consulta y aprobación de padre	Consulta y aprobación de padre	Consulta y aprobación de padre	Consulta y aprobación de padre
LAT Equipo de Valoración del Lenguaje	El Equipo de Valoración del Lenguaje debe reunirse, revisar las medidas de criterios y <u>completar</u> los Anexos: B, 4-B, 4-E y 4-F (si es aplicable).		Cuando el estudiante haya cumplido con todos los requisitos <u>excepto</u> la calificación en Artes del Lenguaje en Inglés, el estudiante puede ser referido al equipo de LAT para recomendación para reclasificar. Consulte el personal de la escuela y el manual de LAT.	

*Solamente para alumnos que asistieron TK anteriormente o es su 2^o año escolar en kinder

* Las siglas de arriba en inglés (SEI, ME, MBE, DLP) significan Programas Académicas de Primaria: Programa de Inmersión Estructurada en Inglés (SEI), Programa de Educación General de Inglés (ME), Program de Mantenimiento Bilingüe (MBE, modelo 50/50), Programa de Inmersión de Dos Idiomas (DLP, modelos 50/50 y 70/30)



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**



**Multilingual and Multicultural Education Department
LAT Reclassification Recommendation Form
Grades K-1**

ATTACHMENT B-1

The Language Appraisal Team (LAT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 9/2/15

School:	School Code:	LD:	Date:	School Phone #
Student Name:		Student ID:	Grade:	School Fax #

MP Program:	CELDT Date:	CELDT Overall Score: (ELD LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:
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**Individual student CELDT scores must be attached to this form.*

Reason for Reclassification:

ELA Progress Report Card Marks*

Listening:	Speaking:	Reading:	Writing:
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**Individual student Report Card Marks must be attached to this form.*

Kindergarten DIBELS*

MOY			EOY	
PSF-20-81	FSF-30-60	NFW-CLS-17-143	PSF-40-81	NWF-CLS-28-143

1st Grade DIBELS*

MOY				EOY				
NWF-CLS-43-143	NWF-WWR-8-50	Fluency-23-250	Accuracy-78%-100%	NWF-CLS-58-143	NWF-WWR-13-50	Fluency-47-250	Accuracy-90%-100%	Retell-15-19

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

K - 1st Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

**Student data/evidence must be attached.*

For K & 1st grade student: Student has met reclassification criteria and LAT is recommending reclassification to change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

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

**Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification**



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN



Multilingual and Multicultural Education Department

ATTACHMENT B-2

LAT Reclassification Recommendation Form
For EL's Not Meeting Grade/Progress Report Mark Requirements
Grade 2

The Language Appraisal Team (LAT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 9/2/15

School:		School Code:	LD:	Date:	School Phone #	
Student Name:			Student ID:	Grade:	School Fax #	
MP Program:	CELDT Date:	CELDT Overall Score: (ELD LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

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

Reason for Reclassification:

ELA Progress Report Card Marks*			
Listening:	Speaking:	Reading:	Writing:

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

DIBELS* MOY				DIBELS* EOY			
Fluency-72-275	Accuracy-96%-100%	Retell-21-94	Retell Quality-2-4	Fluency-87-275	Accuracy-97%-100%	Retell-27-94	Retell Quality-2-4

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

2 nd Grade Data/Student Evidence*			
Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

*Student data/evidence must be attached.

This grade 2 student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify this student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

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

Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN



Multilingual and Multicultural Education Department

ATTACHMENT B-3

LAT Reclassification Recommendation Form
For EL's Not Meeting Grade/Progress Report Mark Requirements
Grades 3rd - 5th

The Language Appraisal Team (LAT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 9/2/15

School:	School Code:	LD:	Date:	School Phone #
Student Name:	Student ID:	Grade:	School Fax #	

MP Program:	CELDT Date:	CELDT Overall Score: (ELD LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:
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*Individual student CELDT scores must be attached to this form.

Reason for Reclassification:

ELA Progress Report Card Marks*

Listening:	Speaking:	Reading:	Writing:
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*Individual student Report Card Marks must be attached to this form.

DIBELS* MOY				DIBELS* EOY			
DAZE				DAZE			
Score:				Score:			
Fluency-	Accuracy-	Retell-	Retell Quality-	Fluency-	Accuracy-	Retell-	Retell Quality-

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

3rd - 5th Grade Data/Student Evidence

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

*Student data/evidence must be attached.

ADD Section

Data/Student Evidence from most recent IEP

Achievement of ELD Goal:

ELA/ELD Skills mastered, including scores/results from other literacy assessments

Comments (Describe any needed accommodations/modifications)

*IEP pages must be attached

For a 3rd – 5th grade student: Student has met all reclassification criteria except Report Card grade. 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).

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

Attach student evidence listed above and send via school mail to: Local District EL Program Coordinator, Subject Line: Reclassification



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN



Multilingual and Multicultural Education Department

ATTACHMENT B-4

LAT Reclassification Recommendation Form
For EL's Not Meeting Grade/Progress Report Mark Requirements
Grades 6th – 9th

The Language Appraisal Team (LAT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 9/2/15

School:		School Code:	LD:	Date:	School Phone #	
Student Name:			Student ID:	Grade:	School Fax #	
MP Program:	CELDT Date:	CELDT Overall Score: (ELD LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

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

Reason for Reclassification:

ELA Report Card Marks*
Elementary

Listening:	Speaking:	Reading:	Writing:
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*Individual student Report Card Marks must be attached to this form.

English/LTEL Course Report Card Marks*
Secondary

English Course:	LTEL Course:
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*Individual student Report Card Marks must be attached to this form.

Scholastic Reading Inventory*

Date:	Score:	Proficiency Level:
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*Individual student Scholastic Reading Inventory report must be attached to this form.

6th – 9th Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

*Student data/evidence must be attached.

For a 6th – 9th grade student: Student has met all reclassification criteria except Report Card grade. 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).

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

Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification



Multilingual and Multicultural Education Department

ATTACHMENT B-5

LAT Reclassification Recommendation Form
For EL's Not Meeting Grade/Progress Report Mark Requirements
Grades 10th – 12th

The Language Appraisal Team (LAT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below. REVISED 9/2/15

School:	School Code:	LD:	Date:	School Phone #
Student Name:		Student ID:	Grade:	School Fax #

MP Program:	CELDT Date:	CELDT Overall (ELD LEVEL) Score:	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:
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*Individual student CELDT scores must be attached to this form.

Reason for Reclassification:

English/LTEL Course Report Card Marks*

English Course:	LTEL Course:
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*Individual student Report Card Marks must be attached to this form.

10th – 12th Grade CAHSEE ELA*	Scholastic Reading Inventory*		
Circle Result: PASSED NOT PASSED	Date:	Score:	Proficiency Level:

* Individual student CAHSEE and/or SRI report must be attached to this form.

10th - 12th Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

*Student data/evidence must be attached.

For a 10th – 12th grade student: Student has met all reclassification criteria except Report Card grade. 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).

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

**Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department Reclassification Form for Students With Disabilities

ATTACHMENT C-1

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. REVISED 1/15/16

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

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

English/LTEL Course Report Card Marks*				
English Course:		Grade:	LTEL Course:	
			Grade:	
CAPA	10th – 12th Grade CAHSEE ELA*		Scholastic Reading Inventory*	
Level:	Test Date:	Date:	Score:	Proficiency Level:
Score:	PASSED NOT PASSED			
Date:				

*Individual student CAHSEE and/or SRI report must be attached to this form.

Modifications Used on Last CELDT Administration	
Modification Type	Rationale for modification <small>(continue on additional sheet, if necessary)</small>
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).

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

**Attach student evidence listed above and send via school mail to Lisa Regan, Coordinator, K-12:
Local District EL Program Coordinator, Subject Line: Reclassification**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department Reclassification Form for Students With Disabilities Taking the California English Language Development Test (CELDT) with Modifications

ATTACHMENT C-2

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. REVISED 1/15/16

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

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

English/LTEL Course Report Card Marks*				
English Course:		Grade:	LTEL Course:	Grade:
CAPA	10 th – 12 th Grade CAHSEE ELA*		Scholastic Reading Inventory*	
Level:	Test Date:	Date:	Score:	Proficiency Level:
Score:	PASSED NOT PASSED			
Date:				

*Individual student CAHSEE and/or SRI report must be attached to this form.

Modifications Used on Last CELDT 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).

LAT Chair Signature:	LAT Date:	Principal Signature:	MED Signature:
Print Name:		Print Name:	Reclassification <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
			Date:

Attach student evidence listed above and send via school mail to Lisa Regan, Coordinator, K-12:
Local District EL Program Coordinator, Subject Line: Reclassification



Multilingual and Multicultural Education Department
**LAT Reclassification Recommendation
Elementary Reclassification Check List**

ATTACHMENT D

Fax documents to your Local District EL Programs Coordinator.

Student Name:	Grade:
School:	Local District:
Required Documentation	Questions/Concerns/Notes
<input type="checkbox"/> LAT Reclassification Recommendation Form	
<input type="checkbox"/> LAT Sign-In (Attachment 4-B)	
<input type="checkbox"/> LAT Initial Meeting Form (Attachment 4-E)	
<input type="checkbox"/> LAT Follow-Up Meeting Form (if applicable) (Attachment 4-F)	
<input type="checkbox"/> CELDT Copy of Individual Student Report	
<input type="checkbox"/> DIBELS Copy of Individual Student Report	
<input type="checkbox"/> Progress Report Card Marks Copy of Individual Student Report	
<input type="checkbox"/> Required Signatures <input type="checkbox"/> Principal <input type="checkbox"/> LAT Chair Person <input type="checkbox"/> LAT Team Members	



Multilingual and Multicultural Education Department
**LAT Reclassification Recommendation
Secondary Reclassification Check List**

ATTACHMENT E

Fax documents to your Local District EL Programs Coordinator.

Student Name:	Grade:
School:	Local District:
Required Documentation	Questions/Concerns/Notes
<input type="checkbox"/> LAT Reclassification Recommendation Form	
<input type="checkbox"/> LAT Sign-In (Attachment 4-B)	
<input type="checkbox"/> LAT Initial Meeting Form (Attachment 4-E)	
<input type="checkbox"/> LAT Follow-Up Meeting Form (if applicable) (Attachment 4-F)	
<input type="checkbox"/> CELDT Copy of Individual Student Report	
<input type="checkbox"/> SRI or CAHSEE Copy of Individual Student Report	
<input type="checkbox"/> Report Card Marks Copy of Individual Student Report	
<input type="checkbox"/> Required Signatures <input type="checkbox"/> Principal <input type="checkbox"/> LAT Chair Person <input type="checkbox"/> LAT Team Members	