



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Reclassification of English Learners

NUMBER: BUL-5619.2

ISSUER: Gerardo Loera, Executive Director
Office of Curriculum, Instruction, and School Support

Hilda Maldonado, Director
Multilingual and Multicultural Education Department

DATE: March 13, 2014

ROUTING

ESC Superintendents
ESC Principal Leaders
ESC EL Program Staff
Principals
EL Program Coordinators
UTLA Chapter Chairs

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 demonstrated they are able to participate effectively with English-speaking peers in a Mainstream English program and have met the criteria for reclassification, they are 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*

State law requires students classified as ELs to participate annually in the administration of the California English Language Development Test (CELDT) to assess progress toward acquiring English proficiency in the language domains of Listening, Speaking, Reading and Writing (EC Section 313[d]).

MAJOR CHANGES: AB 484 was signed into law on October 2, 2013, and became effective January 1, 2014. AB 484 establishes a new statewide assessment system and beginning with the spring 2014 testing cycle, suspends the English language arts (ELA) and mathematics California Standards Test (CST) and California Modified



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Assessments (CMA) for most grades. Students in eligible grades will be expected to participate in the Smarter Balanced Assessment Consortium (SBAC) Field Test in the Spring of 2014. This year is a pilot year for the SBAC assessment and the scores will not be reported to the District. Therefore the field test will not be usable for the purposes of reclassification.

This Bulletin replaces BUL-5619.1, dated June 21, 2013, and incorporates the following changes:

- Updates in meeting the basic skills assessment criteria for reclassification in 3rd-12th grades:
 - 3rd-9th grade English Learners with a score of Far Below Basic (FBB), Below Basic (BB) or without a 2012-13 CST/CMA score, will be administered this year the 2012-13 English Language Arts Periodic Assessment
 - 2012-13 CST/CMA ELA scores of English Learners receiving a score of Basic or above will continue to be used for reclassification purposes
- LTEL courses, *Language and Literacy and Advanced ELD* received UCOP A-G credit approval; therefore, course grade can be used to meet the teacher evaluation/grades criteria
- Reclassification procedures for Students with Disabilities (SWD) taking CELDT with modifications
- SIS procedural changes for 2nd grade
- Students in the Maintenance Bilingual Education (MBE) Program are reclassified through SIS
- Use of ELD Progress Profile to communicate to parents reclassification criteria

GUIDELINES: In order to meet the above criteria, LAUSD through its English Learner Master Plan (2012) has outlined the reclassification requirements for ELs (Attachment A):

1. *Annual CELDT overall passing score of Early Advanced (level 4) or Advanced (level 5) and Intermediate level (3) or higher in Listening, Speaking, Reading, and Writing*
2. *Teacher evaluation based on student grades/progress report marks in grade-level ELA*
3. *Parent consultation and approval*
4. *Basic Skills Assessment in English Language Arts- see grade level sections*

In the event that an EL in grade 2nd-12th meets the CELDT and basic skills criterion but does not meet the ELA grade criteria, the student may be referred to the Language Appraisal Team (LAT) to analyze other student data that demonstrates grade level proficiency and determine whether to recommend reclassification or instructional supports and/or intervention supports. Please see the LAT Handbook for further guidance. The following multiple measures may



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

be considered:

- Writing Periodic Assessments, 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 courses (secondary)
- Last two years' CST/CMA scores
- End-of-unit assessments and/or other standards-based assessments
- Authentic student work samples, such as writing samples

If the LAT recommends reclassification of an EL after careful consideration of recommended data measures, Attachment B must be completed. Attach the necessary student evidence and the *MyData Comprehensive Student Report* and send via school mail to the Multilingual Multicultural Education Department, Beaudry Building, 25th floor for final reclassification determination.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

INSTRUCTIONS: I. CRITERIA FOR RECLASSIFYING ENGLISH LEARNERS ENROLLED IN THE STRUCTURED ENGLISH IMMERSION (SEI), MAINSTREAM ENGLISH, MAINTENANCE BILINGUAL EDUCATION (MBE) AND DUAL LANGUAGE PROGRAMS (DLP)

A. Kindergarten (2nd year) and grade 1 reclassification criteria and procedures:

Note: 2nd year kindergarten students: previous TK's or retained students, are eligible for reclassification. First year Kindergarten students take the initial CELDT and if they score a 4 or 5 will be classified as an Initially English Proficient Student (IFEP).

1. 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.
2. The teacher has determined that the student has demonstrated grade level proficiency as evidenced by Progress Report marks of 3 or 4 in English Language Arts (ELA) in Listening, Speaking, Reading, and Writing.
3. Parent consultation and approval.
4. The student has demonstrated basic grade-level skills in English on the:
 - a. Current Fall or Spring CC Writing Periodic Assessment (WPA)- achieving scores of 3 or 4 on each component of the rubric
Note: Schools are to ensure grade level understanding and the calibration in scoring of student writing prompt.
AND
 - b. Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment- achieving benchmark scores on the Middle of Year (MOY) or End of Year (EOY) assessment:
 - i. Kindergarten: First Sound Fluency (FSF), Letter Naming Fluency-LNF, Phoneme Segmentation Fluency-PSF, and Nonsense Word Fluency-NWF
 - ii. 1st grade: Nonsense Word Fluency-NWF (CLS & WWR), Oral Reading Fluency-DORF (Fluency, Accuracy & Retell)
5. Once the student meets all 4 reclassification criteria, the Language Appraisal Team (LAT) must meet to discuss the linguistic and academic achievement of the student. The LAT will review CELDT results, DIBELS results, Report Card Scores and any other student work that will support their reclassification recommendation.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

6. LAT completes Attachment B; attaches *MyData Comprehensive Student Report*, scored PA attached with rubric, and school mails the documents to the Multilingual & Multicultural Education Department (MMED), Beaudry Building, 25th floor. The LAT form must be permanently kept in the Blue Master Plan Folder located in the student's cumulative record. 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.

Note: Students who do not meet the reclassification criteria will not be reclassified.

7. Upon receipt of the *Notification of Reclassification Letter*, 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 this letter must be permanently kept in a separate file at the school site.
8. The school must enter the *Parent Inform Date* in SIS Screen 5 Field 322.
9. The school must print a reclassification label for each student and affix the label to the appropriate section of the cumulative record. Refer to Attachment F for instructions on how to print the reclassification label.

B. Grade 2 reclassification criteria and procedures:

1. The student has demonstrated English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 scores of 3 or higher in Listening, Speaking, Reading, and Writing.
2. The teacher has determined that the student has demonstrated grade level proficiency as evidenced by Progress Report marks of 3 or 4 in English Language Arts (ELA) in Listening, Speaking, Reading, and Writing.
3. Parent consultation and approval.
4. The student has demonstrated basic grade-level skills in English on the:
 - a. Current Fall or Spring CC Writing Periodic Assessment (WPA) - achieving scores of 3 or 4 on each component of the rubric
AND



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- b. MOY or EOY DIBELS assessment-achieving an overall Benchmark score

Note: Schools are to ensure grade level understanding and the calibration in scoring of student writing prompt.

Schools are required to input the student Writing Periodic Assessment scores into SIS, see Attachment G.

5. Once the student meets all 4 reclassification criteria, the school prints the *Notification of Reclassification* letter and forwards to the parent for immediate signature. This letter must be filed permanently in the blue Master Plan Folder located in the student's cumulative record. In addition, a copy of this letter must be kept permanently in a separate file at the school site. Refer to Attachment F for information on how to print this letter.
6. The school must enter the *Parent Inform Date* in SIS, Screen 5, Field 322.
7. The school must print a reclassification label for each student and affix the label to the appropriate section of the cumulative record. Refer to Attachment F for instructions on how to print the reclassification label.

C. Grades 3 through 5 reclassification criteria and procedures:

1. 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 Listening, Speaking, Reading, and Writing.
2. The teacher has determined that the student has demonstrated grade level proficiency as evidenced by Progress Report marks of 3 or 4 in English Language Arts (ELA) in Listening, Speaking, Reading, and Writing.
3. Parent consultation and approval.
4. The student has demonstrated basic grade-level skills in English on the:
 - a. 2012-13 California Standards Test (CST)/California Modified Assessment (CMA) by achieving a score of Basic, Proficient or Advanced on the ELA section of the test

OR

 - b. 2012-13 Literacy Periodic Assessment 3 (LPA 3) by achieving a score of Basic, Proficient or Advanced (See Attachment I for administration checklist)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Note: Schools are to ensure grade level understanding and the calibration in scoring of student writing prompt.

5. Once the student meets all 4 reclassification criteria, the school prints the *Notification of Reclassification* letter and forwards to the parent for immediate signature. This letter must be filed permanently in the blue Master Plan Folder located in the student's cumulative record. In addition, a copy of this letter must be kept permanently in a separate file at the school site. Refer to Attachment F for information on how to print this letter.
6. The school must enter the *Parent Inform Date* in SIS, Screen 5, Field 322.
7. The school must print a reclassification label for each student and affix the label to the appropriate section of the cumulative record. Refer to Attachment F for instructions on how to print the reclassification label.

D. Grades 6 through 9/9R reclassification criteria and procedures:

1. 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 Listening, Speaking, Reading, and Writing.
2. The teacher has determined that the student has demonstrated grade level proficiency as evidenced by a final grade of C or better in grade-level English or LTEL Course. (9th grade class must count for A-G credit)
3. Parent consultation and approval.
4. The student has demonstrated basic grade-level skills in English on the:
 - a. 2012-13 California Standards Test (CST)/California Modified Assessment (CMA) by achieving a score of Basic, Proficient or Advanced on the ELA section of the test

OR

 - b. 2012-13 English Language Arts Periodic Assessment 2 (EPA 2) by achieving a score of Basic, Proficient or Advanced (See Attachment I for administration checklist)

Note: Schools are to ensure grade level understanding and the calibration in scoring of student writing prompt.

5. Once the student meets all 4 reclassification criteria, the school prints the *Notification of Reclassification* letter and forwards to the parent



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

for immediate signature. This letter must be filed permanently in the blue Master Plan Folder located in the student's cumulative record. In addition, a copy of this letter must be kept permanently in a separate file at the school site. Refer to Attachment F for information on how to print this letter.

6. The school must enter the *Parent Inform Date* in SIS ID01, Field 382.
7. The school must print a reclassification label for each student and affix the label to the appropriate section of the cumulative record. Refer to Attachment F for instructions on how to print the reclassification label.

E. Grades 10 through 12 reclassification criteria and procedures:

1. The student has an annual CELDT overall performance level of 4 or 5 with scores of 3 or higher in Listening, Speaking, Reading, and Writing.
2. The teacher has determined that the student has demonstrated grade level proficiency as evidenced by a semester grade of C or better in an English or LTEL course, which counts for A-G credit. In the event that a student is enrolled in two A-G English courses concurrently, the course with the higher 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.

3. Parent consultation and approval.
4. The student has demonstrated basic grade-level skills in English on the:
 - a. 2012-13 California Standards Test (CST)/California Modified Assessment (CMA) by achieving a score of Basic, Proficient or Advanced on the ELA section of the test
OR
 - b. California High School Exit Examination-English Language Arts (CAHSEE-ELA) by achieving passing score on the ELA section of the test
OR
 - c. 2013-14 California Standards Test (CST)/California Modified Assessment (CMA) by achieving a score of Basic, Proficient or Advanced on the ELA section of the test (**11th grade only**)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

5. Once the student meets all 4 reclassification criteria, the school prints the *Notification of Reclassification* letter and forwards to the parent for immediate signature. This letter must be filed permanently in the blue Master Plan Folder located in the student's cumulative record. In addition, a copy of this letter must be kept permanently in a separate file at the school site. Refer to Attachment F for information on how to print this letter.
6. The school must enter the *Parent Inform Date* in SIS, ID01, Field 382.
7. The school must print a reclassification label for each student and affix the label to the appropriate section of the cumulative record. Refer to Attachment F for instructions on how to print the reclassification label.

II. CRITERIA FOR RECLASSIFYING ENGLISH LEARNERS ENROLLED IN A TRANSITIONAL BILINGUAL EDUCATION (TBE) PROGRAM

A. Grade 2 and 3 reclassification criteria and procedures (Attachment C):

1. The student has demonstrated English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 scores of 3 or higher in Listening, Speaking, Reading, and Writing.
2. The teacher has determined that the student has demonstrated grade level proficiency as evidenced by marks of 3 or 4 in English Language Arts (ELA) in Listening, Speaking, Reading, and Writing. The school must document the ELA grades on Attachment C. Only include students on this list who meet the criteria for reclassification.
3. Parent consultation and approval.
4. The student has demonstrated basic grade-level skills in English on the:
 - a. Grade 2: Fall or Spring CC Writing Periodic Assessment (WPA) - achieving scores of 3 or 4 on each component of the rubric
AND
MOY or EOY DIBELS assessment-achieving an overall Benchmark score
*Note: Schools are to ensure grade level understanding and the calibration in scoring of student writing prompt.
Schools are required to input the student Writing Periodic Assessment scores into SIS, see Attachment G.*



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- b. Grade 3: 2012-13 California Standards Test (CST)/California Modified Assessment (CMA) by achieving a score of Basic, Proficient or Advanced on the ELA section of the test

OR

2012-13 Literacy Periodic Assessment 3 (LPA 3) by achieving a score of Basic, Proficient or Advanced (See Attachment I for administration checklist)

Note: Schools are to ensure grade level understanding and the calibration in scoring of student writing prompt.

5. Attachment C must be signed by the Principal to certify that the information is accurate. Fax the signed Attachment C to Eva Garcia, Specialist, School Information Branch, at (213) 241-8969.
6. 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. Students who do not meet the reclassification criteria will not be reclassified.
7. Once the *Notification of Reclassification* letter is received at the school site, the school forwards the letter to the parent 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 this letter must be kept permanently in a separate file at the school site.
8. The school must enter the *Parent Inform Date* in SIS, Screen 5, Field 322.
9. The school must print a reclassification label for each student and affix the label to the appropriate section of the cumulative record. Refer to Attachment F for instructions on how to print the reclassification label.

III. STUDENTS WITH DISABILITIES (SWD) PARTICIPATING ON THE ALTERNATE CURRICULUM

Due to the severity and impact of the disabilities of students who participate on 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 these ELs with disabilities will not meet the criteria, even with extended and individualized instruction.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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 Performance Assessment (CAPA), 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 took the 2013 CST or CMA in English/Language Arts
- The student took the 2013 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. Any accommodations and/or modifications listed on a student's IEP must be available to the student for the reclassification assessment (see IEP Section K or FAPE Part 1).

IV. STUDENTS WITH DISABILITIES (SWD) TAKING CELDT WITH MODIFICATIONS

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.

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 (see grade level section), 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 Language 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 J, *Reclassification Form for Students with Disabilities Taking the California English Language Development Test (CELDT) with Modifications*. A copy of the form must be permanently kept



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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 MyData Comprehensive Student Report, must be sent via school mail to Lisa Regan, Coordinator, K-12 Instruction, Division of Special Education, Beaudry Building, 17th floor.

Upon reviewing the form, the student's IEP, and the applicable data, the Division of Special Education, in consultation with the Multilingual and Multicultural Education Department (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. (see previous grade level section)

V. GRADES 2-5/6 MONITORING ELIGIBILITY FOR RECLASSIFICATION:

- A. The *Ready to Reclassify Roster* has been developed to assist elementary schools with identifying ELs who have met all eligibility criteria for reclassification. The *Ready to Reclassify Roster* must be generated monthly to ensure that students who meet the eligibility criteria are reclassified in a timely manner. The students who appear on this roster are to be reclassified immediately. Refer to Attachment F for information on how to print this roster.

At the following points throughout the year, the school is to ensure on-going monitoring of students in meeting reclassification criteria (Attachment D):

- *August*- Provide CELDT-like activities
- *November*- First Progress Report Card ELA Marks
- *January/February*- CELDT results
- *March*- Second Progress Report Card ELA marks
- *June*- Third Progress Report Card ELA marks

- B. The *Potential Reclassification Eligibility* and *EL Monitoring Roster* have been developed to assist schools in monitoring ELs to meet minimum benchmark progress expectations for reclassification. Schools can use Attachment E as a guide throughout the year (specifically in each reporting period) to monitor progress in ELD and meeting reclassification criteria. The Principal/EL Coordinator meets with teachers of ELs to monitor progress and target intervention services to



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

students based on the reclassification criteria that has not been met:

- CELDT overall score of 3 or below and/or scores of 1 or 2 in Listening, Speaking, Reading or Writing.
 - CST/CMA or PA score of Below Basic or Far Below Basic
 - ELA Progress Report Marks of 1 or 2 in Listening, Speaking, Reading or Writing.
 - ELD marks of 1 or 2 in Listening, Speaking, Reading or Writing.
- C. The ELD Progress Profile has been created to share with parents their child's progress in meeting progress benchmarks and reclassification progress. The ELD Progress Profile must be shared with parents during each reporting period throughout the year. See Attachment H for directions on printing the ELD Progress Profile.

In addition, it is critical that schools identify, target, support, and monitor students that have met two out of the three criteria to ensure reclassification.

VI. GRADES 6-12 MONITORING ELIGIBILITY FOR RECLASSIFICATION:

- A. The *Reclassification Eligibility Roster* (ID27) has been developed to assist secondary schools with identifying students who have met all eligibility requirements for reclassification. The *Reclassification Eligibility Roster* must be generated monthly to ensure that ELs who meet the eligibility requirements are reclassified in a timely manner. The students who appear on this roster are to be reclassified immediately. Refer to Attachment A for information on how to print this roster. At the following points throughout the year, the school is to ensure on-going monitoring of students in meeting reclassification criteria (Attachment E):
- *August*- Provide CELDT-like activities
 - *January*- Final Mark Report
 - *January/February*- CELDT results
 - *June*- Final Mark Report
 - *On-going*- CAHSEE Results
- B. The *Reclassification Eligibility*, *EL Monitoring* and *MyData EL Monitoring Rosters* have been developed to assist schools in monitoring ELs to meet minimum benchmark progress expectations for reclassification. Schools can use Attachment as a guide throughout the year (specifically at the end of each semester) to monitor progress in ELD and meeting reclassification. The LTEL designee meets with the ELA and ELD teachers of ELs to monitor progress and target intervention services to students based on the reclassification criteria that



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

has not been met:

- CELDT overall score of 3 or below and/or domain scores of 1 or 2
 - CST/CMA or LPA score of Below Basic or Far Below Basic
 - ELA/LTEL Mid-Point and/or Final Marks of D or F
 - ELD Mid-Point and/or Final marks of D or F
 - CAHSEE- not passing
- C. The ELD Progress Profile has been created to share with parents their child's progress in meeting progress benchmarks and reclassification progress. The ELD Progress Profile must be shared with parents during each reporting period throughout the year. See Attachment I for directions on printing the ELD Progress Profile.

In addition, it is critical that schools identify, target, support, and monitor students that have met two out of the three criteria to ensure reclassification.

Note: The EL Monitoring Roster must be annotated to include teacher input and evidence of intervention being provided both inside and outside the classroom. This monitoring must be clearly documented on the roster. Highlighting student names on the roster is not considered sufficient documentation.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

AUTHORITY: This is a policy of the Los Angeles Unified School District.

- California Education Code, Section 313(d)
- California Code of Regulations – 5 CCR 11303 [a–d]; 5 CCR 432, 434, 438

RELATED RESOURCES: *English Learners Master Plan, K-12, 2012*
MEM-6177.1 Information on State Assessments and Guidelines for Periodic Assessments for the 2013-14 School Year
Language Appraisal Team Handbook

ASSISTANCE: For information regarding reclassification, please contact the Educational Service Center EL Program Staff or the Multilingual & Multicultural Education Department at (213) 241-5582.

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

For information regarding reclassification of Students with Disabilities, please contact Lisa Regan, Coordinator, K-12 Instruction, Division of Special Education, at (213)241-8105.



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

ATTACHMENT A



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

REVISED 3/12/14

	Kindergarten-1 st grade	2 nd grade	3 rd -5 grades	6 th -9 th grades	10 th -12 th grades
CELDT-Annual (California English Language Development Test)	<ul style="list-style-type: none"> •CELDT Overall score of 4 or 5 and •Scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT Overall score of 4 or 5 and •Scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT Overall score of 4 or 5 and •Scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT Overall score of 4 or 5 and •Scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT Overall score of 4 or 5 and •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"> •Progress Report Card Marks of 3 or 4 in ELA 	<ul style="list-style-type: none"> •Grade of C or better in a grade-level English or <i>LTEL class</i> (9th gr- A-G credit only) 	<ul style="list-style-type: none"> •Grade of C or better in an English or <i>LTEL class</i> (A-G credit only)
Basic Skills Assessment	<ul style="list-style-type: none"> •Benchmark score on all skills assessed of the DIBELS MOY or EOY AND •3 or 4 on each of the components of the rubric in the 2013-14 Fall or Spring CC Writing Periodic Assessment 	<ul style="list-style-type: none"> •Benchmark score on all skills assessed of the DIBELS MOY or EOY AND •3 or 4 on each of the components of the rubric in the 2013-14 Fall or Spring CC Writing Periodic Assessment 	<ul style="list-style-type: none"> •Basic, Proficient or Advanced on ELA section of 2012-2013 CST/CMA OR •<i>Basic, Proficient or Advanced on 2012-13 Literacy Periodic Assessment 3 (LPA 3)* (Administered in Spring 2014)</i> 	<ul style="list-style-type: none"> •Basic, Proficient or Advanced on ELA section of 2012-2013 CST/CMA OR •<i>Basic, Proficient or Advanced on 2012-13 ELA Periodic Assessment 2 (EPA 2)* (Administered in Spring 2014)</i> 	<ul style="list-style-type: none"> •Basic, Proficient or Advanced on ELA section of 2012-13 CST/CMA OR •Passing score on CAHSEE- ELA OR •<i>Basic, Proficient or Advanced on ELA section of 2013-14 CST/CMA (11th grade only)</i>
Parent Approval	Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval
LAT (Language Appraisal Team)	LAT required to meet to review above criteria measures and complete Attachment C.	When student has met all criteria except report card marks requirement, student may be referred to LAT for reclassification recommendation. Consult school personnel and LAT Handbook.			

**Italicized denotes recent changes*



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department

ATTACHMENT B

LAT Reclassification Recommendation Form

The Language Appraisal Team (LAT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below. Updated 3/4/14

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

Reason for Reclassification:

CST/CMA ELA Scale Score:	CST/CMA ELA Perf. Band:	LPA % & Perf. Band:	CAHSEE result (10 th -12 th):	ELA Report Card Marks/ ELA Achievement Marks* (K/1 st MBE only)			
				Listening:	Speaking:	Reading:	Writing:

**For MBE, the ELA marks must reflect student performance during English language arts instruction, NOT primary language arts instruction.*

DIBELS*	Kinder							1 st grade								
	MOY Composite:				EOY Composite:			MOY Composite score:					EOY Composite score:			
	FSF-	LNF-	PSF-	NWF-	LNF-	PSF-	NWF-	NWF-CLS	NWF-WWR	Fluency	Accuracy	Retell	NWF-CLS	NWF-WWR	Fluency	Accuracy
LPA* WRITING	Fall			Spring				Fall			Spring					

**DIBELS Student Report & LPA Scored Writing with rubric must be attached to this form.*

2 nd -12 th 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).

For a 2nd-12th grade student: student meets all reclassification criteria except Report Card scores. 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 Approval & Signature <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
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**Attach student evidence listed above AND the MyData Comprehensive Student Report & send in school mail to:
MMED, Beaudry Building, 25th floor**



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**



Multilingual and Multicultural Education Department

ATTACHMENT C

**Reclassification Form
Transition Bilingual Education Programs (2nd-3rd grades)**

The students listed below are in the TBE program and meet all reclassification criteria. The ELA achievement scores below document proficiency in English, not the primary language. It is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

School:	Loc Code:	Date:	Phone #:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:
Student Name:	Student ID:	MP Program:	Grade:
ELA Achievement Scores*			
Listening:	Speaking:	Reading:	Writing:

**For MBE & TBE, the ELA achievement grades must reflect student performance during English language arts instruction, NOT primary language arts instruction.*

Principal Name:	Principal's Signature:	Date:
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TBE only- Fax to Eva Garcia, School Information Branch, (213) 241-8969.



Multilingual and Multicultural Education Department
PROCEDURES TO RECLASSIFY AND MONITOR EL STUDENTS- ELEMENTARY

	AUGUST	AUGUST-NOVEMBER	NOVEMBER	DECEMBER-APRIL	FEBRUARY	MARCH	MARCH-JUNE	JUNE
DATA received:	CST/CMA results received	<i>ELD Monitoring Conferences with teachers to target EL needs of instruction to reclassify.</i> <i>Data/Reports to be used:</i> <ul style="list-style-type: none"> •ELD Progress Profile •SIS EL Monitoring Roster •SIS Potential Reclassification Roster •MyData EL Monitoring Roster •My Data Comprehensive Student History Report •ELD Portfolios •Periodic Assessments •DIBELS •End-of-Unit and/or Teacher created assessments •ELD & ELA Student Work 	1 st Progress Report Card Marks	<i>ELD Monitoring Conferences with Teachers to target EL needs of instruction to reclassify.</i> <i>Data/Reports to be used:</i> <ul style="list-style-type: none"> •ELD Progress Profile •SIS EL Monitoring Roster •SIS Potential Reclassification Roster •MyData EL Monitoring Roster •My Data Comprehensive Student History Report •ELD Portfolios •Periodic Assessments •DIBELS •End-of-Unit and/or Teacher created assessments •ELD & ELA Student Work 	CELDT scores	2 nd Progress Report Card Marks LPA Score	<i>ELD Monitoring Conferences with Teachers to target EL needs of instruction to reclassify.</i> <i>Data/Reports to be used:</i> <ul style="list-style-type: none"> •ELD Progress Profile •SIS EL Monitoring Roster •SIS Potential Reclassification Roster •MyData EL Monitoring Roster •My Data Comprehensive Student History Report •ELD Portfolios •Periodic Assessments •DIBELS •End-of-Unit and/or Teacher created assessments •ELD & ELA Student Work 	LPA Score 3 rd Progress Report Card Marks
DATA/SIS Report needed:	For ELs who have met criteria- Run SIS <u>Ready to Reclassify Roster & Reclassification Letters</u>		For ELs who have met criteria- Run SIS <u>Ready to Reclassify Roster & Reclassification Letters</u>		For ELs who have met criteria- Run SIS <u>Ready to Reclassify Roster & Reclassification Letters</u>	For ELs who have met criteria- Run SIS <u>Ready to Reclassify Roster & Reclassification Letters</u>		For ELs who have met criteria- Run SIS <u>Ready to Reclassify Roster & Reclassification Letters</u>
Identify, Instruct and Monitor Potential Reclassification ELs:	Identify & provide strategic instruction and intervention in the requirements not met: <ul style="list-style-type: none"> • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) • ELA Progress Report marks of 1 or 2 in L, S, R and W. 	Provide strategic instruction and intervention to students with Progress Report marks of 1 or 2 and other criteria not met.	Provide strategic instruction and intervention to students with Progress Report marks of 1 or 2 and other criteria not met.	Identify & provide strategic instruction and intervention in the requirements not met: <ul style="list-style-type: none"> • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) • ELA Progress Report marks of 1 or 2 in L, S, R and W. 	Provide strategic instruction and intervention to students with Progress Report marks of 1 or 2 and other criteria not met.	Provide strategic instruction and intervention to students with Progress Report marks of 1 or 2 and other criteria not met.	Provide strategic instruction and intervention to students with Progress Report marks of 1 or 2 and other criteria not met.	Provide strategic instruction and intervention to students with Progress Report marks of 1 or 2 and other criteria not met.
<i>Refer students to LAT at any time throughout the year when not making adequate ELD or grade level progress- see LAT Handbook</i>								



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Multilingual and Multicultural Education Department

ATTACHMENT E

PROCEDURES TO RECLASSIFY AND MONITOR EL STUDENTS- SECONDARY

	AUGUST	AUGUST-NOVEMBER	OCTOBER	JANUARY - FEBRUARY	MARCH	MARCH-JUNE	JUNE
DATA received:	CST/CMA results received	<i>ELD Monitoring conferences with LTEL designee, ELA and ELD teachers to target EL/LTEL instructional needs to reclassify.</i>	Fall Midterm grades	Fall Semester Report Card CELDT scores	Spring Midterm grades Periodic Assessment results	<i>ELD Monitoring conferences with LTEL designee, ELA and ELD teachers to target EL/LTEL instructional needs to reclassify.</i>	Periodic Assessment results Spring Semester Report Card
DATA/ SIS Report needed:	Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria)	<i>Data/Reports to be used:</i> • <i>15 week progress report</i> • <i>ELD Progress Profile</i> • <i>MR27 & MR29 report</i> • <i>SIS EL Monitoring Roster (ID27)</i> • <i>SIS ID99 Roster</i> • <i>MyData EL Monitoring Roster</i> • <i>My Data Comprehensive Student History Report</i> • <i>ELD Portfolios</i> • <i>Periodic Assessments</i> • <i>ELD assessments: ELD 1-4, Advanced ELD, Literacy and Language for ELs</i> • <i>End-of-Unit and/or Teacher created assessments</i> • <i>ELD & ELA Student Work</i>	Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria)	Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria)	Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria)	<i>Data/Reports to be used:</i> • <i>15 week progress report</i> • <i>ELD Progress Profile</i> • <i>MR27 & MR29 report</i> • <i>SIS EL Monitoring Roster (ID27)</i> • <i>SIS ID99 Roster</i> • <i>MyData EL Monitoring Roster</i> • <i>My Data Comprehensive Student History Report</i> • <i>ELD Portfolios</i> • <i>Periodic Assessments</i> • <i>ELD assessments: ELD 1-4, Advanced ELD, Literacy and Language for ELs</i> • <i>End-of-Unit and/or Teacher created assessments</i> • <i>ELD & ELA Student Work</i>	Run ID27 Reclassification Eligibility Roster & Print ID27 Reclassification Letters (for ELs who have met criteria)
Identify, Instruct and Monitor Potential Reclassification Students:	Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster . Identify & provide strategic instruction and intervention to ELs based on criteria not met: • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) <u>OR</u> not-passing score on CAHSEE • ELA grades of D or F from previous spring semester	Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster . Provide strategic instruction and intervention to ELs with midterm ELA/ELD marks of D or F and other criteria not met.	Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster . Identify & provide strategic instruction and intervention to ELs based on criteria not met: • CELDT domain scores of 1 or 2 • CST/CMA scores of Below Basic (BB) or Far Below Basic (FBB) <u>OR</u> not-passing score on CAHSEE • ELA grades of D or F from previous spring semester	Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster . Provide strategic instruction and intervention to ELs with midterm grades (10-week) of D or F and other criteria not met. <i>For ELs who ONLY need CST/CMA requirement, meet with parent prior to CST/CMA administration to inform of progress needed on the CST/CMA.</i>	Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster . Identify & provide strategic instruction and intervention to ELs receiving D or F in ELA and/or ELD.	Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster . Identify & provide strategic instruction and intervention to ELs receiving D or F in ELA and/or ELD.	Run ID27 EL Monitoring Roster & MyData EL Monitoring Roster . Identify & provide strategic instruction and intervention to ELs receiving D or F in ELA and/or ELD.
<i>Refer students to LAT at any time throughout the year when not making adequate ELD or grade level progress- see LAT Handbook</i>							



PRINTING THE *ENGLISH LEARNER MONITORING ROSTER*

Elementary Schools

The *English Learner Monitoring Roster* can be printed by accessing the Master Plan Menu (Screen 33) and selecting Option 4. This roster should be used to monitor EL student progress.

Secondary Schools

The *English Learner Monitoring Roster* can be printed by entering ID27 and selecting Option <F1> and then Option <F1>. This roster should be used to monitor EL student progress.

IDENTIFYING ELs WHO CURRENTLY MEET THE RECLASSIFICATION CRITERIA

Elementary Schools

The *Ready to Reclassify Roster* can be printed by accessing the Master Plan Menu (Screen 33) and selecting Option 7. This roster will only list ELs who currently meet the reclassification criteria. These students must be reclassified immediately.

Secondary Schools

At the secondary level, the *Reclassification Eligibility Roster* can be printed by entering ID27 and selecting Option <F1> and then Option <F2>. This roster will only list ELs who currently meet the reclassification criteria. These students must be reclassified immediately.

PRINTING THE *NOTIFICATION OF RECLASSIFICATION LETTER*

Elementary Schools

The *Notification of Reclassification Letter* can be printed by accessing the Master Plan Menu (Screen 33) and selecting Option 8. If Field 39 on Screen 3 indicates that the parent's primary language is Spanish, the letter will print in both English and Spanish.

The letter can be reprinted for up to 60 days from the initial printing provided the student still meets the criteria. The school is responsible for making a copy of the letter to place in the Reclassification Binder until the original letter is returned signed by the parent/guardian.

Secondary Schools

The *Notification of Reclassification* letter can be printed by entering ID27 and selecting Option <F3>, Print Notification of Reclassification letter. If Field 302 (CORRES LANG) indicates that the parent's primary language is Spanish, the letter will print in both English and Spanish.

The letter can be reprinted for up to 30 days from the initial printing provided the student still meets the criteria. The school is responsible for making a copy of the letter to place in the Reclassification Binder until the original is returned signed by the parent/guardian.

***NOTE:** Selecting Print Notification of Reclassification Letter will print letters for all students who have met the eligibility criteria for reclassification.*



PRINTING THE NOTIFICATION OF RECLASSIFICATION LETTER (cont.)

In cases where it is difficult to receive a signed letter from the parent, the school must demonstrate it has made a reasonable effort to contact the parent. The procedures for making a reasonable attempt are:

1. Make a copy of the original document sent home to keep on file.
2. Resend a copy of the document if the original is not returned within a reasonable amount of time (5-7 days). Annotate the document by indicating the original date the notification was sent.
3. Contact the parent/guardian by telephone as a reminder and request return of the document. If contact by telephone is not successful, annotate the document by indicating the date and time the attempt was made. No further action is required.
4. File the annotated document in the student's Master Plan Folder.

Note: Once the Notification of Reclassification letter is generated from SIS, the student's language classification will automatically change from LEP to RFEP, and the date the letter is printed will be automatically entered in the Reclass to FEP Date.

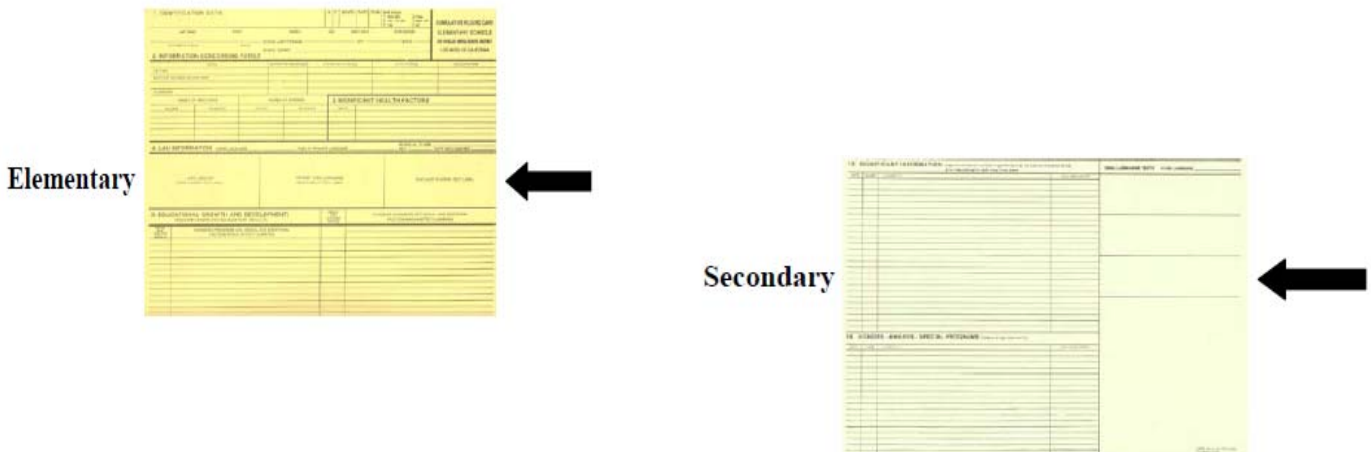
PRINTING THE RECLASSIFICATION LABEL

Elementary Schools

The reclassification label can be printed by accessing the Master Plan Menu (Screen 33) and selecting Option 17. If a label was not generated at the time of reclassification and the student has transferred to another school, the receiving school should request a label from the school that reclassified the student. For Elementary schools, the reclassification label must be affixed to Section 4, LAU Information, as shown below.

Secondary Schools

The reclassification label can be printed by entering ID28 and selecting Option <F2>, Reclassification Label. If a label was not generated at the time of reclassification and the student has transferred to another school, the receiving school should request a label from the school that reclassified the student. For Secondary schools, the reclassification label must be affixed to the Oral Language Tests section, as shown below.





SCREEN 7, OPTION 5W - WRITING PERIODIC ASSESSMENT SCORES ENTRY

(Grade 2 only)

PURPOSE/DESCRIPTION

For the 2013-2014 school year, 2nd grade English Learners can be reclassified when the following criteria have been met:

- Annual CELDT of 4 or 5 with all sub-scores 3 or above
- Current ELA Marks in Reading, Writing, Listening, and Speaking, all 3 or above
- DIBELS MOY or EOY composite score of Benchmark
- Writing Periodic Assessment scores for Fall or Spring of 3 or above

The first three criteria: Annual CELDT, Teacher-assigned marks for ELA, and DIBELS, will be downloaded to SIS centrally when the scores are available from the sources. Schools will need to enter the Writing Periodic Assessment scores for 2nd grade English Learners on **Screen 7 Testing Menu, Option 5W – Writing Periodic Score Entry. (or 15W on Screen 33 – Master Plan Menu)**

This screen is used to enter the student scores for two testing periods taking place this year for *FALL* and *SPRING*. Three standards are assessed for each assessment period and a rubric score of 1-4 is assigned for each standard. Schools must enter the scores for all 2nd grade English Learners, even if they do not meet criteria for the most recent testing period.

(Note: Information on this screen will also appear on the student’s English Language Development (ELD) Progress Profile in *MyData*.)

HOW TO ACCESS, ENTER & UPDATE BLUE SCREEN SIS

At the Main Menu, type **7** and press **<ENTER>** to see the TESTING MENU, then type **5W** and press **<ENTER>** or from the MASTER PLAN MENU, type **33 <ENTER>**, then type **15W <ENTER>**.

To see a student screen, in Field 0 ID#, enter the EL student’s 4-digit ID number and press **<ENTER>**. The student name and district ID # will be displayed with all other data entered previously on this screen. The cursor will be at CONTROL prompt at the bottom of the screen.

Type the number of the first field you wish to enter/update (example: enter 1251 for the Fall, or 1254 for Spring). Press **<ENTER>**. The cursor will move to the field indicated. Type in the score and press **<ENTER>**. Continue enter scores and to press **<ENTER>** to advance to the next field. To move the cursor back to the previous field, press **<CTRL> + B**.

If you need to make a correction, type the correct score over the incorrect score and press **<ENTER>**.

REMINDER: *You cannot make correction after a student has reclassified with previously entered scores.*

After entering/updating the information for this student, move the cursor back to the CONTROL prompt by pressing **<CTRL> + C**. The cursor will move to the CONTROL prompt automatically after entering the last field (1256) on the screen.

At the CONTROL prompt, type **FI** and press **<ENTER>** to file (save) the student record.



To access another student on this screen, type in the student's 4-digit ID number in Field 0 ID# and press <ENTER>. To return to the Main Menu, press <CTRL> + E.

NOTE: Do not use the space bar to delete data from a field or from the end of newly entered data. To delete data from a field (when not entering new data), press <CTRL> + N. This will delete the previously entered data and move the cursor to the next field.

HOW TO ACCESS, ENTER & UPDATE WEB-SIS (YELLOW SCREEN)

At the Main Menu, click on **Screen 7 – Testing Menu**, and then click on Option **5W WRITING PERIODIC SCORES ENTRY** or from Screen 33 Master Plan Menu, click on Option **15W WRITING PERIODIC SCORES ENTRY**.

To see a student screen, in Field 0 ID#, enter the EL student's 4-digit ID number. Press <ENTER>. □

The student name and District ID# will be displayed with all other data entered previously on this screen or in fields appearing on other screens.

Click in the field you wish to enter/update. (example: 1251 for the Fall scores, or 1254 for Spring). Type in the score for this field and press <TAB>. Continue to enter scores and press <TAB> to advance to the next field. To move the cursor back to the previous field, press <SHIFT> + <TAB> or you can click on the desired field with your mouse.

To make a correction to previously entered scores, use your mouse to highlight the score you wish to correct and type over the incorrect score appearing in the field. Press <ENTER> or <TAB> to continue.

REMINDER: *You cannot make correction after a student has reclassified with previously entered scores.*

After entering/updating the information for this student, click on the **FILE** button to save data entered/updated.

To access another student on this screen, type the student's 4-digit ID# in Field 0 ID# and press <ENTER>. To return to the Main Menu, click on the **MENU** button.

PRINTING RECLASSIFICATION LETTER

Go to Screen 33, Option 8, and enter the students 4 digit ID number <ENTER>.

SCREEN FIELD LIST

NOTE: *Spring data fields will not be open for data entry until May 2014.*

Field #	Name	Size	Description
1251	FALL-W1	1	Fall, Writing Standard 1
1252	FALL-L1	1	Fall, Language Standard 1
1253	FALL-L2	1	Fall, Language Standard 2
1254	SPRING-	1	Spring, Writing Standard 2
1255	SPRING-	1	Spring, Language Standard 1
1256	SPRING-	1	Spring, Language Standard 2



2012-13 Periodic Assessment for EL RECLASSIFICATION

Grades 3-5 2012-13 Literacy PA3 / Grades 6-9 2012-13 English PA2

Administration Window: March 17-May 23, 2014

1. MATERIALS

- Materials for each school with eligible students will be delivered in March addressed to the principal: *English Learners receiving FBB or BB on the CST/CMA ELA or have no previous year CST*
- The principal is to assign a designee to coordinate testing
- Open and inventory the contents immediately upon receipt
- Answer sheets will come with pre-printed student information of student eligible to take the assessment
- Generic answer sheets are provided for any students new to the school
- Schools will need to sort by each teacher/classroom
- There will be at least 4 pre-labeled bags included for returning the answer sheets to the vendor for scanning and scoring
- The assessment can be administered 1 time only
- Booklets are consumable and students can write in them. Students will record their answers on the answer sheet
- After use, the Booklets must be shredded

2. TESTING ENVIRONMENT

- Schools must ensure optimal conditions for testing
- A testing schedule is to be created and communicated to all teachers/personnel affected
- The arrangements for testing rooms and seating should be completed well in advance of administering the test. In most cases, regular classrooms will provide the most favorable testing environment. However, any room that does not crowd students, provides good lighting and adequate ventilation, and allows freedom from excessive noise or interruption could be used for the test administration

3. ADMINISTRATION LOGISTICS

- Use only #2 pencils can be used on the answer sheets
- Only English Learners who received FBB or BB on the 2012-13 CST/CMA or have no CST/CMA result can take this exam to qualify for reclassification. Answer sheets are pre-printed with student name and District ID
- Should any eligible students enter a school/class after pre-printed answer sheets have been delivered, the generic answer sheets provided may be used. Generic answer sheets are only scorable with the student name printed, the District ID bubbled in, and the correct assessment code bubbled in (look in lower right hand corner of the assessment booklets)
- The teacher or assessment administrator must bubble in the score(s) for the Writing Prompt/ Constructed Response section, which must be graded by the instructor. Refer to the supplied Administration Guide for grading instructions.
- Follow the testing procedures as outlined in the Teacher's Guide
- Once all student answer sheets are completed and collected, they must be returned for scanning **via LAUSD School Mail**. The answer sheets should be placed in the white plastic return envelopes packed with each box of student answer sheets. The return envelopes are labeled:

“To: LAUSD Mail Unit

LAUSD COMPREHENSIVE ASSESSMENT PROGRAM ANSWER SHEETS”

- Answer sheets may be returned intermittently during the reclassification assessment administration window, using the white plastic return envelopes provided.

NOTE: Data will be collected throughout the assessment window. Schools do not have to wait until the end of the assessment window to return the answer sheets.

The final date to submit answer sheets by school mail is May 28, 2014. Schools are to keep at least one of the white plastic return envelopes to send back the last answer sheets collected, no later than May 28, 2014.

4. REPORTING

After answer sheets are placed in school mail, they will be conveyed to a scanning facility for scoring. Then data will be sent back to LAUSD. This process may take up to 10 school days before data is viewable.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT I

MyData

ELD Progress Profile

ELD Progress Profile Quick Guide

This guide shows you how to find the English Language Development (ELD) Progress Profile of the student's reclassification in meeting the minimum expectations for English learner progress as outlined in the English Learner Master Plan.

Step #	Step	Icon/Link	Comments
1.	<p>From the menu, click Student Search to look for an individual student.</p> <p>Once you have the student information displayed, click the Student ID to view the Comprehensive Student History Report.</p>		<p>For instructions on how to search for an individual student, click here.</p> <p>You can also click on a student ID from any detail report to get to the Comprehensive Student History Report.</p> <p>If an Oracle screen prompts you to login again after clicking on a student ID, enter your single-sign-on (SSO) username and password.</p>
2.	<p>Once the Comprehensive Student History Report displays, look for the ELD Progress Profile links under the EL and Reclassification Section.</p>		<p>You will see a link for Elementary as well as for Secondary.</p>
3.	<p>Clicking on either the Elementary ELD Progress Profile for Elementary Schools or Secondary ELD Progress Profile for Secondary Schools will open the report.</p>		

MyData

ELD Progress Profile

Step #	Step	Icon/Link	Comments
4.	<p>Report displays student's name, grade, attendance, ELD information and the student's progress in meeting the various criteria in order to reclassify as "FEP" within 5 years.</p>		<p>This report displays the student academic progress in meeting the minimum expectations for English Learner progress. School site personnel can share this report with students/parents about the child's progress in meeting reclassification criteria.</p> <p>Reclassification criteria include</p> <ul style="list-style-type: none"> • CELDT, CST, CAHSEE and report card marks • ELD, DIBELS and WCR marks for 2nd graders • LAT Team Review for Kinder and 1st graders



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



ATTACHMENT J

Multilingual and Multicultural Education Department

Reclassification Form for Students With Disabilities Taking the California English Language Development Test (CELDT) with Modifications

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.

Student Name:			Student ID:			Grade:	
School:			Date:			School Phone #	
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 Program- Alternate Curriculum		<input type="checkbox"/> Related Services only (General Education)		
MP Program:	ELD LEVEL:	CELDT Date:	CELDT Overall Score:	CELDT Listening Score:	CELDT Speaking Score:	CELDT Reading Score:	CELDT Writing Score:
			<input type="checkbox"/> w/Modifications	<input type="checkbox"/> w/Modifications	<input type="checkbox"/> w/Modifications	<input type="checkbox"/> w/Modifications	<input type="checkbox"/> w/Modifications

Last ELA Standardized Test Date:			CAHSEE ELA Score* (10TH - 12TH):	Elementary- ELA Report Card MARKS**:	Listening:	Speaking:	Reading:	Writing
CST Scaled Score*:	CMA Scaled Score*:	CAPA Level & Score*:		Secondary English Core Course:		Secondary ELD/LTEL Course:		
			English Core Mark**:		ELD/LTEL Mark**:			

* Score must be Basic, Proficient, or Advanced

**ELA/ELD mark must be a C or better

DIBELS*	Kinder						1 st & 2 nd grade										
	MOY Composite:			EOY Composite:			MOY Composite score:					EOY Composite score:					
	FSF-	LNF-	PSF-	NWF-	LNF-	PSF-	NWF-	NWF-CLS	NWF-WWR	Fluency	Accuracy	Retell	NWF-CLS	NWF-WWR	Fluency	Accuracy	Retell
LPA* WRITING	Fall			Spring			Fall			Spring							

*LPA Scored Writing with rubric must be attached to this form.

Elem. Grades 3-5 LPA #3		Grades 6-8 EPA #2		Grade 9 EPA #2	
% score-	Perf Band-	% score-	Perf Band-	% score-	Perf Band-

*LPA Scored Writing with rubric must be attached to this form.

Modifications Used on Last CELDT Administration		
Modification Type	Y / N	Rationale for modification (continue on additional sheet, if necessary)
Manually Coded English or American Sign Language to present 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 the 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).

IEP Case Carrier Signature:	Date:	Principal Signature:	Special Ed Central Approval & Signature
			<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

Attach student evidence listed above and the MyData Comprehensive Student Report, and send via school to Lisa Regan, Coordinator, K-12 Instruction, Division of Special Education, Beaudry Building, 17th floor