



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

**TITLE:** Monitoring English Learners’ Academic Progress, ETK-12

**NUMBER:** REF-070901

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**ROUTING**

Superintendents  
Directors  
Administrators of Instruction  
LD EL Program Staff  
Principals  
Assistant Principals  
Literacy Coaches  
UTLA Chapter Chairs  
EL Designees  
TSP Advisors  
EL Instructional Coaches

**PURPOSE:** The purpose of this Reference Guide is to outline the procedures for monitoring the academic progress of English Learners (ELs) in accordance with federal and state guidelines. This reference guide replaces BUL-6266.0, *Long Term English Learner (LTEL) Designees’ Roles and Responsibilities*, dated March 18, 2014. It includes information on the following topics:

1. Established definitions for the different EL typologies
2. Progress Monitoring procedures and resources for ELs
3. Individual Reclassification Plans (IRPs)
4. Intervention and enrichment for at-risk ELs
5. Progress monitoring parent notification requirements

**MAJOR CHANGES:** This is a new Reference Guide.

**BACKGROUND:** Federal and state laws require each Local Education Agency (LEA) to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve to overcome language barriers in each subject matter. Actions to overcome academic content barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f]; *EC* §§ 305[a][2], 310; 5 *CCR* § 11302[b]; *Castañeda v. Pickard*, 648 F.2d 989 (5<sup>th</sup> Cir. 1981))

The 2018 Master Plan for English Learners (ELs) and Standard English Learners (SELs) was developed as the L.A. Unified’s guide to ensure that all ELs and SELs in LAUSD achieve linguistic and academic success. The 2018 Master Plan outlines the guiding principles for educating ELs and SELs, instructional services, program options, and systems for monitoring student progress. The [2018 Master Plan](#) states:

“It is the goal of L.A. Unified that every EL and SEL (current and former) in the District graduates college and career ready, with bilingual and biliterate competence. L.A. Unified is, therefore, committed to monitoring the implementation of its EL and SEL policies, programs, and services and to



evaluating their implementation as well as their effectiveness to continuously improve them and to hold the District accountable” (Chapter 7, page 134).

All schools are expected to provide a Multi-Tiered System of Supports (MTSS) for the early identification and provision of support to students who are struggling academically, linguistically, social-emotionally and/or behaviorally in the general education setting. MTSS includes three tiers of strategies and research-based interventions for service delivery, a problem-solving method, and an integrated data collection system that informs decisions at each tier of support. As part of the monitoring cycle, the Student Support and Progress Team (SSPT) shall refer to the 2018 Master Plan for guidance on how to provide ELs and SELs with quality educational programs and services that are based on current research, and to provide interventions when applicable.

## **INSTRUCTIONS: I. ENGLISH LEARNER TYPOLOGIES**

According to the *California English Learner Roadmap*, Principle One, assets-oriented and needs-responsive schools recognize that there is no single EL profile and no one-size-fits-all approach that works for all ELs, programs, curricula, and instruction. These schools must be responsive to the different EL students’ needs, identities and experiences through the implementation of assets-based instructional programs.

Chapter 1 of the 2018 Master Plan provides a full description of the typologies of ELs in L.A. Unified:

- *Newcomers* are foreign-born ELs enrolled in U.S. schools for 3 years or less. These students’ educational needs are different from those of other ELs. For example, they may need basic English language literacy support.
- *Potential Long-Term English Learners* (PLTEs) are EL students in 3<sup>rd</sup> through 12<sup>th</sup> grade who have been in U.S. schools for 4 to 5.9 years without meeting the criteria for reclassification.
- *Long-Term English Learners* (LTEs) are EL students in 6<sup>th</sup> through 12<sup>th</sup> grade who have completed 6 full years in U.S. Schools without meeting the criteria for reclassification.

Newcomers and PLTEs who meet L.A. Unified’s progress expectations benchmarks are considered to be making adequate academic progress. However, PLTEs and LTEs who are not meeting the progress expectations benchmarks are identified as at-risk ELs (see Attachments A-1 through A-2). The SSPT is to meet to develop and monitor an intervention plan for at-risk ELs.



## II. MONITORING PROCEDURES

Although progress monitoring begins in the classrooms, the SSPT plays a pivotal role in monitoring the progress of ELs at the school site. Key functions of the SSPT are to ensure that ELs receive and participate in an effective instructional program and to monitor the language and academic progress of ELs. The monitoring process includes:

- Schoolwide monitoring
- Monitoring specific student groups (Newcomers, PLTELEs, and LTELEs)
- Monitoring individual at-risk EL students

The school site administrator is responsible for the SSPT, and may designate the EL designee as the SSPT designee. At least one of the core members of SSPT should have experience, knowledge, and/or training in the District's instructional program options for ELs, the 2018 Master Plan, as well as services provided through a Comprehensive ELD Program, including Integrated ELD (iELD) and Designated ELD (dELD). In the case of a school with a Dual Language Education program, at least one member should have authorization in the program language. The core SSPT that meets to review and monitor EL data should be minimally comprised of the EL designee and the principal. Refer to [BUL-6730.1](#) for required and additional members of SSPT.

The SSPT meeting may also require the expertise of support staff such as a school psychologist, pupil services and attendance counselors, resource teacher, special education teacher, school nurse, etc., to address individual at-risk student needs and recommend and/or provide appropriate supports.

During each reporting period, the MiSiS *EL Monitoring Roster* is generated and compared with the progress expectations to identify students who may be falling behind in English language development and/or core content areas. The *EL Progress Profile* and *Individual Reclassification Plan* (IRP) are additional data sources that shall be used to support in comparing the EL student's progress in the meeting to establish progress expectations. The SSPT needs to meet regularly to examine student data for school wide monitoring (i.e. by grade level, courses/classes), student group monitoring and to identify individual ELs who might need tier 2 or tier 3 support.

## III. MONITORING RESOURCES

The SSPT has access to various monitoring resources or tools that will support with collection of student data and student progress monitoring. Monitoring resources include but are not limited to the MiSiS *EL Monitoring Rosters*, IRPs, *EL Progress Profiles* and the *EL Dashboard*.



*EL Monitoring Roster* is a report available in MiSiS, which includes students' most recent data on English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment (SBA), basic skills assessments and grading marks. The *EL Monitoring Roster* is used to identify students in need of linguistic and/or academic intervention. Schools need to also annotate the roster with information of supports and interventions provided to the identified at risk ELs. The annotated roster is maintained at the school site for a minimum of five years as evidence of monitoring.

- *English Learner Rosters* are available in MiSiS under Reports → English Learner → English Learner Rosters.

The *Individual Reclassification Plan (IRP)* is a student report available in MiSiS and it is used to progress monitor the academic needs and strengths of PLTELEs and LTELs. This report is used for all at-risk ELs to monitor progress towards reclassification. The IRP should be used with the progress expectations charts (Attachments A-1 and A-2) to monitor student progress, as well as assist individual students with developing linguistic and academic goals.

NOTE: All at-risk ELs must have an IRP documented in the Master Plan folder inside the cumulative record.

- The *IRP* is available in MiSiS under Reports → English Learner → Individual Reclassification Plan. The IRP is available in five versions (see Attachment C for a sample of the report):
  - PLTELEs in elementary
  - PLTELEs in elementary (grade 6)
  - LTELs in elementary (grade 6)
  - PLTELEs in secondary
  - LTELs in secondary

The *EL Progress Profile* is a student report available in MiSiS which displays the reclassification criteria, indicating specifically whether a student has met or not met each criteria measure for reclassification.

- The *EL Progress Profile* is available in MiSiS under Reports → English Learner → EL Profile (See Attachment D for a sample *EL Progress Profile*)

The *EL Dashboard* is a platform which contains school-level EL data, including reclassification data for Newcomers, PLTELEs and LTELs.

- The *EL Dashboard* can be accessed on the MMED website at: <https://achieve.lausd.net/mmed#spn-content> and/or by visiting the FOCUS dashboards website at <https://achieve.lausd.net/focus>.



## IV. PROGRESS MONITORING PROCEDURES

For school wide monitoring and specific EL student groups monitoring, the SSPT shall utilize a SSPT Meeting Log to document the following:

- Type of intervention(s) needed and offered
- Start and end date of intervention(s)
- Number of hours of intervention(s) provided
- Language skill(s) and/or subject area(s) addressed
- Information about the students' response to the intervention(s)

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

For any students who require Tier 2 or Tier 3 support, the SSPT must convene to develop a specific intervention plan using the SSPT Student Intervention Plan form, which is available on MiSiS, under each student profile -> support -> SSPT Referral. For details on how to complete the SSPT Intervention Plan on MiSiS, refer to [MiSiS Resources and Job Aids](#). The Intervention Plan can also be found on the MMED website: <https://achieve.lausd.net/Page/5831>.

## V. INTERVENTIONS AND ENRICHMENT FOR AT-RISK ELs

The SSPT must convene to recommend an intervention plan with specialized support for identified at-risk ELs as part of their schoolwide, group, and individual student monitoring. The intervention plan includes English language support that is appropriate to the students' linguistic and/or academic needs. The SSPT must also monitor the plan's implementation and the effectiveness of the intervention services provided.

An effective intervention program should reflect a multi-tiered approach to instruction. Strategies may include, but are not limited to, any of the following:

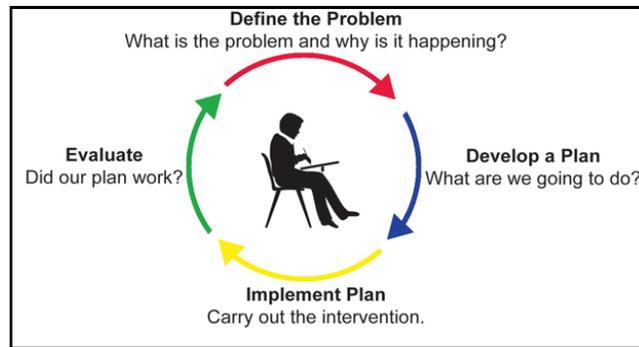
- Specific academic support
- Specialized reading, writing or math instruction
- Designated English Language Development (dELD)
- Differentiated instruction using Integrated ELD (iELD) methodology in core classes
- After school tutoring addressing identified needs of students
- Language and/or academic enrichment

NOTE: The purpose of intervention and enrichment is to explicitly support language and academic skills needed by ELs through direct instruction and the use of appropriate strategies.



Since the SSPT monitors the whole child, the team should take into account not only academics but also behavioral, attendance and social-emotional factors that are relevant when analyzing EL progress.

To determine appropriate interventions and assess their effectiveness for individual ELs, the SSPT should employ the following problem-solving process:



For at-risk ELs with disabilities, the EL designee and/or designated faculty member shall join the Individualized Education Program (IEP) team to review the IEP EL goals, as well as the IRP's, and determine the type of support needed for each individual EL.

School sites should refer to [BUL-6730.1: A Multi-Tiered System of Support Framework for the Student Support and Progress Team](#), issued July 13, 2017, for additional guidance on SSPT procedures for documenting SSPT referrals, supports and interventions. The MiSiS SSPT job aid is located on the MiSiS website under visit the [MiSiS Resources and Job Aids](#), select *Using the Student Support and Progress Team Screen*.

Evidence of SSPT monitoring, including the intervention plan, must be filed in the blue Master Plan folder in the student's cumulative record.

## VI. EVALUATION OF THE EFFECTIVENESS OF INTERVENTIONS

The SSPT monitors the progress of at-risk ELs and their responses to interventions provided. A follow-up meeting should be held at the conclusion of each intervention interval. If an at-risk EL does not show measurable progress following the provided intervention, the SSPT should:

- Revisit the intervention plan for the at-risk ELs
- Modify the intervention provided (i.e., instructional strategy, intervention program, goal, grouping, duration and frequency)
- Adjust the level of tiered support based on student data outcome
- Implement a modified intervention plan
- Revisit and document on IRP



## VII. NOTIFICATION TO PARENTS AND GUARDIANS

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

The EL designee and/or the designated staff member(s) shall meet with all at-risk ELs and their parents to review the student's IRP and progress towards meeting the reclassification criteria. Utilize the Parent-Student Conference Log (Attachment E) to document parent meetings. When it is not feasible for a school site to conduct individual meetings with at-risk ELs and their parents, meetings should be held in a manageable group setting. This will maximize the level of personalization as staff, students, and parents engage in analyzing the individual student data and setting personal goals for linguistic and/or academic improvement. These meetings should be viewed as opportunities to engage students in identifying their strengths, linguistic and academic needs, and to motivate them to work towards identifiable measures of academic success.

NOTE: The *PLTEL/LTEL Designee Form* (Attachment F) is to be used to identify and document the school site PLTEL/LTEL Designee. The school must submit the form to the Local District EL Programs Coordinator and file it at the school site for record keeping.

Schools must exercise reasonable efforts to engage parents in the PLTEL/LTEL parent meetings and document a minimum of three attempts to ensure parent attendance. To maximize the opportunities for parent attendance and involvement, these meetings must be scheduled with substantial notice, on various dates, and at different times.

The following steps will ensure that schools meet the notification requirements described in this reference guide:

- Maintain all meeting sign-ins, notices, and agendas on file at the school site for a minimum of five years.
- For ELs whose parents were not able to attend the PLTEL/LTEL parent meeting, print the IRP in English and in the home correspondence language entered in the *Parent/Guardian Information* screen in MiSiS. Make two copies of the completed IRP and send a copy home for the parent/guardian signature.
- Once the IRP has been signed by the parent/guardian and returned to the school, provide a signed copy of the IRP to the student, parent/guardian, and ELA/LTEL teacher. The original IRP must be filed in the student's Master Plan folder located in the cumulative record.



Schools must exercise and document reasonable attempts to obtain the signed IRP from the parents/guardians. If the parent does not respond after three attempts, annotate the three attempts on the IRP and file it in the student's Master Plan folder.

## **VIII. STUDENTS WITH DISABILITIES RECEIVING SPECIAL EDUCATION SERVICES**

ELs who have an active Individualized Education Program (IEP) must have their progress monitored on a consistent basis by both the SSPT and their IEP team. The team is required to document the instruction, services, and supports that are needed to support students with disabilities who are ELs. This includes documenting the student's Present Level of Performance (PLP) in ELD as evidenced by multiple sources of State, District, and school level data, and providing a description of how a student's ELD level and/or performance impacts the student's progress toward meeting the criteria for reclassification and IEP goals and objectives. The IEP team is required to address the provision of services and supports in ELD as part of the offer of Free Appropriate Public Education (FAPE) for all ELs with disabilities.

The IRP is a necessary document for all ELs, including those with an IEP. The IEP meeting provides an additional place to review progress towards reclassification. As part of the IEP team's preparatory activities, the IEP case manager should consult with the student's ELD teacher, the school EL designee and/or the school's SSPT.

NOTE: ELs with a 504 Plan are also part of the of the school's general EL monitoring process and must be monitored by the EL designee.

## **IX. ENGLISH LEARNER ONLINE ACCOUNTABILITY REQUIREMENTS**

The school site administrator is responsible for ensuring at-risk ELs are monitored and supported with the appropriate interventions. The required documentation must be uploaded and certified in the English Learner Instructional Online Accountability System (OLAS) twice per year as indicated in the OLAS calendar, which is available on the MMED website at: <https://achieve.lausd.net/Page/175#spn-content>.

L.A. Unified's goal is to effectively monitor ELs' linguistic and academic progress. Failure to implement the District's procedures in this area could subject the school to complaints under the District's Uniform Complaint Procedures and/or findings of non-compliance by the District, State and Federal Program Monitoring and Title III auditors.



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## RELATED RESOURCES:

[2018-19 English Learner Program Instrument](#)

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

[2012 California English Language Development Standards](#)

[REF-6124.1, IEP Guidelines for Documenting English Language Development \(ELD\) Instruction for Students with Disabilities](#), dated October 25, 2013

[BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team](#), dated July 13, 2017

[California English Learner Roadmap](#)

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

## ASSISTANCE:

For assistance or further information, please contact your Local District EL Programs Coordinator or the Multilingual and Multicultural Education Department at (213) 241-5582.



**Elementary and Secondary English Learners Progress Expectations**

<b>Elementary English Learner Progress Expectations</b>						
Years in Program*	1 EL**	2 EL**	3 EL**	4 PLTEL	5 PLTEL	6 PLTEL
<b>English Language Proficiency (All ELs)</b>						
ELPAC Performance Level	1	2	3	4	4	4
ELD Minutes	60 min	60 min	60 min	45 min	45 min	45 min
<b>English Academic Achievement (All ELs)</b>						
DIBELS Composite K-5	WBB-Well Below Benchmark	BB-Below Benchmark	BB-Below Benchmark	B-Benchmark	B-Benchmark	Benchmark/Above Benchmark
Smarter Balanced Assessments – ELA	Standard Not Met	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Met/Exceeded
Academic Marks in Core Subjects	3 or 4	3 or 4	3 or 4	3 or 4	3 or 4	3 or 4
<b>Secondary English Learners Progress Expectations</b>						
Years in Program*	1 EL**	2 EL**	3 EL**	4 PLTEL	5+ PLTEL	6 LTEL
<b>English Language Proficiency (All ELs)</b>						
ELPAC Performance Level	1	2	3	4	4	4
ELD Course	ELD 1	ELD 2	ELD 3	ELD 4	L & L***/ Advanced ELD	L & L/ Advanced ELD
<b>English Academic Achievement (All ELs)</b>						
Reading Inventory (RI) 6-12	BB-Below Basic	BB-Below Basic	BB-Below Basic	B-Basic	B-Basic/ P-Proficient	P-Proficient/ Advanced
Smarter Balanced Assessments – ELA	Standard Not Met	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Met/Exceeded
Academic Marks in Core Subjects	C or better	C or better	C or better	C or better	C or better	C or better

\* Years in program does not equate to grade-level

\*\* English Learners includes U.S. born ELs and Newcomers (foreign born ELs enrolled in U.S. Schools for 3 years or less)

\*\*\* Language and Literacy for ELs



**Secondary LTEL Progress Expectations**

Secondary LTEL Progress Expectations				
Years in Program*	6	7	8	9
English Language Proficiency (LTELs)				
ELPAC Performance Level	2	3	4	4
ELD Course	Literacy and Language for ELs 1A/B	Literacy and Language for ELs 2A/B	Advanced ELD 1A/B or Tier III Reading Course**	Advanced ELD 2A/2B or Tier III Reading Course**
English Academic Achievement (LTELs)				
Reading Inventory (RI) 6-12	BB-Below Basic	BB-Below Basic	B-Basic	P-Proficient/Advanced
Smarter Balanced Assessments – ELA	Standard Not Met	Standard Nearly Met	Standard Met	Standard Met/Exceeded
Academic Marks in Core Subjects	C or better	C or better	C or better	C or better

Secondary LTEL Progress Expectations <sup>+</sup>				
Years in Program*	6	7	8	9
English Language Proficiency (LTELs)				
ELPAC Performance Level	3	3	4	4
ELD Course	Advanced ELD 1A/B	Advanced ELD 2A/2B	Advanced ELD 2A/2B	Advanced ELD 2A/2B
English Academic Achievement (LTELs)				
Reading Inventory (RI) 6-12	BB-Below Basic	B-Basic	B-Basic/P-Proficient	P-Proficient/A-Advanced
Smarter Balanced Assessments – ELA	Standard Nearly Met	Standard Met	Standard Met/Exceeded	Standard Met/Exceeded
Academic Marks in Core Subjects	C or better	C or better	C or better	C or better

\* Years in Program does not equate to grade level

\*\* Tier III Reading Course: Middle School – Literacy for Success, High School – Strategic Literature

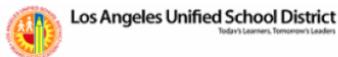
<sup>+</sup> These progress expectations are for LTELs who begin their 6<sup>th</sup> year of U.S. formal education at overall ELPAC Performance Level 3



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ATTACHMENT B

## SAMPLE



### English Learner Monitoring Roster

SchoolName :		Lang Class = LEP																School Year: 2018-2019									
Student Program Info													Most Recent ELPAC or CELDT Data						Most Recent Basic Skills Assessment				Most Recent Marks				
Student ID	Student Name	Eth	Gender	Gr Lvl	GATE	Sp Ed	Meet RFEP Criteria	Home Lang	EL Pg m	EL Yrs	LT EL	Years Not Meeting Prof Criterion	Date	Overall Level	Oral Lang	Written Lang	L Lvl	S Lvl	R Lvl	W Lvl	Test	Perf Lvl	Test	Perf Lvl	Reporting Time Period	Course Name/Elem Subject Mark	Enr
		HISP ANIC	M	11	N	RSP	N	SPANIS H	LT	11	Y	10	04/18/18	2-Som-Dev	4-Wel-Dev	1-Min-Dev	SW-DEV	WELL-DEV	BEG	SW-DEV	SRI 05/07/2018	SRI - 2-BB ; Lexile - 710			Term - 2017-2018 A-Track Spring	ENGLISH 10B - F	Y
		HISP ANIC	F	11	N	N	N	SPANIS H	EI	3	N	3	04/18/18	3-Mod-Dev	4-Wel-Dev	1-Min-Dev	SW-DEV	WELL-DEV	BEG	SW-DEV	SRI 05/08/2018	SRI - 2-BB ; Lexile - 517			Term - 2017-2018 A-Track Spring	ENGLISH 9B - A	Y
		HISP ANIC	F	9	N	N	N	SPANIS H	LT	10	Y	1	07/28/08	2-EI			2-EI	2-EI	NA	NA	SRI						Y
		HISP ANIC	F	12	N	IDS	N	SPANIS H	LT	8	Y	7	04/16/18	ALT	ALT	ALT	ALT	ALT	ALT	ALT	SRI 05/23/2017	SRI - 2-BB ; Lexile - 0					Y
		HISP ANIC	M	12	N	IDM	N	SPANIS H	LT	16	Y	15	04/16/18	ALT	ALT	ALT	ALT	ALT	ALT	ALT	SRI 05/11/2017	SRI - 2-BB ; Lexile - 0			Term - AS	ENGLISH 6B - B	Y
		HISP ANIC	F	12	N	IDS	N	SPANIS H	LT	15	Y	10	04/16/18	ALT	ALT	ALT	ALT	ALT	ALT	ALT	SRI 12/01/2016	SRI - 2-BB ; Lexile - 0			Term - AS	ENGLISH 7B - B	Y
		Asian Other	F	10	N	N	N	ARABIC	N	0	N	1	03/02/18	Beginning			Beginn ing	Beginnin g	Beginnin g	Beginnin g	SRI 05/08/2018	SRI - 2-BB ; Lexile - 0					Y
		HISP ANIC	M	10	N	AUT	N	SPANIS H	LT	9	Y	7	10/08/14	Beginning			Beginn ing	Beginnin g	Beginnin g	Beginnin g							Y
		HISP ANIC	M	12	N	RSP	N	SPANIS H	LT	13	Y	12	04/26/18	ALT	ALT	ALT	ALT	ALT	ALT	ALT	SRI 05/10/2018	SRI - 2-BB ; Lexile - 296			Term - 2017-2018 A-Track Spring	ADV ELD SH 2B - A; CONTEMP COMP - A	Y
		HISP ANIC	M	9	N	RSP	N	SPANIS H	LT	9	Y	8	05/01/18	2-Som-Dev	3-Mod-Dev	2-Som-Dev	BEG	WELL-DEV	BEG	SW-DEV	SRI 05/17/2018	SRI - 2-BB ; Lexile - 625	ELA - SBAC 05/22/2018	Standard Not Met:2401	Term - 2017-2018 A-Track Spring	ENGLISH 8B - C	Y
		HISP ANIC	M	9	N	N	N	SPANIS H	LT	9	Y	8	04/30/18	4-Wel-Dev	4-Wel-Dev	2-Som-Dev	WELL-DEV	WELL-DEV	BEG	SW-DEV	SRI 05/18/2018	SRI - 2-BB ; Lexile - 510	ELA - SBAC 05/15/2018	Standard Not Met:2426	Term - 2017-2018 A-Track Spring	ADV ELD MS 2B - B; ENGLISH 8B - C	Y
		HISP ANIC	F	9	N	SLD	N	SPANIS H	LT	9	Y	8	04/19/18	1-Min-Dev	1-Min-Dev	1-Min-Dev	BEG	SW-DEV	BEG	BEG	SRI 05/17/2018	SRI - 2-BB ; Lexile - 23	ELA - SBAC 05/07/2018	Standard Not Met:2361	Term - 2017-2018 A-Track Spring	ENGLISH 8B - A; L & L EL MS 1B - A	Y
		HISP ANIC	M	9	N	IDM	N	SPANIS H	LT	3	N	2	04/27/18	1-Min-Dev	1-Min-Dev	1-Min-Dev	BEG	BEG	BEG	BEG	SRI 05/15/2018	SRI - 2-BB ; Lexile - 0					Y
		HISP ANIC	M	11	N	N	N	SPANIS H	N	1	N	1	04/18/18	3-Mod-Dev	4-Wel-Dev	2-Som-Dev	SW-DEV	WELL-DEV	SW-DEV	SW-DEV	SRI 05/08/2018	SRI - 2-BB ; Lexile - 223			Term - 2017-2018 A-Track Spring	ENGLISH 9B - A	Y
		HISP ANIC	F	10	N	N	N	SPANIS H	LT	11	Y	2	04/13/18	1-Min-Dev	2-Som-Dev	1-Min-Dev	SW-DEV	SW-DEV	BEG	SW-DEV	SRI 05/03/2018	SRI - 2-BB ; Lexile - 312					Y
		HISP ANIC	M	10	N	N	N	SPANIS H	LT	10	Y	9	04/17/18	3-Mod-Dev	4-Wel-Dev	2-Som-Dev	SW-DEV	WELL-DEV	BEG	SW-DEV	SRI 05/09/2018	SRI - 2-BB ; Lexile - 802			Term - 2017-2018 A-Track Spring	ENGLISH 9B - D; L & L EL SH B - C	Y



SAMPLE OF INDIVIDUAL RECLASSIFICATION PLAN



Los Angeles Unified School District Individual Reclassification Plan Long Term English Learner (LTEL) Secondary



Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ SSPT Recommendation: \_\_\_ Yes \_\_\_ No

Language Status: English Learner (EL) English Learner Years: \_\_\_\_\_

Program Placement: \_\_\_\_\_ ELA Teacher: \_\_\_\_\_ LTEL Teacher: \_\_\_\_\_

EL/LTEL Designee: \_\_\_\_\_

LTEL Definition:

- A student in grades 6-12 with 6 or more years as an English Learner.

Reclassification Criteria:

- Overall ELPAC Performance Level 4
Reading Inventory (RI) with a lexile score of Basic or above or Smarter Balanced Assessment (SBA) in English Language Arts with Standards Met or Standard Exceeded (grades 6-8 and 11)
Grade of "C" or better in grade-level English Language Arts or LTEL class

Table with 5 columns: Reclassification Criteria, Test Date, My current score or grade, What I still need, Goal Met. Rows include ELPAC, RI, SBA, English Course, and LTEL Course.

I commit to the following actions to ensure that I reclassify:

Three horizontal lines for writing actions.

The following people can support me to be successful with my commitments:

Three horizontal lines for listing supporters.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Principal/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy to: • Parent • Student • Teacher • Master Plan Folder Meeting Attempts: Date 1: \_\_\_\_\_ Date 2: \_\_\_\_\_ Date 3: \_\_\_\_\_



### SAMPLE OF THE EL PROGRESS PROFILE



LOS ANGELES UNIFIED SCHOOL DISTRICT  
**English Learner Progress Profile (Elementary K-5)**  
 School Name: \_\_\_\_\_ School Code: \_\_\_\_\_



Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Student ID: \_\_\_\_\_

Days Enrolled: \_\_\_\_\_ Days Absent: \_\_\_\_\_ ELD/LTEL Teacher: \_\_\_\_\_ SSPT Recommendation: \_\_\_\_ Yes \_\_\_\_ No

**English Learner Information:**

<b>Current Language Classification:</b>	<b>ELPAC Overall Performance Level:</b>
<b>Number of years as English Learner:</b>	<b>Master Plan Program:</b>

**Reclassification Criteria:**

Students who are classified as English Learners are expected to meet 3 criteria to reclassify as Fluent English Proficient within 5 years. English Learners must meet the following criteria to reclassify: English language proficiency (ELPAC); grade-level basic skills (test varies according to grade level); and teacher evaluation and recommendation (grades/marks).

The 2018 Master Plan for English Learners and Standard English Learners states that we expect students to make progress every year in each of the areas listed in the table below. The table below shows student progress towards meeting the reclassification criteria.

Reclassification Criteria	Measures	Criteria <i>(Please review the data and mark Met/Not Met)</i>	Student Score	Key
<b>English Language Proficiency</b>	English Language Proficiency Assessments for California (ELPAC)	Overall Performance Level: 4  <input type="checkbox"/> Met <input type="checkbox"/> Not Met	ELPAC Date: Overall Performance Level:  ELPAC Domain Scores: Listening: Speaking: Reading: Writing:	Overall Performance Level: 4 = Well Developed 3 = Moderately Developed 2 = Somewhat Developed 1 = Minimum Developed  ELPAC Domain Scores: 3 = Well Developed (Well-EDV) 2 = Somewhat/Moderately = SW-DEV 1 = Beginning (BEG)
	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Benchmark or Above Benchmark in all grade level measures  <input type="checkbox"/> Met <input type="checkbox"/> Not Met	Date: Test purpose: Measures:	ABM = Above Benchmark BM = Benchmark BMM = Below Benchmark WBMM = Well Below Benchmark
<b>Grade Level Basic Skills Test</b>	Smarter Balanced Assessment (SBA)	Standard Met or Standard Exceeded  <input type="checkbox"/> Met <input type="checkbox"/> Not Met	Date: Score: Performance Level:	Standard Exceeded Standard Met Standard Nearly Met Standard Not Met
	English Language Arts (Grades 3 to 5)	English Language Arts Composite Score  <input type="checkbox"/> Met <input type="checkbox"/> Not Met	Time Reporting Period: Report card mark:	4 = Exceeds Grade Level Standards 3 = Meets Grade Level Standards 2 = Progressing Toward Meeting Grade Level Standards 1 = Minimal Progress Toward Grade Level Standards

\* Second year kindergarten students may only reclassify if a reclassification recommendation is made by the Student Support & Progress Team (SSPT).

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Los Angeles Unified School District

(School Name)



**Parent-Student Conference Log**

(Academic Year)

EL/LTEL Designee Name: \_\_\_\_\_ email address: \_\_\_\_\_ @ lausd.net

Type of meeting: • Individual • Group

Date	Student Name (Print)	Student Signature	Grade	Parent Name (Print)	Parent Signature



LOS ANGELES UNIFIED SCHOOL DISTRICT

**PLTEL/LTEL Designee Form**

The following individual will serve as the additional monitoring support for our school:

PLTEL / LTEL Designee	
School Name	
Name	
Position	
Email	
Contact Number	
New or Continuing	
Is this person the EL Designee	<input type="checkbox"/> Yes <input type="checkbox"/> No

School year: \_\_\_\_\_

Number of PLTELEs (ELs who have completed 4 to 5.9 years in U.S. schools and have not yet reclassified): \_\_\_\_\_ as of (date): \_\_\_\_\_

Number of LTELs (ELs who have completed 6 full years in U.S. schools and have not reclassified): \_\_\_\_\_ as of (date): \_\_\_\_\_

- \*\* Submit the form to the Local District Programs Coordinator
- \*\* Keep this documentation on site for record keeping purposes