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Procedures for the Referral and Assessment of English Learners

2013-2014

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BACKGROUND

Legal Basis

Federal and state statutes indicate that learning English as a second language is not solely a basis for receiving or not receiving special education services. A child may not be determined to be eligible for special education services if the determinant factor for that eligibility determination is limited English proficiency (The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004; Section 1414 (b)(5) Title 20 of the United States Code (USC); Section 300.306(b) of Title 34 of Code of Federal Regulations (CFR); and Part 30, 56329 (a)(2)(C) of the California Code of Regulations (CCR)). Furthermore, CCR, Title 5, Section 3023, (b) notes "the normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a handicapping condition."

Purpose

The purpose of this guide is to describe the referral and assessment procedures for English learners (ELs) who may have disabilities. This guide provides the appropriate procedures for ensuring that ELs are not inappropriately referred for nor excluded from special education services solely because of limited English proficiency skills. Other goals of this guide are to increase practice in and knowledge of (a) federal and state laws related to the referral and assessment of ELs, (b) language acquisition factors that affect performance in English, and (c) District policies regarding the expected academic progression of students who are acquiring a second language.

Definition of English Learners

An EL is a K-12 student for whom there is a report of a primary language other than English on the state-approved *Home Language Survey* **and** who, based on objective assessment, has not developed English proficiency in the areas of listening, speaking, reading, and writing necessary to succeed in the school's regular instructional programs (http://www.cde.ca.gov/). These students are sometimes referred to as Limited English Proficient (LEP) (No Child Left Behind (NCLB) Act of 2001 (NCLB, 2002 Title IX)).

ELs are identified in accordance with the Initial Identification Flow Chart (Attachment A).

Definition of Individuals with Disabilities

A student shall qualify as an individual with disabilities, pursuant to federal and state legislation, if the results of the required assessments demonstrate that the degree of the student's impairment requires special education programs and/or related services that cannot be provided with modification of the regular or categorical school program (CCR, Part 30, 3030(a) to (j); USC, Section 1401(a)(5) Title 20).

The LAUSD English Learner Master Plan can be found here: English Learner Master Plan
The LAUSD Language Appraisal Team Handbook can be found here: Language Appraisal Team Handbook 2013-2014

Programs, Instructional Approaches, and Interventions

All programs contain standards-based, differentiated ELD, as well as instruction using Specially Designed Academic Instruction in English (SDAIE) to ensure access to core curriculum. Selected programs also use primary language instruction and/or support (English Learner Master Plan, p. 51).

Elementary Instructional Program Options (English Learner Master Plan, p. 24):

- Structured English Immersion (K-5) (EL 1-3)
- Mainstream English Program (K-5) (EL 4-5, RFEP, IFEP, EO)
- Transitional Bilingual Education (K-3), (EL 1-3)
- Maintenance Bilingual Education Program (K-5) (EL 1-5, RFEP, IFEP) (not currently offered)
- Dual Language Two Way Immersion (K-5) (all students)

Secondary (Grades 6-12) Instructional Program Options (English Learner Master Plan, p. 40):

- Structured English Immersion (EL 1-3)
- Mainstream English Program (EL 1-5, RFEP, IFEP, EO)
- Dual Language Two-Way Immersion (EL 1-5, RFEP, IFEP, EO)
- Secondary EL Newcomer (EL 1-3)
- Accelerated Learning Program for Long Term ELs* (EL 1-5)

*Long-Term EL students are ELs in grades 6-12 who have not reclassified after five full years or more in U.S. schools (English Learner Master Plan, p. 46).

School teams should monitor the progress of students in their achievement of Common Core State Standards in English Language Development (ELD) which serve as a pathway to achieving California English Language Arts (ELA) standards. It is important to analyze whether EL students' expected rate of achievement is in accordance with the length of time and the extent to which they have received appropriate English language instruction. However, length of time is not the only factor to be considered. ELs not making adequate progress should be provided with intervention services.

Progress Monitoring

LAUSD monitors EL student development of English using CELDT Scores, ELD Progress Profile, Benchmark assessments, ELD assessments, curriculum embedded assessments, and diagnostic assessment. When students have not made adequate progress, intervention is attempted. Interventions include additional ELD instruction, ELD tutoring (with extended school day), summer ELD Academy, and other instructional supports (English Learner Master Plan, pp. 57-58). When an EL is not making sufficient progress toward reclassification, a Language Appraisal Team (LAT) is convened to engage in the problem solving process to determine needed supports and/or interventions.

See Attachments B-J for minimum progress expectations for EL students in LAUSD's EL programs.

School teams should monitor interventions in a way that specifically identifies whether the student is making reasonable academic progress. The following steps should be documented:

- Identify area of concern.
- Formulate an intervention goal.
- Develop targeted intervention that addresses specific student needs (academic or behavioral).
- Monitor instruction and student progress to determine intervention effectiveness.
- Use data and problem-solve to determine if intervention should be modified.
- Implement modifications to intervention based on progress monitoring data.
- Monitor performance in Basic Grade-Level Skills.
- Monitor all state and District test results.
- Consider Elementary Progress Report/Secondary Grade Report.
- Consider Periodic Assessment results.

School Teams

"*The Language Appraisal Team (LAT) ensures that appropriate instruction, support and intervention strategies are provided to accelerate the language progress of all English Learners (ELs) including Long Term English Learners (LTELs) and avoid over-identification for special education services. The LAT also ensures that Reclassified Fluent English Proficient (RFEP) students continue to make progress and achieve academic proficiency after reclassification.*" (LAT Handbook).

The LAT is formed early in the school year and should meet on a regular basis. The (LAT) meets at least once a year to review the progress of any EL student not making adequate progress. The LAT monitors progress of ELs, LTELs, and RFEPs, and recommends instructional strategies and interventions for those students. The LAT includes the principal/designee, EL coordinator, classroom teacher, and other personnel as appropriate (Master Plan, p 58-59). The parent is included as a participant for their child's LAT, and the student may also be included. The school psychologist would be included as a consulting expert (LAT Handbook).

Other teams that function to support the academic progress of ELs may include Intervention Teams, Grade Level Teams, Department Level Teams, Coordination of Services Teams (COST), Student Success Teams (SST) and teams in Small Learning Communities (SLC). All of the above school teams should include members who are knowledgeable about the District's *Master Plan Programs for English Learners*.

Prior to SST/COST referral, any EL, LTEL, or RFEP student who may be referred for assessment should be monitored and receive targeted interventions as recommended by the LAT at the school site. Minimum progress expectations for students in each EL instructional program model have been attached to this document and should be used by LAT and other school teams to monitor the progress of EL students.

Referral for Special Education Services

A referral for special education is made if, (a) targeted interventions have not been successful based on the student's documented progress, (b) a disability is suspected, and (c) the student is not making the educational progress expected of his age and grade.

A list of resources to assist school teams in determining whether an EL is making appropriate progress follows.

Resources

Attachment A: LAUSD Master Plan Figure 1. Initial Identification Flow Chart

Attachment B: LAUSD Master Plan Figure 4. Minimum Progress Expectations for Structured English Immersion to Mainstream (Elementary)

Attachment C: LAUSD Master Plan Figure 6. Minimum Progress Expectations for English Learners in the Mainstream English Program (Elementary)

Attachment D: LAUSD Master Plan Figure 9. Minimum Progress Expectations for Transitional Bilingual Education to Mainstream English, Grades K-3 ONLY (Elementary)

Attachment E: LAUSD Master Plan Figure 11. Minimum Progress Expectations for Maintenance Bilingual Education (Elementary)

Attachment F: LAUSD Master Plan Figure 13. Minimum Progress Expectations for Dual Language Two-Way Immersion Program (ELs in Elementary)

Attachment G: LAUSD Master Plan Figure 14. Minimum Progress Expectations for Dual Language Two-Way Immersion Program (EOs and IFEPs/RFEPs in Elementary)

Attachment H: LAUSD Master Plan Figure 19. Minimum Progress Expectations for English Learners in Mainstream English (Secondary)

Attachment I: LAUSD Master Plan Figure 22. Minimum Progress Expectations for Accelerated Learning Program for Long-Term ELs

Attachment J: LAUSD Master Plan Figure 24. Minimum Progress Expectations for Secondary EL Newcomer Program

BILINGUAL ASSESSMENT/CONSULTATION GUIDELINES

Referral and assessment procedures for bilingual assessment and consultation are described in this section. The purpose of the bilingual consultation is to rule out second language acquisition factors as the primary reason for a student's learning difficulties. As such, it is important to determine language dominance and skill levels for receptive and expressive language, as well as to evaluate performance on tasks involving cognitive and academic language to determine if assessment in English could be considered a valid representation of the student's abilities.

Prior to being referred for a bilingual consultation, the EL student must have participated in the LAT and SST processes until it is determined that a Special Education referral is necessary. The bilingual consultation consists of a variety of services provided by a bilingual School Psychologist who is, (a) assigned to the school, or (b) designated by the Psychological Services Coordinator to conduct Bilingual Consultation. When ELs are referred for an assessment to assist the IEP team in determining eligibility for special education services, the designated bilingual school psychologist carries out a bilingual consultation. **In the case of students at ELD/ESL level of 1 or 2, a bilingual assessment/consultation should always occur.** Students at ELD levels of 3 through 5 may also require consultation/assessment depending on available data, the student's records, and information obtained from the family. Referring school psychologists should also consider CELDT levels in making the decision to refer for a bilingual consultation. Monolingual school psychologists must consult with designated bilingual staff whenever they have questions about an ELs primary language functioning.

All school psychologists should keep in mind when assessing an EL student that, according to California English Language Development Standards, the following areas may be affected by second language acquisition factors:

A. Interacting in meaningful ways: collaborative , interpretive, and productive uses of language;
B. Learning about how English works: structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas; and
C. Using foundation literacy skills: phonemic awareness, phonics, fluency, comprehension, vocabulary, and basic English conventions.

The information required on the Bilingual Consultation form should be obtained before a bilingual consultation is requested. The referring school psychologist (assigned to the school that generated the referral) completes the *Bilingual Consultation Request Form* (Attachment K). It is important that all sections of the form be completed, that all identifying information is accurate, and that all required accompanying documentation be submitted.

The Bilingual Consultation Request form is provided for reference as Attachment K, but has been provided to all Psychological Services staff as a fillable form in a separate document.

Responsibilities of Referring School Psychologist

A. Conduct a thorough assessment and write a report of findings that reflects the student's functioning and progress in English.

B. Complete the Bilingual Consultation Request Form with all required documentation. Submit the form and accompanying documentation to the Special Education Service Center, Psychological Services office, as early as possible within the legal timeline. The 60 day timeline remains operative, and does not stop when bilingual consultation is requested.

C. Notify school administrator that a bilingual referral has been made and when it is expected that the case will be ready for IEP meeting. **Encourage school to schedule IEP meeting as close to the end of the 60 day timeline as possible, if appropriate.**

D. Incorporate a brief summary of findings of the bilingual school psychologist's results into the pertinent section(s) of the psycho-educational report *(as such there will always be one stand-alone comprehensive report).*

E. It is the responsibility of the referring school psychologist to make a recommendation for eligibility based on all assessment conducted. When a bilingual assessment has been conducted, use the following language in the eligibility statement at the conclusion of the report:

> "Based on all current assessment results, which includes assessment and/or consultation in the student's native language by a credentialed bilingual school psychologist, it appears that the student meets eligibility criteria as a student with a disability of _____ as indicated by ____ (Describe how the assessment supports the recommendation of the disability.)"

F. Incorporate the findings of the bilingual school psychologist into the IEP Present Levels of Performance (PLP) in the areas of General Ability/Cognitive Functioning and Language Functioning. Findings of the monolingual and bilingual school psychologists are incorporated into one PLP per Performance Area in the IEP (the consulting bilingual school psychologist does not write a separate PLP).

1. General Ability/Cognitive Functioning:
   When referencing auditory processing abilities, indicate when and why measures of two languages were conducted and what the findings of the assessment included.

2. Language Functioning:
   a. When referencing receptive/expressive language abilities and language dominance, indicate when and why measures of two languages were conducted and what the findings of the assessment concluded.
   b. If it is determined that assessment in English should be considered a valid measure of the student's abilities, then address the discrepancy between the ELD level and the assessment findings.

G. Upload both monolingual and bilingual reports in the Welligent system.

H. Present the psycho-educational assessment findings at the IEP meeting.

I. Include bilingual referral submission date on assessment log.

Responsibilities of the Consulting Bilingual School Psychologist

A. Review the Bilingual Consultation Request data and accompanying documentation.

B. Confer with the home school psychologist in order to determine whether consultation or direct assessment will be needed.

C. If a bilingual assessment is required, the bilingual school psychologist:

    1. Assess and write a report of assessment findings. The report incorporates the referring school psychologist's findings, and compares the student's educational performance in the primary language and in English.

    2. Upload the bilingual supplemental school psychologist's report to Welligent.

Responsibilities of the On-Site Bilingual School Psychologist

A. Review the student's Home Language Survey, CELDT and ELD information, and consult with the student's teacher(s), to determine the student's progress towards English language acquisition since the student's enrollment in school.

B. Conduct an informal language sampling with the student to obtain a sense of the student's Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) abilities.

C. Administer a standardized language proficiency battery in the student's primary language as well as in English.

    1. Analyze the assessment results from both languages to determine language dominance and skill levels for receptive and expressive language.

    2. Evaluate performance on tasks involving cognitive and academic language to determine if assessment in English could be considered a valid representation of the student's abilities.

D. Administer a standardized auditory processing measure in the student's primary language, if determined that assessment in English may not be a valid representation of the student's abilities. Analyze the assessment results from both languages to determine auditory processing abilities.

E. Develop a narrative to explain the results obtained from both languages and integrate the information within the General Ability/Cognitive Functioning and Language Functioning sections of the psycho-educational report, and develop corresponding PLPs.

    1. General Ability/Cognitive Functioning:
    When referencing auditory processing abilities, indicate when and why measures of two languages were conducted and what the findings of the assessment included.

2. Language Functioning:
    a. When referencing receptive/expressive language abilities and language dominance, indicate when and why measures of two languages were conducted and what the findings of the assessment concluded.
    b. If it is determined that assessment in English should be considered a valid measure of the student's abilities, then address the discrepancy between the ELD level and the assessment findings.

F. Ensure the results of the bilingual assessment conducted (auditory processing, language skills, and dominance) are addressed in the Summary and Conclusions section of the student's psycho-educational evaluation.

G. Include results of the bilingual measure in the Appendix section of the student's psycho-educational report.

USE OF INTERPRETERS IN ASSESSMENT

Legal Background

According to USC Title 20, Section 1412(a)(6)(B), and CCR Part 30, Section 56320 (a) (b) (1) (2) (3):

"*Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil's educational needs shall be conducted, by qualified persons, in accordance with requirements including, but not limited to, all the following:*

A. *Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.*

B. *Tests and other assessment materials meet all the following requirements:*

1. *Are provided and administered in the pupil's native language or other mode of communication, unless the assessment plan indicates reasons why this provision and administration are not clearly feasible*

2. *Have been validated for the specific purpose for which they are used*

3. *Are administered by trained personnel in conformance with the instructions provided by the producer of the tests and other assessment materials, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.*"

Use of Interpreter Information

In the LAUSD there are credentialed school psychologists identified as fluent in various languages. Therefore, using an interpreter during assessment should occur only in those situations when it is not feasible to provide assessment by a credentialed bilingual school psychologist fluent in the primary language of the child.

When an interpreter is utilized during assessment a number of points must be addressed:

A. Clearly indicate that an interpreter was used and describe specifically the extent to which the interpreter was utilized.

B. Explain clearly the procedures that involved the use of interpreters.
    1. Entire test
    2. Specific subtests in a test battery
    3. All assessments given
    4. Interviews
    5. Other

C. The impact of the interpreter on test validity should be stated. When a test is administered in a language other than the language of the standardization sample, the information obtained via the interpreter should be regarded with caution when drawing conclusions about the student's performance relative to his or her peers. The following statement should be used in the validity statement in the report:

> *"The administration of the test (or tests) using an interpreter was not part of test standardization. Thus, assessments conducted using interpreters were not administered according to standardized procedures. As a result, the validity of the test (or tests) may have been compromised and should be regarded as not valid. However, careful analysis of the student's responses to test items given in the native language by the interpreter did suggest the following: …"*

IEP MEETING DECISIONS

According to CCR Part 30, Section 56026 (e), 56337(a); and IDEIA Section 1401(30) Title 20 of the USC, a student should not be found eligible for special education services if his/her educational needs are primarily due to one or more of the following:

A. Lack of instruction in reading (including essential components of reading) or math
B. Limited English proficiency
C. Temporary physical disabilities
D. Social maladjustment, and environment, cultural, and economic factors

Therefore, the IEP team should carefully consider whether second language acquisition factors are the primary factor impacting a student's educational performance, in addition to the other exclusionary factors that must be considered.

IEP Team Participation by School Psychologist

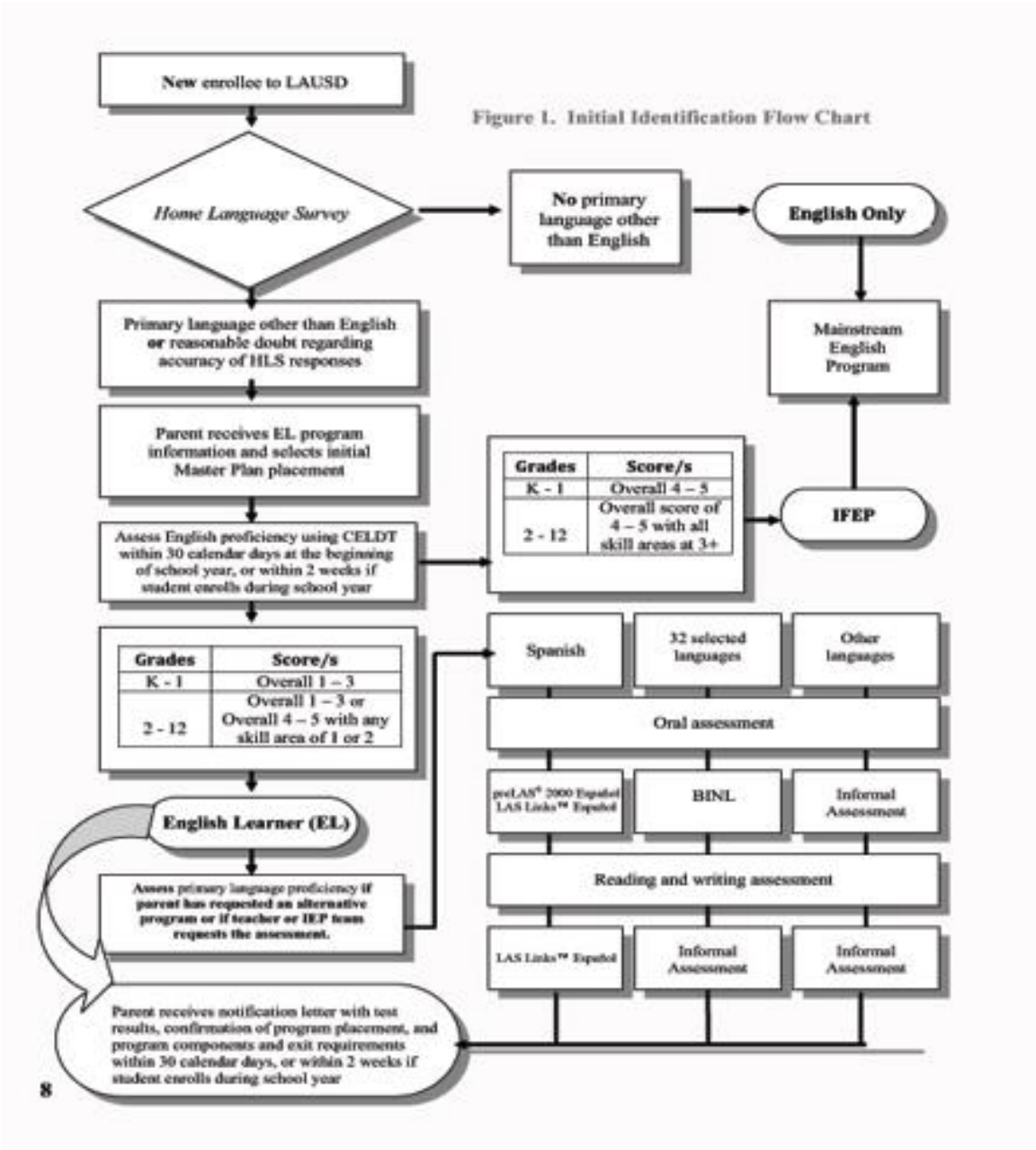
As members of the multidisciplinary IEP team, school psychologists are responsible for presenting clear findings to the IEP team and for fully participating in meeting decisions. It is important that school psychologists be completely engaged in decision-making discussions so that EL students may benefit from lawful and appropriate outcomes. The school psychologist has the following responsibilities as an assessor and as a team member.

A. Clearly report present levels of performance obtained from the combined information found in the monolingual and bilingual reports, which provide a picture of the EL student's:

    1. strengths,
    2. weaknesses, needs, or barriers which impair the student's ability to make progress in the general curriculum, and
    3. impact of disability on student's educational performance.

B. Compare the present levels of performance relative to the student's functioning in the primary language and in English.

Attachment A (from LAUSD Master Plan)



Attachment B (from LAUSD Master Plan)

Figure 4. Minimum Progress Expectations for Structured English Immersion to Mainstream (Elementary)

Minimum Progress Expectations for Structured English Immersion to Mainstream (Elementary)					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., revised ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-3), Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)

[1]ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Attachment C (from LAUSD Master Plan)

Figure 6. Minimum Progress Expectations for English Learners in the Mainstream English Program (Elementary)

Minimum Progress Expectations for English Learners in the Mainstream English Program (Elementary)					
	For ELs enrolled via Parental Request			For ELs transitioned from SEI or TBE	
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g.,ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, DIBELS (K-3), Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)

[1]ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Attachment D (from LAUSD Master Plan)

Figure 9. Minimum Progress Expectations for Transitional Bilingual Education to Mainstream English, Grades K-3 ONLY (Elementary)

Minimum Progress Expectations for Transitional Bilingual Education[1] to Mainstream English, Grades K-3 ONLY (Elementary)				
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year
		1st Year →	2nd Year	3rd Year
L1 Language Arts and Math (California Standards Test in Spanish [CA STS], other)	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced OR N/A[2]
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5
English Lang. Arts: CST/CMA, DIBELS (K-3), Core K-12	FBB	BB	Basic[4] (low to mid[3])	Basic (mid[3] to high)
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid[3])	Basic (mid[3] to high)

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced.

[1]Formerly "Waiver to Basic Bilingual" Program

[2]If transition is at end of 4th year

[3]Mid-Basic: 325 on CST/CMA-ELA

[4]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Attachment E (from LAUSD Master Plan)

Figure 11. Minimum Progress Expectations for Maintenance Bilingual Education (Elementary)

Minimum Progress Expectations for Maintenance Bilingual Education (Elementary)					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
L1 Language Arts (CA STS, other)	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
L1 Math (CA STS, other)	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, DIBELS (K-3), Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. *Mid-Basic: 325 on CST/CMA-ELA.
[1]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Attachment F (from LAUSD Master Plan)

Figure 13. Minimum Progress Expectations for Dual Language Two-Way Immersion Program (ELs in Elementary)

Minimum Progress Expectations for Dual Language Two-Way Immersion Program Target Group: English Learners (Elementary)					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
ELA (CST/CMA, DIBELS (K-3), Common Benchmark Assessments, Periodic Assessments, Core K-12)	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math (CST/CMA, Core K-12, Common Benchmark Assessments, Periodic Assessments)	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Target-Language Arts[2]	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
Target-Language Math[2]	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. *Mid-Basic: 325 on CST/CMA-ELA.

[1] ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

[2] Students are expected to perform at grade level when they are instructed and assessed in their primary language.

Attachment G (from LAUSD Master Plan)

Figure 14. Minimum Progress Expectations for Dual Language Two-Way Immersion Program (EOs and IFEPs/RFEPs in Elementary)

Minimum Progress Expectations for Dual Language Two-Way Immersion Program Target Groups: English Only and Fluent English Proficient (IFEP/RFEP) (Elementary)						
Timeline (Starting Point Based on Initial Level at 1st Year)		**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
			1st Year →	2nd Year	3rd Year	4th Year
				1st Year →	2nd Year	3rd Year
					1st Year →	2nd Year
Target Language Development (TLD) Measures		TLD 1	TLD 2	TLD 3	TLD 4	TLD 5
Language Arts[2] (CST/CMA, DIBELS (K-3), Common Benchmark Assessments, Periodic Assessments, Core K-12; STS for IFEPs, RFEPs)		Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
Math[2] (CST/CMA, Common Benchmark Assessments, Periodic Assessments, Core K-12; STS for IFEPs, RFEPs)		Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
Target-Language Arts	EOs only	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Target-Language Math	EOs only	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. *Mid-Basic: 325 on CST/CMA-ELA

[1]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

[2] Students are expected to perform at grade level when they are instructed and assessed in their primary language, and in the case of RFEPs, the language in which they have attained proficiency.

Attachment H (from LAUSD Master Plan)

Figure 19. Minimum Progress Expectations for English Learners in Mainstream English (Secondary)

Minimum Progress Expectations for English Learners in Mainstream English (Secondary)					
	For ELs at ELD Levels 1-3 enrolled via Parental Withdrawal of Services			For ELs transitioned from SEI	
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
ELA/Math: CAHSEE (10th grade)				Pass (350)	Proficient (380)

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)

[1]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Attachment I (from LAUSD Master Plan)

Figure 22. Minimum Progress Expectations for Accelerated Learning Program for Long-Term ELs

Minimum Progress Expectations for Accelerated Learning Program for Long-Term ELs			
Timeline (Based on Annual CELDT level **at entry to ALP- LTEL Program**)	**1st Year →**	2nd Year	3rd Year
		1st Year →	2nd Year
			1st Year →
CELDT	Intermediate or below[1]	Early Adv / Adv - Not English Proficient	English Proficient

ELD Standards-based measures (e.g., revised ELD progress profile)	ELD 3 or below[1]	ELD 4	ELD 5
English Lang. Arts: CST/CMA, Core K-12	FBB / BB	BB / Low Basic	Basic to proficient (low to mid*)
Math: CST/CMA, Core K-12	FBB / BB	BB / Low Basic	Basic to proficient (mid* to high)

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)

[1] Minimum expected growth of one CELDT level per year, attaining English proficient level in maximum of three years.

Attachment J (from LAUSD Master Plan)

Figure 24. Minimum Progress Expectations for Secondary EL Newcomer Program

Minimum Progress Expectations for Secondary EL Newcomer Program				
Timeline (Starting Point Based on Initial Level at Entry)	**1st Semester →**	2nd Semester	3rd Semester	Students to transition from this program to SEI or Mainstream English after a maximum of three semesters. (See SEI or Mainstream English progress expectations chart for subsequent benchmarks based on level at transition.)
		1st Semester →	2nd Semester	
			1st Semester →	
CELDT	Beginning	Early Intermediate	Intermediate	
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	
English Lang. Arts[1]: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	
Math[1]: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)

[1] CST/CMA given annually, Core K-12 quarterly; performance levels used to indicate expected progress by semester

Attachment K

Los Angeles Unified School District
Division of Special Education
Psychological Services

BILINGUAL CONSULTATION REQUEST FORM

Part 1: Referral Information:

Referring Psychologist:	Date of Referral:	60-Day Timeline Due Date:
School:	School Site Contact:	
School Telephone No: ( ) -		**Date of IEP Meeting:**

Part 2: Student Information:

Name:	DOB:	Student ID #:	Home Telephone No: ( ) -
Student's Primary Language:	Parent's Primary Language:		Country of Origin:
Teacher Name:	Room No:		Grade:

Part 3: EL Information (Sections A-E):

A.	ELD/ESL Level: / Years at current ELD/ESL Level:
B.	CELDT Date: Listening: Speaking: Reading: Writing: Overall:
C.	preLAS® 2000 Español/LAS links ™ Español Date: Proficiency Level:
	Other Primary Language Assessment Used: ☐ BINL ☐ IAHLL Assessment Date:
D.	Master Plan Program: Elementary Secondary
E.	*For Non-Verbal Students*: COM Receptive Level: COM Expressive Level: Date:

Part 4: Educational Experiences (Sections F-H):

F. Educational Experiences Prior to Entering US School:

1.

(a) Years completed: (b) Special Programs/Services: (b) Special Programs/Services:

(c) Academic History (include transcript if secondary) – *(Please limit to 250 characters)*:

G. Educational Experiences in the US: *(Include dates on all reported data).*

1. (a) Length of time in the USA: (b) Date of US Enrollment:

2. (a) Were program accommodations and/or modifications attempted?: ☐ Yes ☐ No

(b) Are these accommodations/modifications included in the report draft? ☐ Yes ☐ No

3. (a) Previous ELD interventions? ☐ Yes ☐ No

(b) Are these accommodations/modifications included in the report draft? ☐ Yes ☐ No

4. Has a previous bilingual assessment been completed? ☐ Yes ☐ No Date:

5. Outside agency reports? ☐ Yes ☐ No Date:

H. Areas of inquiry in primary language:

Cognitive Abilities ☐ Psychological Processing ☐ Social/Adaptive Behavior Functioning ☐ Language Functioning ☐

Comparison of English and primary language functioning (*Please limit to 250 characters)*

- **Attach a draft of the psychoeducational report to include summarized information obtained from your assessment, *MyData*, teacher/parent surveys (if applicable), LAT records, SST records, COST records, and reports from the student's country of origin.**

Please document any other relevant information/areas of concern (e.g. behavioral, school changes, significant environmental factors, attendance/truancy, …). *(Please limit to 500 characters)*