



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: ETK-12 English Learners Academic Progress Monitoring and Supports

NUMBER: REF-070901.2

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ROUTING
Local District Superintendents
Principal Supervisors
Administrators of Instruction
LD EL & DL Program Staff
Principals
Assistant Principals
Literacy Coaches
UTLA Chapter Chairs
EL Designees
TSP Advisors
Title III Coaches
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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 REF-070901.1, *Monitoring English Learners' Academic Progress, ETK-12*, dated December 21, 2020. It includes information on the following topics:

1. EL typologies
2. Progress monitoring resources and procedures for ELs
3. Individual Reclassification Plan (IRP)
4. Intervention and enrichment for at-promise ELs
5. Parent notification requirements
6. ELs with disabilities (SWD) receiving special education services

MAJOR CHANGES: The guidelines set forth in this reference guide address updated progress monitoring timelines and procedures for ELs, including dually identified ELs with disabilities. This update also outlines changes to the IRP documentation requirements and procedures.

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 Universal/Expanded Transitional Kindergarten (U/ETK) through grade twelve to overcome academic barriers. Actions to overcome academic 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 (5th Cir. 1981))

The 2018 Master Plan for English Learners (ELs) and Standard English Learners (SELS) was developed as a guide for Los Angeles Unified District's (LAUSD) school community to ensure that all ELs and SELs in the LAUSD achieve linguistic and academic success. The 2018 Master Plan outlines the guiding



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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 graduate 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 evaluate 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 Principle One of *California English Learner Roadmap*, 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. Schools must be responsive to the various EL students’ needs, identities, and experiences through the implementation of assets-based instructional programs and supports.

Chapter 1 of the 2018 Master Plan provides a full description of the typologies of ELs in Los Angeles Unified:

- *International 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 as they come to U.S. schools with different levels of English language proficiency and different home country schooling history.
- *At Promise, Potential Long-Term English Learners* (PLTEs) are EL students in 3rd through 12th grade who have been in U.S. schools for 4 to 5.9 years without meeting the criteria for reclassification.

NOTE: Students initially identified as ELs in U/ETK or Transitional Kindergarten (TK) may have been enrolled for up to 7.9 years and still be identified as PLTEs if they have not yet entered 6th grade.



- *At Promise, Long-Term English Learners* (LTELs) are EL students in 6th through 12th grade who have completed 6 full years in U.S. schools without meeting the criteria for reclassification.
- *Dually-identified English Learners with Disabilities* are students eligible for special education services.

International Newcomers and PLTELs who meet progress expectation benchmarks are considered to be making academic progress.

II. MONITORING RESOURCES

The teacher, EL Designee/TSP Advisor, Principal and SSPT have access to various monitoring resources and tools to support with the collection of student data and student progress monitoring, and to assist with the facilitation of data conversations with teachers, families, and students. Monitoring resources include, but are not limited to, the MiSiS *EL Monitoring Rosters*, *Individual Reclassification Plans (IRPs)*, *EL Progress Profiles*, *EL Progress Expectation Plans*, and the *EL Dashboard*.

The *EL Monitoring Roster* is a report that includes students' most recent data from English Language Proficiency Assessments for California (ELPAC), basic skills assessments, and grading marks. The EL Monitoring Roster is used to monitor student progress towards meeting progress expectations as well as to identify students in need of linguistic and/academic intervention.

- *English Learner Rosters* are available in MiSiS under Reports → English Learner → English Learner Rosters (see Attachment B for an example).

The *Individual Reclassification Plan (IRP)* is a report that is used to monitor the progress of all PLTELs and LTELs towards academic proficiency resulting in reclassification that must be completed prior to the end of November. Its purpose is to facilitate meaningful conversations with students and parents around the academic strengths and areas of growth for PLTELs and LTELs. During IRP parent-student meetings, schools use this report to develop, implement, and document linguistic and academic goals/action steps to help students become academically successful and meet the reclassification criteria.

NOTE: All PLTELs and LTELs must have an IRP documented in MiSiS and placed in an EL Monitoring Binder by the end of the November and are to be kept for a minimum of 5 years. Additionally, at-promise ELs with disabilities must also have an IRP uploaded in Welligent as part of their annual/tri-annual IEP; a template for students utilizing alternate assessments is located in Attachment C-4 in this reference guide.



- The IRP is available in MiSiS under Reports → English Learner → Individual Reclassification Plan. The IRP is available in five versions (see Attachments C1-C4 for sample reports):
 - PLTELEs in elementary (3rd – 5th grade)
 - PLTELEs in elementary (6th grade)
 - LTELs in elementary (6th grade)
 - PLTELEs in secondary (6th – 12th grade)
 - LTELs in secondary (6th – 12th grade)

The *EL Progress Profile* is a student report that displays the reclassification criteria, indicating specifically whether a student has met or not met each reclassification criterion. The *EL Progress Profile* is to be used in conjunction with the *EL Progress Expectation Plan (ELPEP)* to have meaningful dialogue around the minimum progress expectations, and to develop a support plan to assist students in meeting those expectations, leading to the reclassification criteria.

- The *U/ETK-12 EL Progress Profile* (Attachment D) is available in MiSiS under Reports → English Learner → EL Profile

The *EL Progress Expectation Plan (ELPEP)*, Attachment H-1/H-2, is an additional monitoring tool that schools can use to monitor the academic progress of each EL. It could be used for EL students at the beginning of the school year, and is used to monitor, evaluate, and revise supports being provided throughout the school year. At the start of the school year, data chats discussing baseline data and initial supports should be held in order to establish the ELPEP. The plan should then be revisited every 6-8 weeks (or at data drop periods) to evaluate the effectiveness of supports and revise as needed.

The *MMED Dashboard* is a platform that contains school-level EL data, including reclassification data for Newcomers, PLTELEs and LTELs. The MMED Dashboard can be used to provide an “at-a-glance” view of where students are academically in relation to meeting the reclassification criteria.

- The *MMED Dashboard* can be accessed at <https://achieve.lausd.net/focus>.

III. MONITORING PROCEDURES FOR ELs

Progress monitoring begins in the classroom and is primarily conducted by the classroom teacher (ELD teacher in secondary), the SSPT plays a pivotal role in monitoring the progress of ELs at the school site. Key functions of the SSPT ensure that ELs receive and participate in an effective



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instructional program and monitor the language and academic progress of ELs. The monitoring process should occur at the following levels:

- Schoolwide monitoring of all English Learners
- Monitoring specific student groups (Newcomers, PLTELEs, and LTELs)
- Monitoring individual at-promise 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). The core SSPT that meets to review and monitor EL data should be minimally comprised of the EL Designee, Title III EL Instructional Coach and the principal. Refer to [BUL-6730.1](#) for additional required members of the SSPT.

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

For schoolwide monitoring and specific EL student groups monitoring, the SSPT shall utilize an SSPT meeting log and the *EL Monitoring Roster* or ELPEP, to document the following for each student, as appropriate:

- 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: Simply highlighting student names on the roster is not considered sufficient documented evidence of EL monitoring or intervention.

For 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's profile, support, SSPT Referral. For details on how to complete the SSPT Intervention Plan in MiSiS, refer to [MiSiS Resources and Job Aids](#).

To monitor the individual progress of English Learners, the school should take the following steps:



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- In September, schools should utilize Attachment A-1 or A-2 along with the EL Progress Profile or the EL Monitoring Roster (from MiSiS) to begin analyzing the linguistic and academic progress of ELs. For EL students in need of targeted support, the school should complete an *English Learner Progress Expectation Plan (ELPEP)*, Attachment H-1/H-2, which outlines the supports that the English Learner is to receive in order to ensure that minimum progress expectations are met (per Attachment A-1/A-2). The EL Designee may utilize teachers' ELPEPs along with the EL Monitoring Rosters to create a snapshot of what services/interventions are being provided to English Learners for individual student and schoolwide monitoring purposes.
NOTE: If an ELPEP is established, three copies of the ELPEP should be made, one for the student and parent, one for the ELD teacher and one for the EL Monitoring Binder.
- In the fall, during Parent Meeting #1, as outlined in the English Learner Online Accountability System (OLAS), any established ELPEPs are to be revisited. The supports/interventions that have been provided to individual students should be evaluated and either modified or continued based on progress and are to be shared with parents/guardians. An IRP should also be established for all P/LTEL students by the end of the fall semester.
- In January (secondary schools) or in March (elementary schools), established ELPEPs should be revisited as part of the schoolwide monitoring process. During this time, supports/interventions that have been provided to students are reevaluated to decide whether to modify, continue, or stop the support /intervention or enrichment. If necessary, a SSPT meeting shall be held to discuss providing Tier 2 or Tier 3 supports and interventions to individual ELs.
- For OLAS purposes, Parent Meeting #2 may be conducted individually or conducted in larger groups that can easily be managed, with individual student information shared. Schools should begin holding these monitoring meetings in October and March, respectively, to ensure they are completed by the OLAS due date, and not wait until the month in which they are due.
- In the spring, the ELPEP or IRP should be revisited again as part of the schoolwide monitoring process. During this time, the student data is analyzed to determine if supports/intervention/enrichment are effective to either modify or continue based on progress. If necessary, a SSPT meeting shall be held to discuss providing Tier 2 or Tier 3 supports and interventions to individual ELs.

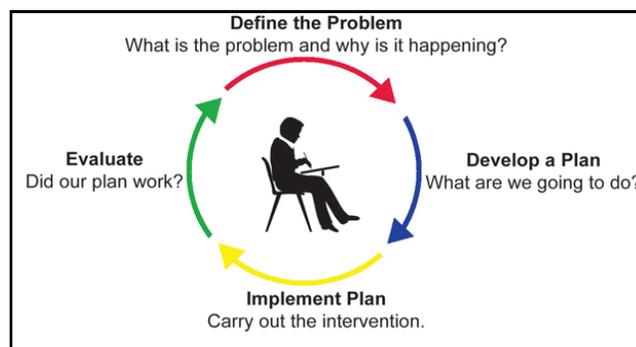


NOTE: Although specific checkpoints are outlined in this policy, monitoring of ELs should be conducted throughout the year. For more information, please reference Attachment G.

IV. INTERVENTIONS AND ENRICHMENT FOR AT-PROMISE ELs

The SSPT must convene to discuss and recommend an intervention plan with specialized support for identified at-promise ELs (PLTEls and LTEls) 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 intervention/enrichment plan implementation and the effectiveness of the supportive services provided.

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



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
- Extra Designated English Language Development (dELD)
- Differentiated instruction using Integrated ELD (iELD) methodology
- Tutoring/intervention addressing identified needs of students
- Language and/or academic enrichment

NOTE: The purpose of intervention/enrichment/acceleration is to explicitly support the language and academic needs of ELs by providing direct instruction and using appropriate strategies.

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



For at-promise ELs with disabilities, the EL/LTEL Designee and/or designated faculty member shall join the Individualized Education Program (IEP) team to review the IEP and IRP goals to 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*](#), dated July 13, 2017, for additional guidance on procedures for documenting SSPT referrals, supports and interventions. The MiSiS SSPT job aid is located on the MiSiS website under [MiSiS Resources and Job Aids](#), *Using the Student Support and Progress Team Screen*.

Evidence of SSPT monitoring, including the intervention plan, must be recorded in the student's MiSiS record and filed in the EL Monitoring Binder. The SSPT monitors the progress of at-promise ELs and their response to the support and intervention provided. A follow-up meeting should be held at the conclusion of each intervention interval or at each data drop period. If an at-promise EL does not show measurable progress following the intervention, the SSPT should:

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

V. NOTIFICATION TO PARENTS AND GUARDIANS

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

The EL/PLTEL/LTEL Designee/team member/coach or student's ELD teacher shall meet with all at-promise PLTEL/LTELEs and their parents to review the student's IRP and progress towards meeting the reclassification criteria. The *Parent-Student Conference Log* (Attachment E) shall be utilized to document parent meetings. When it is not feasible for a school site to conduct individual meetings with at-promise 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 and their families in identifying their



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strengths, linguistic and academic needs, and to motivate them to work towards identifiable measures of academic success.

When the teacher/designee is unable to meet with both the student and the parent, the EL/PLTEL/LTEL/team member/coach/ELD teacher shall meet with the student and conduct a data chat utilizing the IRP and Attachment A-1/A-2. The IRP is to be documented in MiSiS with the date of when the student met with the school personnel. Thereafter, the designee shall make another attempt to meet with the student's family. If, after a reasonable attempt is made, and the family is still unable to meet, the designee shall at that time make 2 copies. One shall be sent home to attain parent/guardian signature, and the other shall be retained at the school until the parent's signature is acquired, or 3 attempts have been made. At that time, the signed IRP or an annotated copy with attempts made to acquire the parent's signature is to be filed in the EL Monitoring Binder.

NOTE: The *PLTEL/LTEL Designee Form* (Attachment F) must be used to identify and document the school site PLTEL/LTEL Designee. Each 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 attempts to ensure parent attendance. To maximize the opportunities for parent attendance and involvement, these meetings must be scheduled with substantial prior notice, offering various dates, and times for parents/guardians to choose from. Please note that parent-teacher conferences can and should be one of these scheduled meeting opportunities.

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:
 - Make two copies of the IRP in English and in the home correspondence language entered in the *Parent/Guardian Information* screen in MiSiS that was filled out when the ELD teacher/designee/administrator met with student to establish IRP.
 - Send one copy home for the parent/guardian signature and retain the other copy at school in the EL Monitoring Binder.
 - Provide a signed copy of the IRP to the student, parent/guardian, and ELD teacher.
 - The original, signed IRP must be filed in the EL Monitoring Binder.



Although the IRP is established and is documented in MiSiS on the date that the ELD teacher/designee/administrator conducts data chat with student and signs the IRP, 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, record the three attempts in the communication log, and annotate on the IRP prior to filing it in the school's Monitoring Binder.

VI. ENGLISH LEARNERS WITH DISABILITIES

English Learners who have an active Individualized Education Program (IEP) must have their progress monitored on a consistent basis by both the SSPT (part of the schoolwide process) and their IEP team. The IEP team is required to document the enrichment, instruction, services, and supports that are needed to support dually identified 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, 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 a Free Appropriate Public Education (FAPE) for all ELs with disabilities.

The IRP is a necessary document for all at-promise PLTEL/LTEs, including those with an IEP. The IEP meeting provides an additional place to review progress towards reclassification. As part of the IEP team preparatory activities, the IEP case manager should consult with the student's ELD teacher, the EL Designee and/or the SSPT team. During the IEP process, the team is to upload the student's IRP into Welligent.

NOTE: ELs with a 504 Plan are also part of the school's general EL monitoring process and must be monitored by the EL Designee as part of the schoolwide monitoring process. It is also important to note that the IRP for students on the Alternate Curriculum must be completed during the IEP meeting, listing specific assessments used for the various criteria, along with the corresponding student scores, if it has not already been done prior to the IEP meeting date. For ELs in the Alternate Curriculum who take alternate grade-level skill assessments, schools could use the fillable IRP (Attachment C-4) available in the MMED website, Federal and State Programs, under [forms](#).

VII. ENGLISH LEARNER ONLINE ACCOUNTABILITY REQUIREMENTS

The school site administrator is responsible for ensuring that all ELs are monitored and supported with appropriate supports and interventions. The required documentation must be uploaded and certified in OLAS twice per



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year as indicated in the OLAS calendar, available on the MMED website at <https://achieve.lausd.net/Page/175#spn-content>.

For Virtual Academies (VAs), the school site administrator may have support from the EL Designee/LTEL Designee to manage these procedures remotely, or virtually, as appropriate and in accordance with the respective policy on maintaining secure student records.

Los Angeles Unified School District's goal is to monitor ELs' linguistic and academic progress to ensure that all ELs reach English proficiency as quickly as possible, achieve academic excellence, and graduate college and career ready with the California Seal of Biliteracy. 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 Title III audits or Federal Program Monitoring (FPM).

RELATED RESOURCES:

[2019-20 English Learner Program Instrument](#)

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

[2012 California English Language Development Standards](#)

[BUL-6819.11, Reclassification of English Learners](#), dated June 20, 2022.

[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-5159.11, Uniform Complaint Procedures \(UCP\)](#), dated January 25, 2021

ASSISTANCE:

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



Elementary and Secondary Annual English Learners Progress Expectations

| Elementary English Learner Progress Expectations | | | | | | |
|---|--------------------------|--------------------|--------------------|---------------------|-------------------------------------|---------------------------|
| Years in Program* | 1 EL** | 2 EL** | 3 EL** | 4 PLTEL | 5 PLTEL | 6 PLTEL |
| English Language Proficiency (All ELs) | | | | | | |
| ELPAC Performance Level | 1 | 2 | 3 | 4 | 4 | 4 |
| ELD Minutes | 60 min | 60 min | 60 min | 45 min | 45 min | 45 min |
| English Academic Achievement (All ELs) | | | | | | |
| 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 | 2 or 3 | 3 or 4 | 3 or 4 | 3 or 4 | 3 or 4 | 3 or 4 |
| Secondary English Learners Progress Expectations | | | | | | |
| Years in Program* | 1 EL** | 2 EL** | 3 EL** | 4 PLTEL | 5+ PLTEL | 6 LTEL |
| English Language Proficiency (All ELs) | | | | | | |
| ELPAC Performance Level | 1 | 2 | 3 | 4 | 4 | 4 |
| ELD Course (Year) | ELD 1A/B | ELD 2A/B | ELD 3 A/B | ELD 4 A/B | L & L/ Advanced ELD ⁺ | L & L/ Advanced ELD |
| English Academic Achievement (All ELs) | | | | | | |
| 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 (SBA) – 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 International Newcomers (foreign-born ELs enrolled in U.S. Schools for 3 years or less)

⁺ Language and Literacy for ELs A/B, 2A/B or Advanced ELD A/B, 2A/2B



Secondary Annual 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 3 Reading Course** | Advanced ELD 2A/2B or Tier 3 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 ⁺ | | | | |
|---|---------------------|--------------------|-----------------------|-------------------------|
| 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. LTEL progress must be reviewed by SSPT and have an IRP established.

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

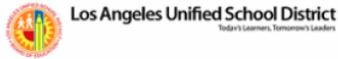
⁺ These progress expectations are for LTELs who begin their 6th year of U.S. formal education at overall ELPAC Performance Level 3



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ATTACHMENT B

U/ETK-12 SAMPLE MONITORING ROSTER (Available from MiSiS)



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 RFEPCriteria | 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:2425 | 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 |



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

ATTACHMENT C-1

SAMPLE ELEMENTARY PLTEL INDIVIDUAL RECLASSIFICATION PLAN



Los Angeles Unified School District
Individual Reclassification Plan
Potential Long Term English Learner (PLTEL)
Elementary



Student's Name: _____ Grade: ____ Date: _____ SSPT Recommendation: __ Yes __ No
 Language Status: English Learner (EL) English Learner Years: __
 Program Placement: Mainstream English Program Teacher: _____ EL/LTEL Designee: _____

PLTEL Definition:

- A student in grade 3-5 with 4 or more years as an English learner who has scored at the intermediate level (ELPAC Performance Level 2 or below) on the prior year administration of the Summative English Language Proficiency Assessment for California (ELPAC) and who in grade 3-5 has scored Standard Nearly Met or Standard Not Met on the prior year administration of the SBA-ELA.

Reclassification Criteria:

- Overall ELPAC Performance Level 4
- DIBELS BOY, MOY or EOY with Benchmark or Above Benchmark scores on all grade level measures assessed or Smarter Balanced Assessment in English Language Arts with Standards Met or Standard Exceeded (grades 3 - 5)
- English Language Arts Composite score of 3 or 4

| Reclassification Criteria | Test Date | My Current score or grade | What I still need | Goal Met ✓ |
|---------------------------|-----------|---------------------------------|-------------------|---------------|
| ELPAC | | Overall Performance Level | | |
| | | | | |
| DIBELS BOY | | | | |
| DIBELS MOY | | | | |
| DIBELS EOY | | | | |
| SBA | | | | |
| ELA Composite Score | | Composite English Language Arts | | |

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

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

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: _____ |
|--|---|

LA Unified is committed with urgency to bilingualism and biliteracy and supports students in the reclassification process.
 Revised on: 8/2/2022



SAMPLE SECONDARY PLTEL INDIVIDUAL RECLASSIFICATION PLAN



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



Student's Name: _____ Grade: _____ Date: _____ SSPT Recommendation: __ Yes __ No

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

Program Placement: _____ ELA Teacher: _____ ELD/LTEL Teacher: _____

EL/LTEL Design: _____

PLTEL Definition:

- A student in grade 6-12 with 4 to 5.9 years as an English Learner who has scored at the intermediate level (ELPAC Performance Level 2 or below) on the prior year administration of the Summative English Language Proficiency Assessment for California (ELPAC) and who in grades 4 - 9 has scored Standard Nearly Met or Standard Not Met on the prior year administration of the SBA-ELA.

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

| Reclassification Criteria | Test Date | My Current score or grade | What I still need | Goal Met ✓ |
|---------------------------|-----------|---------------------------|-------------------|---------------|
| ELPAC | | Overall Performance Level | | |
| | | | | |
| RI | | Test Score: | | |
| SBA | | | | |
| English Course | | | | |
| LTEL Course | | | | |

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

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

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: _____ |
|--|---|

LA Unified is committed with urgency to bilingualism and biliteracy and supports students in the reclassification process.

Revised on: 8/2/2022



SAMPLE SECONDARY LTEL INDIVIDUAL RECLASSIFICATION PLAN



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

School: _____)



Student's Name: _____

Grade: _____ Date: 9/14/2022

Language Status: English Learner (EL)

Program Placement: _____

EL/LTEL Designee: _____

SSPT Recommendation: __ Yes __ No

English Learner Years: ____

LTEL Teacher: _____

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

| Reclassification Criteria | Test Date | My Current score or grade | What I still need | Goal Met ✓ |
|---------------------------|-----------|---------------------------|-------------------|---------------|
| ELPAC | | Overall Performance Level | | |
| | | | | |
| RI | | | | |
| SBA | | | | |
| English Course | | | | |
| LTEL Course | | | | |

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

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

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: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

ATTACHMENT C-4

SAMPLE EL SWD INDIVIDUAL RECLASSIFICATION PLAN



Los Angeles Unified School District
Individual Reclassification Plan
Potential & Long Term
EL Students with Disabilities Taking Alternate Assessments



Student's Name: _____ Grade: _____ Date: _____ SSPT Recommendation: _____ Yes ___ No

Status: English Learner (EL) English Learner Years: _____ Program Placement: _____ ELA Teacher: _____

ELD/LTEL Teacher: _____ EL/LTEL Designee: _____

PLTEL Definition:

- A student in grades 3-12 with 4 to 5.9 years as an English Learner.

LTEL Definition:

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

Reclassification Criteria:

- English Language Proficiency Assessment: Overall ELPAC Performance Level 4
- Basic Skills: DIBELS score of Benchmark or Above in all areas (Elementary) OR Reading Inventory (RI) with a Lexile score of Basic or Above (Secondary) OR Smarter Balanced Assessment (SBA) in English Language Arts with Standards Met or Standard Exceeded (in grades 3-8, 11)
- Progress marks of 3 or better in Elementary or semester grades of "C" or better in grade-level English Language Arts or LTEL course in Secondary

| Reclassification Criteria | Test Date | My current score or grade | What I still need | Goal Met ✓ |
|---|-----------|---------------------------|-------------------|--------------------------|
| English Language Proficiency Assessment | | Overall Performance Level | | <input type="checkbox"/> |
| Basic Skills Periodic Assessment | | | | <input type="checkbox"/> |
| Basic Skills Annual Assessment | | | | <input type="checkbox"/> |
| Progress Marks (Elementary) | | | | <input type="checkbox"/> |
| English Course Marks (Secondary) or | | | | <input type="checkbox"/> |
| LTEL Course Marks (Secondary) | | | | <input type="checkbox"/> |

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

The following people will support me as described below to be successful with my commitments:

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: _____

LA Unified is committed with urgency to bilingualism and biliteracy and supports students in the reclassification process.
Fillable Form Revised on: 9/15/22



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

ATTACHMENT D

SAMPLE U/ETK- 12 EL PROGRESS PROFILE (Available from MiSiS)



LOS ANGELES UNIFIED SCHOOL DISTRICT

English Learner Progress Profile

School Name: _____ School Code: _____



Student Name: _____ Grade: _____ Student ID: _____

Days Enrolled: _____ Days Absent: _____ ELD/LTEL Teacher: _____ SSPT Recommendation: ____ Yes ____ No

English Learner Information:

| | |
|--|---|
| Current Language Classification: | ELPAC Overall Performance Level: |
| Number of years as English Learner: | Master Plan Program: |

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 |
|--|---|--|---|---|
| English Language Proficiency | 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) |
| | Grade Level Basic Skills Test | Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Smarter Balanced Assessment (SBA) English Language Arts (Grades 3 to 5) | Benchmark or Above Benchmark in all grade level measures <input type="checkbox"/> Met <input type="checkbox"/> Not Met Standard Met or Standard Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Not Met | Date: Test purpose: Measures: Date: Score: Performance Level: |
| Teacher Evaluation and Recommendation | English Language Arts | 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
REFERENCE GUIDE**

ATTACHMENT E



Los Angeles Unified School District

(School Name)



Parent-Student IRP Conference Log

(Academic Year)

EL/PLTEL/LTEL Designee Name: _____ email address: _____ @ lausd.net

Type of meeting: • Individual • Group

| Date | Student Name (Print) | Student Signature | Grade | Parent Name (Print) | Parent Signature |
|------|----------------------|-------------------|-------|---------------------|------------------|
| | | | | | |
| | | | | | |
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**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

ATTACHMENT F

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 PLTELS (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 a copy of the completed form to the Local District EL Programs Coordinator
- Local District EL Programs Coordinator submit a copy to MMED
- Keep completed original form on site with school EL monitoring records for a minimum of 5 years



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

ATTACHMENT G

EL Monitoring Calendar

| Elementary | Secondary | Monitoring* | Action |
|-------------------------------|---------------------|---|---|
| September | September | School wide Monitoring of Individual Students | Analyze the linguistic and academic progress of all ELs schoolwide and complete an <i>English Learner Progress Expectation Plan</i> (ELPEP) for ELs in need of targeted support/intervention. (FPM: EL 15) <ul style="list-style-type: none"> ○ Review ELPAC, ELD & ELA grades |
| October, November, & December | November & December | Individual Student Monitoring | <ul style="list-style-type: none"> ○ Hold parent meeting #1 for parents of students in need of targeted support and share plans with parents. ○ Upload evidence of at-promise student monitoring to the Instructional Online Accountability System (OLAS). ○ Revisit established English Learner Progress Expectation Plans (ELPEP) and evaluate effectiveness. ○ Establish Individual Reclassification Plans (IRPs) for at-promise PLTEL/LTEL students (Due by end of November). |
| February & March | January & March | Individual Student and School wide Monitoring | <ul style="list-style-type: none"> ○ Revisit established ELPEPs and IRPs as part of schoolwide monitoring. ○ Evaluate effectiveness of provided supports/ interventions/ enrichments and examine whether to continue, modify, or stop the enrichments, supports/ interventions. ○ Begin to hold parent meeting #2 for at-promise ELs. |
| April & May | April & May | Individual Student Monitoring | <ul style="list-style-type: none"> ○ Upload required evidence of at-promise student monitoring to the Instructional Online Accountability System (OLAS). |

*Although specific timeframes are outlined above, monitoring of English Learners is continuous and throughout the academic year.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

ATTACHMENT H-1

English Learner Progress Expectation Plan (ELPEP)

School Name: _____ School Principal: _____

EL/LTEL Designee: ELA Teacher: _____ EL/LTEL Teacher: _____

Student ID #: Student Name: _____ Grade: _____ EL Years: _____ SSPT Needed Y/N: _____

Please select focus area(s) and list the following information:

| Focus Area: | | Start Date | Intervention/ Support/ Enrichment | Frequency/ Duration | Reevaluation Date |
|---------------------|--------------|------------|-----------------------------------|---------------------|-------------------|
| ELPAC | Listening | | | | |
| | Speaking | | | | |
| | Reading | | | | |
| | Writing | | | | |
| Basic Skills | DIBELS 8 | | | | |
| | RI | | | | |
| Grade Level | ELA | | | | |
| | LTEL Courses | | | | |

NOTE: This plan should be kept and revisited on a regular basis to ensure interventions/supports/enrichments are being evaluated for effectiveness. Schools have the option of using this form for individual students, or Attachment H-2 for a group of English Learner Progress Expectation Plans. When completing a Group ELPEP, write "see attached" in the "student name" field.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

ATTACHMENT H-2

Los Angeles Unified School District

**Group
English Learner Progress Expectation Plan (ELPEP)**

School Name: _____ School Principal: _____

EL/LTEL Designee: _____ ELA Teacher: _____ EL/LTEL Teacher: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

Student ID #: _____ Student Name: _____ Grade: _____ EL Years: _____ SSPT Y/N: _____

NOTE: This form should only be used when all students listed have the same focus area of need. This form must be accompanied by Attachment H-1.