

# **English Learner Master Plan**

## **Parent Training Part II**

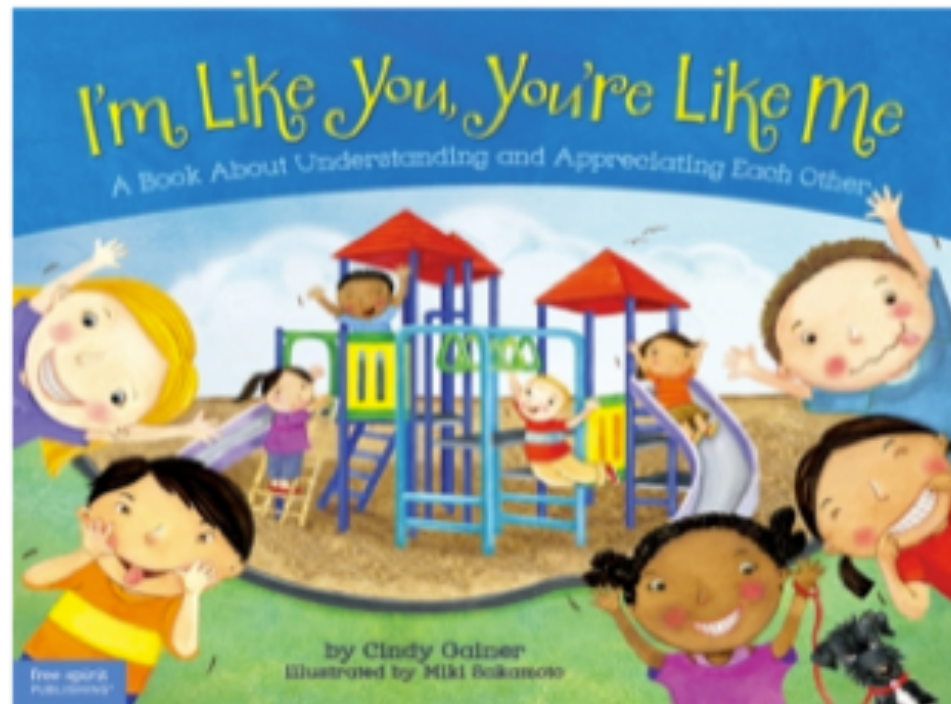
**2015-2016**

## **Reclassification of English Learners**



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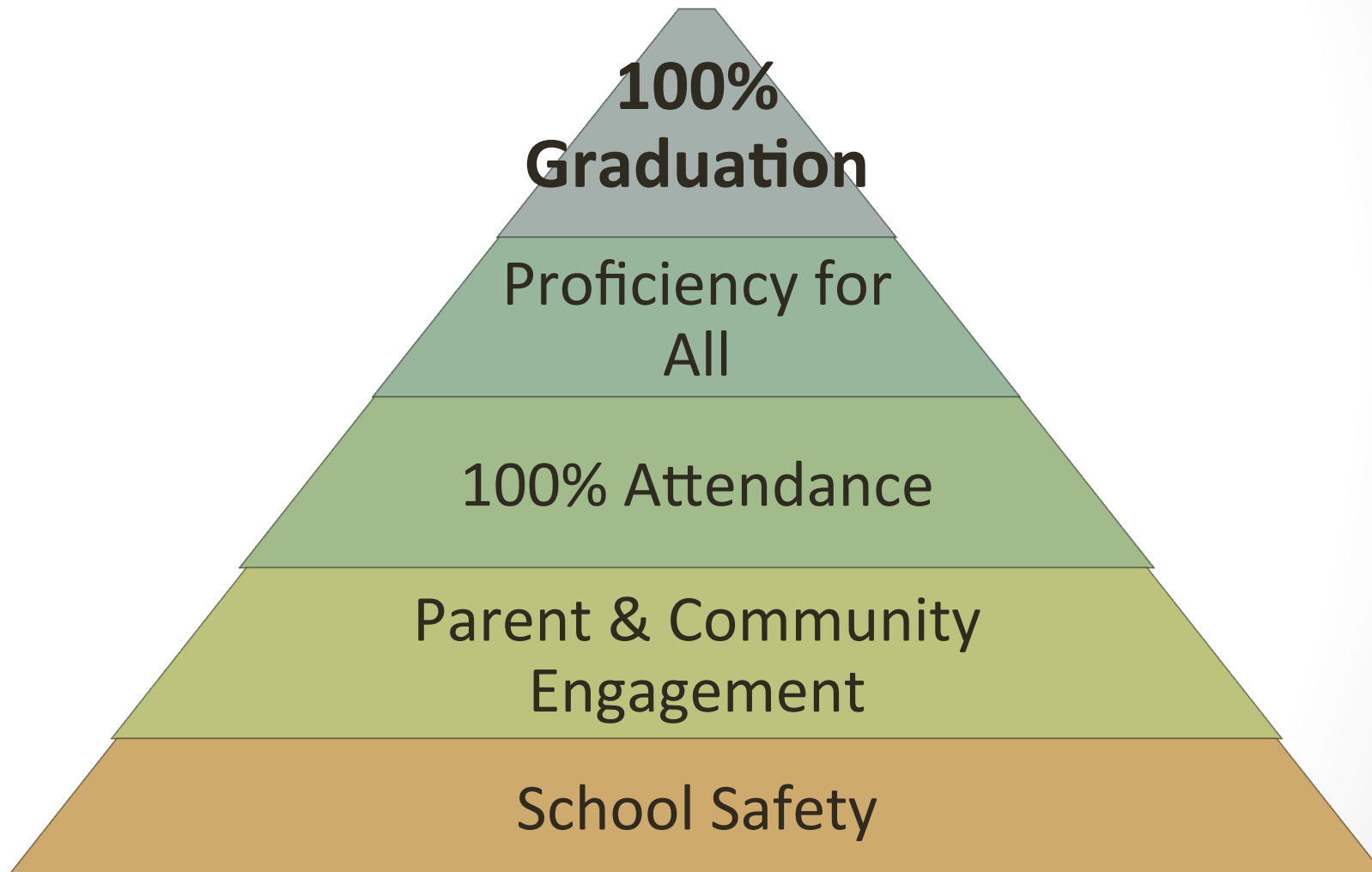
## Grounding Activity



# Objectives

- Understand reclassification and the new requirements
- Review reclassification criteria by grade-levels
- Learn how the District supports reclassified students, English Learners (EL) and Long Term English Learners (LTELs) and monitors their progress

# LAUSD's Five Goals



# Objective 1

Understand reclassification and the new requirements

# Reclassification

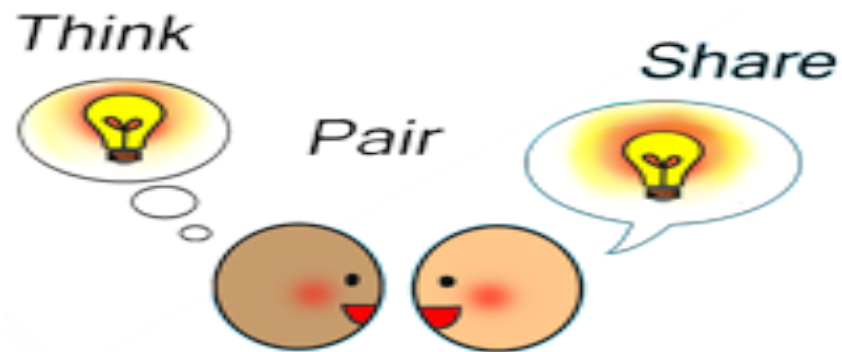


“Reclassification is the process by which school districts determine if English learners (ELs) have acquired sufficient proficiency in English to perform successfully in core academic subjects without English Language Development (ELD) support.”

# Criteria for Reclassifying English learners

- 1** Annual California English Language Development Test (CELDT)
- 2** Teacher Evaluation based on Progress Report Card marks/grades
- 3** Basic Skills Assessment
- 4** Parent Consultation & Approval

# **1** What is the California English Language Development Test (CELDT)?





# What is the purpose of CELDT?

The CELDT has three purposes:

- To identify students who are limited English proficient
- To determine the level of English language proficiency of students who are limited English proficient
- To assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English

# California English Language Development Test (CELDT)

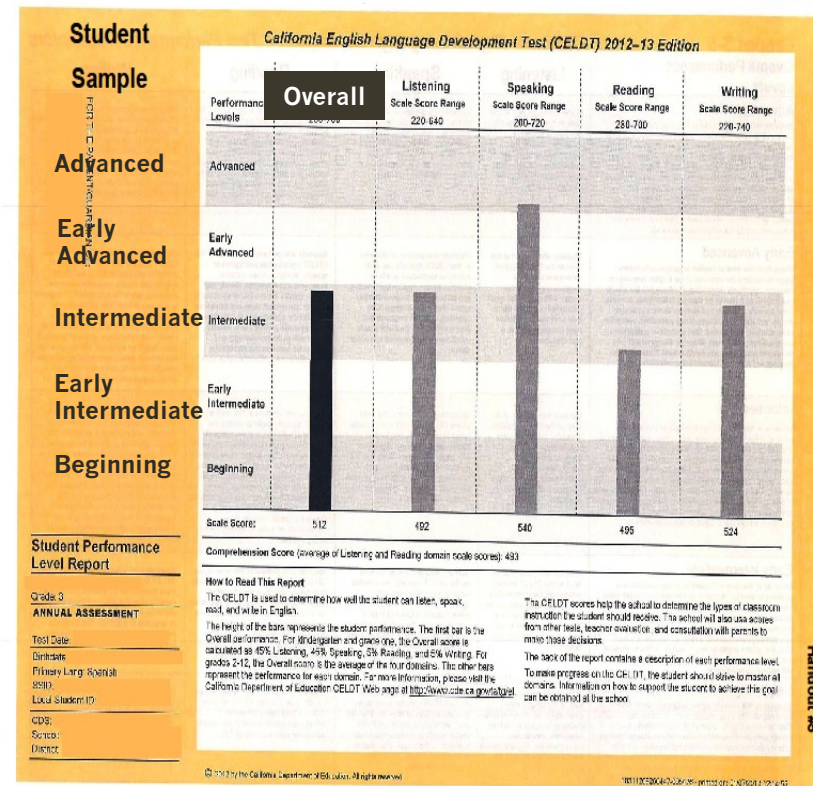
## CELDT Performance Levels:

- Level 1 – Beginning
- Level 2 – Early Intermediate
- Level 3 – Intermediate
- Level 4 – Early Advanced
- Level 5 – Advanced

# CELDT Student Performance Level Report:

The report displays bar graphs illustrating the student's overall proficiency level score and scores in each of the skill areas of language (Listening, Speaking, Reading and Writing).

Listening Speaking Reading Writing



# 2 What is the Teacher Evaluation?



## Elementary

Principal: \_\_\_\_\_ School Year: 2014-2015  
Teacher: \_\_\_\_\_ Grade Level: 4

Web Date: 10/07/2009

Academic Subjects	Grade Reporting Period						Period 1 Attendance	
	1	2	3	4	5	6	Days Present	Days Absent
Reading	2	3	1	3			0.0	0.0
ELD Reading	2	3	2	3			0.0	0.0
Writing	2	3	2	2			0.0	0.0
ELD Writing	2	3	2	3			0.0	0.0
Listening	2	3	2	2			0.0	0.0
ELD Listening	2	3	2	3			0.0	0.0
Speaking	2	2	2	2			0.0	0.0
ELD Speaking	2	3	2	3			0.0	0.0
Mathematics	2	2	1	3			0.0	0.0
History/Social Science	3	3	2	3				
Science	2	2	2	3				
Health Education	2	3	2	3				
Physical Education	2	3	3	4				
Art	3	3	3	3				

Work and Study Habits	Reporting Period			Learning and Social Skills	Reporting Period		
	1	2	3		1	2	3
Makes good use of time	2	3		Follows directions and procedures	2	3	
Works independently	2	3		Accepts and respects authority	3	3	
Organizes materials	3	3		Cooperates well in a group situation	2	3	
Presents neat and careful work	2	3		Shows dependability	2	2	
Completes homework on time	2	3		Takes responsibility	3	3	
				Exercises self-control	2	3	
				Resolves conflicts appropriately	2	3	
				Demonstrates appropriate social interaction with peers	1	3	
				Demonstrates fair play	2	2	

ACHIEVEMENT SCORES	DEVELOPMENT SCORES	EFFORT SCORES
4 = Advanced	4 = Advanced Progress	4 = Strong
3 = Proficient	3 = Average Progress	3 = Consistent
2 = Partially Proficient	2 = Partial Progress	2 = Inconsistent
1 = Not Proficient	1 = Limited Progress	1 = Poor

7 = Mark not entered for this class during this grading period.      - = Mark not applicable for this class during this grading period.

## Secondary

LOS ANGELES UNIFIED SCHOOL DISTRICT  
1234 Main St.  
Los Angeles, CA

**REPORT CARD**

SCHOOL PHONE NO. \_\_\_\_\_ DATE \_\_\_\_\_

STUDENT NAME \_\_\_\_\_ BIRTH DATE 10/07/98 GRADE 10

MARKS: A Markedly superior, B Superior, C Satisfactory, D Needs to improve  
GRADE EXPLANATIONS: MARKS F Little or no progress, I Incomplete, N No mark  
WORK HABITS & COOPERATION: E Excellent, S Satisfactory, U Unsatisfactory, / Satisfactory, non-final mark

/ Satisfactory, non-final mark  
Credits: If blank, no credits earned

PER	SUBJECT	TEACHER	MARKS	WORK HABITS	COOP	CREDITS	ABS	TARDY	TEACHER'S COMMENTS
1	Geometry		B	S	E			00	
2	English 10		C	E	E			00	
3	World Hist.		A	E	E			00	
4	Chemistry		B	S	S			00	
5	PE		A	E	E			00	
6	Spanish		B	E	S			00	
7								00	
8								00	

IF YOU ARE MISSING ANY GRADES PLEASE SEE YOUR TEACHER. SI LE FALTA ALGUNA CALIFICACION POR FAVOR COMUNIQUESE CON EL MAESTRO.

Parent or Guardian Signature \_\_\_\_\_

COUNSELOR: \_\_\_\_\_

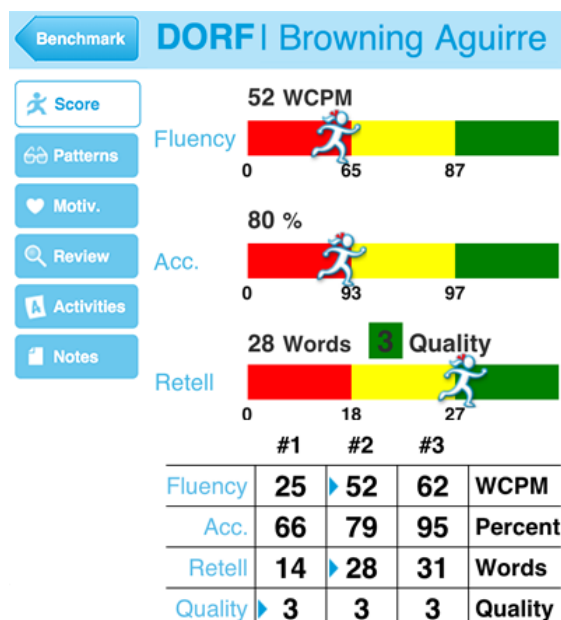
# What is the purpose of the Teacher Evaluation?

Teachers evaluate the students' progress in grade level English Language Arts (ELA) standards which include Listening, Speaking, Reading and Writing.

Elementary Schools (K-5/6)	Secondary Schools(6 <sup>th</sup> -12 <sup>th</sup> )
Progress Reports are given quarterly (3 times a year)	Report Cards are given at the end of each semester (2 times a year)
4-Advanced 3-Proficient 2-Partial Proficient 1-Not Proficient	A-Markedly superior B-Superior C-Satisfactory D-Needs to improve F-Little or no progress  <i>*The 5, 10 and 15 week progress reports do not count toward reclassification.</i>

# 3 What is the Basic Skills Assessment?

## DIBELS Next Assessment K-5<sup>th</sup> Grade



## Scholastics Reading Inventory (SRI) College & Career Assessment 6<sup>th</sup>-9<sup>th</sup> Grade

STUDENT: \_\_\_\_\_

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

Grade: \_\_\_\_\_

Class: \_\_\_\_\_

SRI College & Career

March 27, 2015

Dear Parent or Caregiver,

This year, we will be using SRI College & Career, a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.

The SRI is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.

The results of SRI assessments are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction and set goals. The results of subsequent SRI tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.

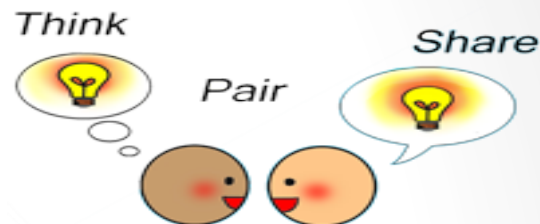
TEST DATE	LEXILE TEST RESULTS
February 9, 2015	825

Grade 9 End-of-Year Proficiency Target Range: 1000-1260 Lexile®

- There are a number of things that you can do at home to help support DIEGO's reading progress. Here are some suggestions:
- Set a goal for \_\_\_\_\_ to read with you or independently for at least 20 minutes a day.
  - Help \_\_\_\_\_ find books that are at an appropriate reading level. Please contact me about how to use SRI results to identify books at the appropriate reading level.
  - Make connections between \_\_\_\_\_ interests and books to read. For example, if \_\_\_\_\_ likes animals, try to locate books on animals, both fiction and nonfiction.
  - Try to spend time every day with \_\_\_\_\_ looking through "nonbook" reading materials, such as websites, pieces of mail, advertisements, and food labels, to demonstrate how important a part reading plays in daily life.
  - Consider sharing with \_\_\_\_\_ the kinds of things you are reading. Tell \_\_\_\_\_ about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help build reading skills. If I can be of any assistance, or if you have any questions, please feel free to contact me.

Sincerely,



## California High School Exit Exam (CAHSEE) OR SRI 10<sup>th</sup>-12<sup>th</sup> Grade

California High School Exit Examination

Student and Parent Report

TO THE PARENT/GUARDIAN OF:

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Grade: 11

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

District: 64733 - Los Angeles Unified

County: 19 - Los Angeles Cou

English-Language Arts

Test Date: 11/05/2013

Your Total Score: 338

Score Required to Pass: 350

Status: NOT PASSED

Mathematics

Test Date: 11/05/2013

Your Total Score: 338

Score Required to Pass: 350

Status: SATISFIED REG

Breakdown for English-Language Arts:

READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	13
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	3
Writing Conventions	15	7
Writing Sample/Portfolio		
Essay		2.0

Breakdown for Mathematics:

	Number of Questions	Number Correct
Probability & Statistics		
Number Sense		
Algebra & Functions		
Measurement & Geometry		
Algebra I		

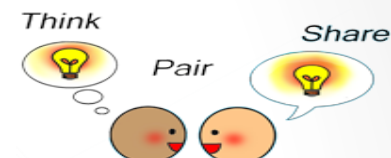
# Basic Skills Assessment

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next Assessment  Kindergarten – 5 <sup>th</sup> Grade	Scholastic Reading Inventory College & Career (SRI)  6 <sup>th</sup> – 9 <sup>th</sup> Grade	California High School Exit Exam (CAHSEE) OR Scholastic Reading Inventory College & Career (SRI) 10 <sup>th</sup> – 12 <sup>th</sup> Grade
<p>Student has demonstrated <i>basic grade-level skills</i> in English.</p> <p>Benchmark scores on <b>all skills</b> assessed of DIBELS measures Middle of Year (MOY) assessment <b>or</b> End of Year (EOY) Scores</p>	<p>Student has demonstrated <i>grade-level skills</i> in English</p> <p>Basic, Proficient or Advanced score on the SRI</p>	<p>Passing score on CAHSEE on English Language Arts (ELA) Or</p> <p>Basic, Proficient or Advanced score on the SRI</p> <p>Note: Students take the test in 10<sup>th</sup> grade and must have a minimum of 50 credits.</p>



# 4 Parent Approval and Consultation

## Parent Notification of Reclassification



**Student:** \_\_\_\_\_ **Date:** 3/9/2015  
**Student ID:** \_\_\_\_\_ **Grade:** 12  
**Reclassification Date:** 3/6/2015

Your child has met the following multiple criteria for reclassification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP) status in accordance with State and District guidelines.

1. **Assessment of English Language Proficiency:** Your child received the following scores on the most recent annual California English Language Development Test (CELDT):

Overall CELDT Level	: 5 (Out Of 5)	Test Date	: 10/3/2014
Listening	: 5	Reading	: 5
Speaking	: 5	Writing	: 3

2. **Teacher Evaluation:** A report card mark of C or better in English or Long Term English Learner (LTEL) course indicates that your child meets or exceeds grade-level standards. Your child's teacher judges that he/she is ready to participate successfully in a mainstream English program based upon the review of the following mark:

ADV ELD SH 2A	: B
AUTH COMP A	: A
ERWC A	: A

3. **Performance in Basic Grade-Level Skills:** Your child has passed the English portion of the California High School Exit Exam (CAHSEE)

Test Date: 3/13/2013

Principal's Signature: \_\_\_\_\_ Date: 3/11/15

4. **Parent Notification and Consultation:** As the parent/guardian, you have a legal right to participate in the reclassification process.

(Mark the appropriate box, sign, date, and return this entire page to school)

☐ I understand my child has met the reclassification criteria outlined above. My signature below indicates my acknowledgement to change my child's status to fluent English proficient.

☐ I would like a conference to discuss this information.

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Telephone: \_\_\_\_\_



# Reclassification Criteria Chart



LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN



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

ATTACHMENT A-1

REVISED 8/13/15

	*Kindergarten - 1 <sup>st</sup> grade *(SEI, ME, MBE, DLP)		2 <sup>nd</sup> - 5 <sup>th</sup> grade	6 <sup>th</sup> - 9 <sup>th</sup> grade	10 <sup>th</sup> - 12 <sup>th</sup> grade
<b>CELDT-Annual</b> (California English Language Development Test)	•CELDT overall score of 4	•CELDT overall score of 5	•CELDT overall score of 4 or 5	•CELDT overall score of 4 or 5	•CELDT overall score of 4 or 5
	•With scores of <u>4 or 5</u> in Listening, Speaking, Reading and Writing	•With scores of <u>3 or higher</u> in Listening, Speaking, Reading and Writing	•With scores of <u>3 or higher</u> in Listening, Speaking, Reading and Writing	•With scores of <u>3 or higher</u> in Listening, Speaking, Reading and Writing	•With scores of <u>3 or higher</u> in Listening, Speaking, Reading and Writing
<b>Teacher Evaluation</b>	•Progress Report Card Marks of 3 or 4 in ELA		•Progress Report Card Marks of 3 or 4 in ELA	•6 <sup>th</sup> Grade Elementary Students Progress Report Card Marks of 3 or 4 in ELA  •6 <sup>th</sup> - 9 <sup>th</sup> Grade Secondary Students Grade of C or better in a grade-level English <u>or</u> LTEL course (9 <sup>th</sup> gr- A-G credit only)	•Grade of C or better in an English <u>or</u> LTEL course (A-G credit only)
<b>Basic Skills Assessment</b>	•Benchmark score on <u>all skills</u> assessed of the DIBELS measures		•Benchmark score on <u>all skills</u> assessed of the DIBELS measures	•Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI)	•Passing score on CAHSEE - ELA <u>or</u> •Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI)
<b>Parent Approval</b>	Parent Consultation and Approval		Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval
<b>LAT Language Appraisal Team</b>	LAT is required to meet, to review criteria measures, and complete Attachments: B, 4-B, 4-E, and 4-F (if applicable).		When a student has met all criteria <u>except</u> report card marks requirement, student may be referred to LAT for reclassification recommendation. Consult school personnel and LAT Handbook.		

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

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

# Objective 2

Review reclassification criteria by grade-levels

# **Role of the Language Appraisal Team (LAT)**

The Language Appraisal Team is a multidisciplinary team charged with the the responsibility of monitoring and supporting the progress of all English learners including reclassification.

# Reclassification Criteria

## Kindergarten\* - 1<sup>st</sup> Grade

1. CELDT overall score level of 4 and scores of 4 or 5 in Listening, Speaking, Reading and Writing  
OR CELDT overall score level of 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing
2. Progress Report Card Marks of 3 or 4 in English Language Arts (ELA)
3. Benchmark score on all skills assessed of the DIBELS Next measures using Middle of Year (MOY) or End of Year (EOY)
4. Parent consultation and approval

*LAT Recommendation Required*

\*2<sup>nd</sup> year Kindergarten students only (previous TK, ETK or retained)

# **Reclassification Criteria**

## **2<sup>nd</sup> grade – 5<sup>th</sup> grade**

- 1. CELDT overall score level of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing**
- 2. Progress Report Card Marks of 3 or 4 in English Language Arts (ELA)**
- 3. Benchmark score on all skills assessed of the DIBELS Next measures using MOY or EOY**
- 4. Parent consultation and approval**

# Reclassification Criteria

## 6<sup>th</sup> grade – 9<sup>th</sup> grade

1. CELDT overall score level of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing
2. Grade of C or better in a:
  - a. Grade-level English course (grades 6-8)
  - b. 9<sup>th</sup> Grade A-G English course
  - c. LTEL course (Advanced ELD or Literacy and Language)
3. Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI) College & Career Ready
4. Parent consultation and approval

**Note:** 6th grade students at an elementary school must receive marks of 3 or 4 in ELA

# Reclassification Criteria

## 10<sup>th</sup> grade – 12<sup>th</sup> grade

1. CELDT overall score level of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing.
2. Grade of C or better in an English or LTEL course (A-G credit only)
3. Passing score on CAHSEE-English Language Arts or by a score of Basic, Proficient or Advanced on the SRI College & Career Ready
4. Parent consultation and approval

# Language Appraisal Team (LAT) and Reclassification

- If an EL student in **K\* & 1<sup>st</sup>** Grade meets reclassification criteria the Language Appraisal Team (LAT) must meet to discuss criteria results and other student work that will support their reclassification recommendation.
- If an EL student in **grade 2<sup>nd</sup> -12<sup>th</sup>** meets all reclassification criteria **except** Report Card marks/grades, the student must be referred to the Language Appraisal Team (LAT) to determine whether to recommend reclassification or instruction/interventionsupports.

Note: The Language Appraisal Team must complete and submit the ***Reclassification Recommendation Form*** -BUL-5619.3 to the Multilingual Multicultural Education Department (MMED) for final decision.

\*Second year kindergarten students (previous Transitional Kindergarteners(TK), Expanded Transitional Kindergarteners (ETK) or retained kindergarteners).



# Reclassification Recommendation Form



LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN



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

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

School:	School Code:	LD:	Date:	School Phone #		
Student Name:	Student ID:	Grade:	School Fax #			
MP Program:	CELDT Date:	CELDT Overall Score: (0-120 LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

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

Reason for Reclassification:

**ELA Progress Report Card Marks\***

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

**Kindergarten DIBELS\***

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

**1<sup>st</sup> Grade DIBELS\***

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

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

**K - 1<sup>st</sup> Grade Data/Student Evidence\***

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

\*Student data/evidence must be attached.

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

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

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



LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN



Multilingual and Multicultural Education Department ATTACHMENT B-3  
**LAT Reclassification Recommendation Form  
For EL's Not Meeting Grade/Progress Report Mark Requirements  
Grades 3<sup>rd</sup> - 5<sup>th</sup>**

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

School:	School Code:	LD:	Date:	School Phone #		
Student Name:	Student ID:	Grade:	School Fax #			
MP Program:	CELDT Date:	CELDT Overall Score: (0-120 LEVEL)	CELDT Listening:	CELDT Speaking:	CELDT Reading:	CELDT Writing:

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

Reason for Reclassification:

**ELA Progress Report Card Marks\***

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

**DIBELS\* MOY**

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

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

**3<sup>rd</sup> - 5<sup>th</sup> Grade Data/Student Evidence\***

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

\*Student data/evidence must be attached.

For a 3<sup>rd</sup> - 5<sup>th</sup> grade student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

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

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

# Benefits of Reclassification

Students who reclassify do not need to take the LTEL courses. Therefore, they:

- have opportunities to enroll in additional A-G and elective courses
- graduate on time and are college and career ready

# Objective 3

Learn how the District supports reclassified students, English Learners (EL) and Long Term English Learners (LTELs) and monitors their

# Notification of Reclassified Fluent English Proficient (RFEP) Student Progress

- Notifies parents of their reclassified students' progress and recommendations for intervention, as appropriate.
- Provides data such as number of years in which student reclassified, academic marks, and most recent achievement test scores.
- Informs parents of whether student is or is not making adequate progress toward grade level standards.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Elementary - 2014  
Notification of Reclassified Fluent English Proficient (RFEP) Student Progress

Parent/Guardian of: \_\_\_\_\_ Student ID: \_\_\_\_\_ 11/18/2015  
RFEP Date: 03/17/14 Grade: 05  
Years Reclassified: 1

In accordance with State law, Title III of the No Child Left Behind Act of 2001, and LAUSD policy, schools must monitor reclassified students for a minimum of two years to ensure he or she is making adequate progress towards grade level academic standards and must provide targeted intervention services for RFEP students when needed.

This form is intended to notify you of your child's most recent achievement data, and to recommend academic support services if necessary. A summary of your child's academic progress has been provided below.

**Academic Marks for Most Recent School Term: 2015-2016 A-Track Elementary**

English Listening	: 2
English speaking	: 2
English Reading	: 2
English Writing	: 3
Mathematics	: 2
Social Studies	: 3
Science	: 3

**Most Recent Achievement Test Scores:**

Date	Grade Level Assessment	Score(s)
05/28/2015	DIBELS-COMPOSIT	Below Benchmark

Based on his/her academic marks and assessment results, your child:  
☐ is making adequate academic progress. ☐ is not making adequate academic progress.

Intervention services provided / recommended (for students not making adequate progress): \_\_\_\_\_



Comments (for example attendance, behavior, work habits): \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Notification: Please mark the items that apply and return this entire form to your child's school.  
\_\_\_\_ I have reviewed my child's academic progress indicated above.  
\_\_\_\_ I would like my child to receive additional support services.  
\_\_\_\_ I would like a conference to discuss this information and my phone number is \_\_\_\_\_

Signature of the Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

# Annual Assessment Results and Placement for English Learners


**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
 : Elementary-2014  
 Annual Assessment Results and Program Placement for English Learners
 

Parent/Guardian of : [REDACTED] Student ID: [REDACTED] 08/27/2015  
[REDACTED] Grade: **05** Room#: **18**

Initial CELDT results have identified your child as a Limited English Proficient (LEP) student. At enrollment you were given a pamphlet entitled Instructional Program for English Learners in Elementary Schools that describes instructional program options and Program Exit Criteria, known as reclassification criteria. You may review this pamphlet at [mmed.lausd.net](http://mmed.lausd.net), or you may request additional copies of the pamphlet at your child's school.

As a parent, you have the right to request an instructional program for your child. Therefore, you must review all of the program descriptions and notify us of your program selection. Continuation in Dual /Bilingual alternative programs for this school year requires you to appear in person and request a Parental Exception Waiver.

The following is information regarding your child's academic progress and program placement for this school year:

Your child has been placed in the following program : **Structured English Immersion**  
 Your child's English Language Proficiency level is : **Intermediate**

The following are your child's most current language and academic proficiency results:

CELDT - 9/10/2014 California English Language Development Test		DIBELS-05/28/2015 Basic English Skills Achievement Performance Level	
Overall	<b>Intermediate</b>	DORF Fluency	<b>Below Benchmark</b>
Listening	<b>Intermediate</b>	DORF Accuracy	<b>Benchmark</b>
Speaking	<b>Early advanced</b>	DORF Retell	<b>Well Below Benchmark</b>
Reading	<b>Intermediate</b>	DORF Retell Quality	<b>Well Below Benchmark</b>
Writing	<b>Advanced</b>	DAZE	<b>Well Below Benchmark</b>

If your child has also been identified as a student with disabilities, please refer to his/her Individualized Education Plan (IEP) or Section 504 Plan for additional information on how your child's program placement will assist him/her in meeting his/her goals and objectives.

**Graduation Rate**

A graduation rate is reported for each graduating class. In 2013-2014, the LAUSD four-year graduation rate was 70%, an increase of 2% over the 2012-2013 school year.

**Parent Consultation and Approval**  
(PLEASE MARK ALL THAT APPLY AND RETURN COMPLETED FORM TO YOUR CHILD'S SCHOOL.)

☒ I received information about my child's progress and the English learner programs. I agree with my child's placement.  
☐ I understand that I have a right to apply for a parental exception waiver for the purpose of selecting an Alternative Program, and that I must visit my child's school each year to request this waiver.  
☐ I disagree with my child's current placement. I would like to schedule a conference to discuss my child's test results, program placement, or other program choices.

Signature of parent or guardian [REDACTED] Telephone [REDACTED] Date 9/16/15

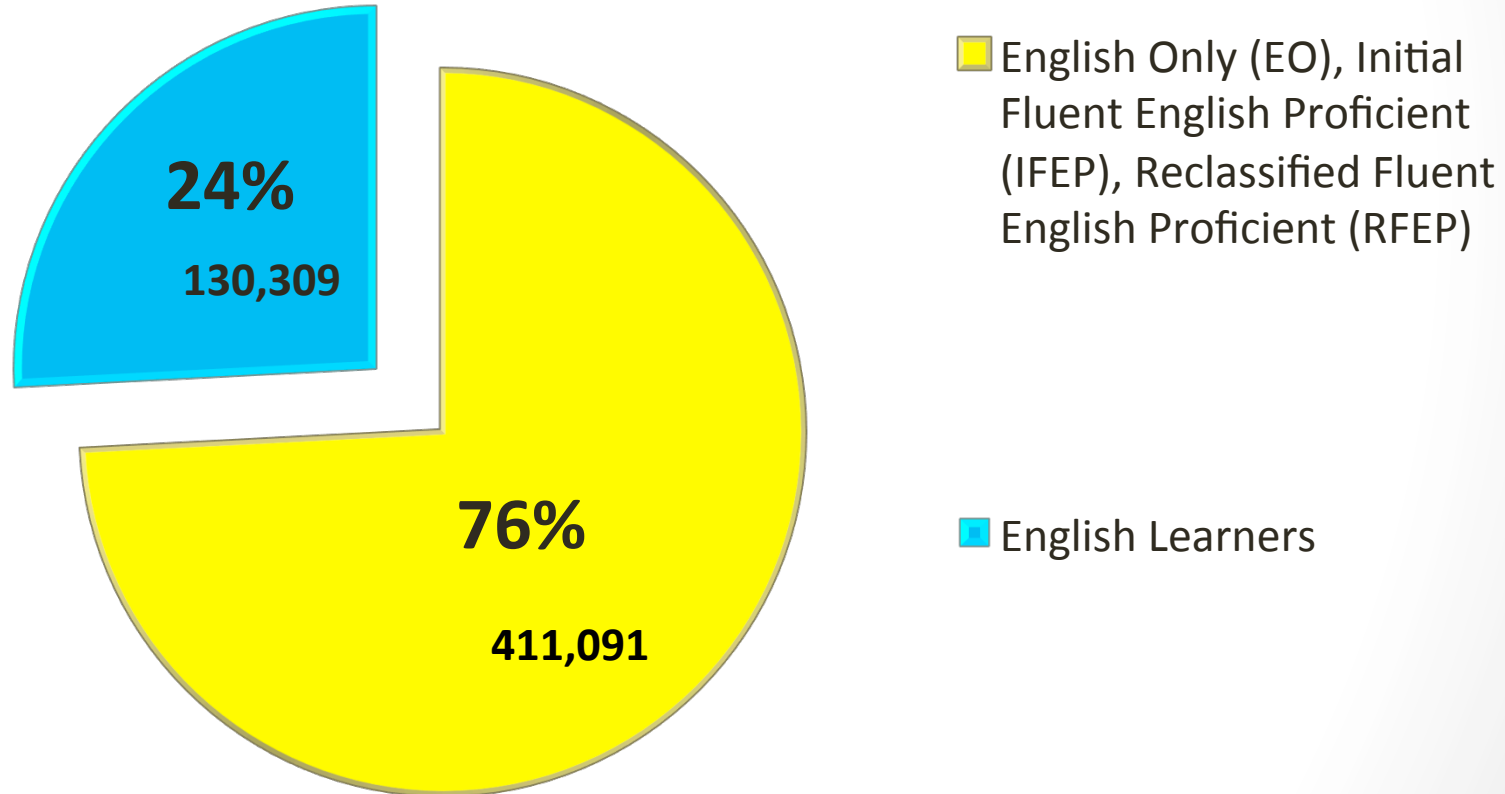
# Long Term English Learners (LTELs)

LAUSD defines Long Term English Learners as students who have been English learners for five or more years and have not **reclassified**.

# LAUSD Total Student Enrollment

2015-2016

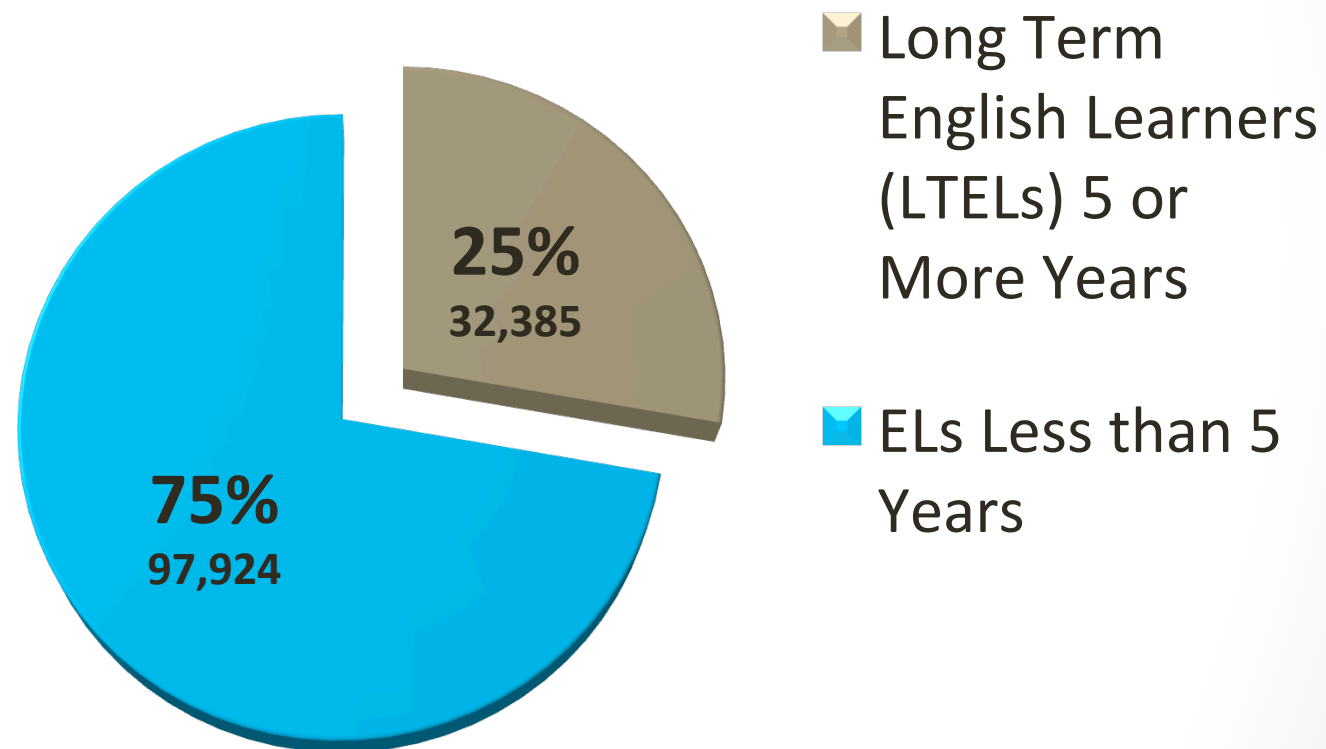
541,400 students



# Long Term English Learners (LTEL)

2015-2016

Out of 130,309 English Learner students





# Long Term English Learner Support Courses

- *Advanced ELD*
- *Literacy and Language for English Learners*

**These classes are in addition to the grade level English class and are designed to accelerate language development, academic vocabulary and expository writing. They provide the support students need to reclassify.**

# Monitoring Long Term English Learners (LTELs)

- LTELs are monitored by the Long Term English Learner designee.
- The progress of LTELs toward reclassification continues to be monitored through:
  - test scores
  - school work
  - teacher assessments
- LTEL designee will communicate with parents at least twice a year.

# Support for Long Term English Learners (LTELs)

- Additional support for these students will be recommended by the Language Appraisal Team (LAT) as needed.
- Supports such as focused intensive reading intervention instruction will be provided when LTELs lack foundational literacy skills.

# **English Learners with Special Needs Reclassify when:**

They fulfill the District's grade-level  
reclassification criteria

**OR**

Through specific reclassification  
considerations

Bulletin 5619.3

Thank you for  
your participation!