



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
REFERENCE GUIDE**

**TITLE:** Master Plan Documentation for English Learners, ETK-12

**NUMBER:** BUL-3448.3

**ISSUER:** Frances Gipson, Ph.D., Chief Academic Officer  
Division of Instruction

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Multilingual and Multicultural Education Department

**DATE:** February 11, 2019

**ROUTING**  
Local District Superintendents  
Administrators of Instruction  
Directors  
EL Program Staff  
School Site Principals  
Assistant Principals  
EL Designees  
UTLA Chapter Chairs  
School Administrative Assistants

**PURPOSE:** The purpose of this bulletin is to provide guidance for maintaining a uniform documentation system for English Learner (EL) students, as required by state and federal guidelines.

**MAJOR CHANGES:** This bulletin replaces BUL-3448.2, dated February 4, 2016. Major changes include:

- Changes in documentation guidelines per Proposition 58
- New English Language Proficiency Assessments for California (ELPAC)
- New Annual Alternate Assessment
- Updated Master Plan Folder Checklist (Attachment A)

**INSTRUCTIONS: I. INTRODUCTION**

In accordance with the California Education Code, the cumulative record is a legal document that is to be maintained in perpetuity. State and federal mandates require districts to maintain documentation for ELs within each student’s cumulative record. The District has adopted the use of the Master Plan Folder to organize and maintain EL required documents. A Master Plan Folder must be maintained for every EL as part of the student’s cumulative record (CUM) and must be made available for review during school-site, district, state, and federal compliance reviews.

**II. IMPLEMENTATION**

A Master Plan Folder is established after a student has been identified as an EL, as determined by the initial California English Language proficiency assessment. Schools are to use a blue file folder as the Master Plan Folder for each EL student. A Master Plan Folder should not be established for students identified as Initially Fluent English Proficient (IFEP).



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The Master Plan Folder Checklist (Attachment A) is to be used to guide and monitor completion of documentation requirements for each EL. The items identified on the checklist shall be filed in the Master Plan Folder.

NOTE: Documentation for students classified as IFEP must be filed in the student's CUM. The initial English language assessment label identifying the student as IFEP must be affixed to Section 4, "LAU Information" for Elementary or Section 13, "Oral Language Tests" for Secondary.

### III. CUMULATIVE RECORD DOCUMENTATION

#### A. Home Language Survey (HLS)

The HLS is completed by the parent/guardian at the time of initial enrollment to determine the student's primary language (*EC 52164.1[a]*). The HLS is found on the LAUSD Student Enrollment Form (Section 7). The enrollment form is filed in the CUM.

NOTE: Once a school district has a completed HLS on file, it is not necessary to re-administer the survey upon enrollment at another LAUSD school. The responses to the initial HLS completed supersede all surveys completed at later times.

#### B. The LAU label is affixed on the front upper left corner of the CUM envelope (elementary blue label or secondary gold label).

### IV. DOCUMENTATION OF THE CUMULATIVE RECORD CARD

The language proficiency assessment labels are to be filed in the student's CUM as follows:

#### A. California English Language Proficiency Assessment Labels

1. The MiSiS generated initial English language proficiency assessment label is to be affixed on the CUM card (Section 4, LAU Information for Elementary or Section 13, Oral Language Tests for Secondary).
2. The annual English language proficiency assessment label is to be affixed to the test label insert card according to the students' grade level.

NOTE: A second annual English language proficiency assessment label will be made available for students who are retained at a grade level.



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Since the retained student will have an annual assessment label for their respective grade on file from the previous school year, the second annual assessment label for the retention year is to be affixed on the backside of the insert card, in the extra box provided.

### B. Primary Language Assessment Label

The primary language proficiency label is to be affixed on the CUM card (Section 4, LAU Information for Elementary or Section 13, Oral Language Tests for Secondary). This label indicates the primary language assessment results obtained from the *preLAS*<sup>®</sup> 2000 *Español* or *LAS Links*<sup>™</sup> *Español*. The label will reflect results from the *preLAS* *Español*/*LAS* *Español* assessments if administered prior to July 2008.

NOTE: Although primary language assessments are no longer required or monitored by the state, District policy does require ELs enrolled in Two-Way/One-Way Dual Language Program or in the Secondary English Learner Newcomer Program with Primary Language Instruction to be administered an initial primary language assessment to assess the students' primary language proficiency. On a case-by-case basis, all other ELs may be given the primary language assessment at any time (at enrollment or thereafter) if requested by the teacher, IEP team or parent.

## V. DOCUMENTATION IN THE MASTER PLAN FOLDER

The following EL student documents are to be filed within the Master Plan Folder:

### A. Parental Notifications

1. *Initial Notification of Enrollment and Placement in an Elementary Instructional Program for English Learners* or *Initial Notification of Enrollment and Placement in a Secondary Instructional Program for English Learners*
2. *Initial Parent Notification of Language Test Results and Confirmation of Program Placement*
3. *Annual Assessment Results and Program Placement for English Learners* parent notification (elementary or secondary)

### B. English and Primary Language Assessment



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1. Initial English language proficiency assessment results (*Initial English Language Proficiency Assessments for California (ELPAC) Student Score Report* printed from the Local Scoring Tool [LST] in ELPAC TOMS).
  2. Primary language assessment results [*preLAS*<sup>®</sup> 2000 *Español*, *LAS Links*<sup>™</sup> *Español*, *BINL*, *Informal Assessment of Home Language Literacy (AHLL)*], or foreign language transcripts for secondary students.
  3. Annual English proficiency assessment results (*Annual CELDT Student Proficiency Level Report/Summative ELPAC Student Score Report* for each year administered).
  4. Test label insert card for Annual English Language Proficiency Assessment Results
    - *Annual CELDT Label Insert Card* – grey
    - *Summative ELPAC Test Label Card* – light blue
- C. EL Progress Monitoring
1. *Individual Reclassification Plan for Potential Long-Term English Learners*
  2. *Individual Reclassification Plan for Long-Term English Learners*
- D. Reclassification, if applicable
1. *Notification of Reclassification* letter with required signatures
  2. Reclassification label (affix to CUM card in Section 4, LAU Information for Elementary or Section 13, Oral Language Tests for Secondary)
  3. *Notification of Annual Progress of Reclassified Student* letter(s) with required signatures for years 1-4
- E. Parental Interest Form or Parent Request Form, if applicable
1. Parental Interest Form/Parent Request Form (a request for program participation in either a Two-Way/One-Way Dual Language Program or Secondary Newcomer Program with Primary Language Instruction).



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- F. Student Support and Progress Team (SSPT) forms, if applicable
1. *SSPT Referral Form*
  2. *SSPT Sign-in Form*
  3. *SSPT Initial Meeting Form*
  4. *SSPT Reclassification Recommendation Form*
  5. *SSPT Follow-up Meeting Form*
- G. ELs with Disabilities, if applicable
1. *Parent Interview (PI) for Low-Verbal/Non-Verbal Students with Disabilities*
  2. *Observation Checklist (OC) for Low-Verbal/Non-Verbal Students with Disabilities*
  3. *Low-Verbal/Non-Verbal Communication Observation Matrix (COM)*
  4. *COM Label* that indicates the student's initial alternate classification is to be affixed to CUM card in Section 5, "Educational Growth and Development: Teacher Observations and Test Results" for Elementary or Section 13, "Significant Information" in the 4<sup>th</sup> box under Oral Language Tests for Secondary.
  5. *Parent Notification of Initial Language Test for a Low-Verbal/Non-Verbal Student With a Disability*
  6. Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)
  7. *Reclassification Request Form for Students with Disabilities: Request to Use Alternate Means to Demonstrate Basic Skills in English Grades, K-12*
- H. Other EL Documentation, if applicable
1. *Initial English Language Proficiency Assessments for California (ELPAC) Student Score Report* printed from LST in ELPAC TOMS
  2. *Change of Program Request* form with attached handwritten parent request letter
  3. *Mainstream English Program Conference Checklist*



4. *Instructional Services Plan* for students withdrawn by parent request

## VI. ADMINISTRATIVE RESPONSIBILITIES

The principal is the custodian of records and is responsible for the Master Plan Folder, its contents and security. The custodian of records must ensure that all documents are current and accurate. According to the California Civil Code of Regulations, Section 433 (a): “The custodian of records shall be responsible for the security of pupil records and shall devise procedures for assuring that access to such records is limited to authorized persons.”

When EL documentation is missing from the Master Plan Folder or the CUM, it is the responsibility of the custodian of records or certificated designee to make a reasonable attempt to obtain the missing documents. The procedures for making a reasonable attempt are:

1. Make a copy of the original document sent home to keep on file.
2. Resend a copy of the document if the original is not returned within a reasonable amount of time (5-7 days). Annotate the document by indicating the original date sent.
3. Contact the parent/guardian by telephone as a reminder and request return of the document and annotate the document by indicating the date and time the call was made. If the signed document is not returned to the school, file the annotated document in the student’s Master Plan Folder.

### RELATED RESOURCES:

[REF-4380.2, \*Initial Notification Requirements for Parents of English Learners \(ETK-12\)\*, dated August 17, 2018](#)

[BUL-4872.1, \*Annual Notification Requirements for Parents of English Learners \(K-12\)\*, dated August 17, 2018](#)

[BUL-3778.0, \*Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Learners \(ELs\)\*, dated October 2, 2007](#)

[BUL-048496.0, \*Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternate Curriculum\*](#)

[\*Cumulative Record Handbook for Elementary Schools, August 2018\*](#)

[\*Cumulative Record Handbook for Secondary Schools, April 2017\*](#)



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LAUSD Store Warehouse Commodity Codes:

- File folder, letter size, blue (615-45-96495)
- Elementary LAU labels, blue (966-70-36002)
- Secondary LAU labels, gold (966-70-36003)

**ASSISTANCE:** For assistance on the Master Plan Folder, please contact your Local District English Learner Programs Coordinator or the Multilingual and Multicultural Education Department at (213) 241-5582.



**Master Plan Folder Checklist**

Original Home Language Survey Date: \_\_\_\_\_

- LAU Elementary label (blue) on upper left corner of the cumulative envelope or LAU Secondary label (gold) on upper left corner of the cumulative envelope

Assessment Labels: (affix to cumulative card in Section 4, LAU Information for Elementary or Section 13, Oral Language Tests for Secondary):

- Initial English proficiency label (*CELDT, ELPAC, preLAS/LAS English*) in Section 4 of the cumulative record card
- Primary language proficiency label (*preLAS<sup>®</sup> 2000/LAS Links<sup>™</sup> Español/BINL*) in Section 4 of the cumulative record Card

Parental Notifications:

- *Initial Notification of Enrollment and Placement in an Elementary Instructional Program for English Learners* with parent signature or *Initial Notification of Enrollment in the Secondary Program for English Learners* with parent signature
- *Initial Parent Notification of Language Test Results and Confirmation of Program Placement*
- *Annual Assessment Results and Program Placement for English Learners* Elementary letter with parent signature or *Annual Assessment Results and Program Placement for English Learners* Secondary letter with parent signature

K \_\_\_\_\_, 1<sup>st</sup> \_\_\_\_\_, 2<sup>nd</sup> \_\_\_\_\_, 3<sup>rd</sup> \_\_\_\_\_, 4<sup>th</sup> \_\_\_\_\_, 5<sup>th</sup> \_\_\_\_\_,  
6<sup>th</sup> \_\_\_\_\_, 7<sup>th</sup> \_\_\_\_\_, 8<sup>th</sup> \_\_\_\_\_, 9<sup>th</sup> \_\_\_\_\_, 10<sup>th</sup> \_\_\_\_\_, 11<sup>th</sup> \_\_\_\_\_, 12<sup>th</sup> \_\_\_\_\_

English and Primary Language Assessment:

- Initial English language assessment (CELDT) Local Scoring Tool printout, before August 2018 or
- Initial English proficiency assessment results (*Initial CELDT Student Proficiency Level Report* or *Initial ELPAC Student Score Report*)
- Primary language assessment [*preLAS<sup>®</sup> 2000 Español, LAS Links<sup>™</sup> Español, (preLAS Español, LAS Español* prior to July 1, 2008), *BINL, Informal Assessment of Home Language Literacy (IAHLL)*, or foreign language transcripts for secondary students
- *Annual CELDT Student Proficiency Level Report /Summative ELPAC Student Score Report*  
ETK/TK \_\_\_\_\_, K \_\_\_\_\_, 1<sup>st</sup> \_\_\_\_\_, 2<sup>nd</sup> \_\_\_\_\_, 3<sup>rd</sup> \_\_\_\_\_, 4<sup>th</sup> \_\_\_\_\_, 5<sup>th</sup> \_\_\_\_\_,  
6<sup>th</sup> \_\_\_\_\_, 7<sup>th</sup> \_\_\_\_\_, 8<sup>th</sup> \_\_\_\_\_, 9<sup>th</sup> \_\_\_\_\_, 10<sup>th</sup> \_\_\_\_\_, 11<sup>th</sup> \_\_\_\_\_, 12<sup>th</sup> \_\_\_\_\_
- Test label insert card for the Annual English Language Proficiency Assessment Labels  
ETK/TK \_\_\_\_\_, K \_\_\_\_\_, 1<sup>st</sup> \_\_\_\_\_, 2<sup>nd</sup> \_\_\_\_\_, 3<sup>rd</sup> \_\_\_\_\_, 4<sup>th</sup> \_\_\_\_\_, 5<sup>th</sup> \_\_\_\_\_,  
6<sup>th</sup> \_\_\_\_\_, 7<sup>th</sup> \_\_\_\_\_, 8<sup>th</sup> \_\_\_\_\_, 9<sup>th</sup> \_\_\_\_\_, 10<sup>th</sup> \_\_\_\_\_, 11<sup>th</sup> \_\_\_\_\_, 12<sup>th</sup> \_\_\_\_\_
- The Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS), Attachment A  
ETK/TK \_\_\_\_\_, K \_\_\_\_\_, 1<sup>st</sup> \_\_\_\_\_, 2<sup>nd</sup> \_\_\_\_\_, 3<sup>rd</sup> \_\_\_\_\_, 4<sup>th</sup> \_\_\_\_\_, 5<sup>th</sup> \_\_\_\_\_,  
6<sup>th</sup> \_\_\_\_\_, 7<sup>th</sup> \_\_\_\_\_, 8<sup>th</sup> \_\_\_\_\_, 9<sup>th</sup> \_\_\_\_\_, 10<sup>th</sup> \_\_\_\_\_, 11<sup>th</sup> \_\_\_\_\_, 12<sup>th</sup> \_\_\_\_\_





**Master Plan Folder Checklist**

EL Progress Monitoring:

- *Individual Reclassification Plan for Potential Long-Term English Learners*  
3rd \_\_\_\_\_, 4th \_\_\_\_\_, 5th \_\_\_\_\_, 6th \_\_\_\_\_, 7th \_\_\_\_\_, 8th \_\_\_\_\_, 9th \_\_\_\_\_,  
10th \_\_\_\_\_, 11th \_\_\_\_\_, 12th \_\_\_\_\_
- *Individual Reclassification Plan for Long-Term English Learners*  
6<sup>th</sup> \_\_\_\_\_, 7th \_\_\_\_\_, 8th \_\_\_\_\_, 9th \_\_\_\_\_, 10th \_\_\_\_\_, 11th \_\_\_\_\_, 12th \_\_\_\_\_

Reclassification:

- *Notification of Reclassification* letter with parent signature
- Reclassification label (affix to cumulative card in Section 4, LAU Information for Elementary or Section 13, Oral Language Tests for Secondary)
- *Notification of Annual Progress of Reclassified Students*
  - Year 1 letter with parent signature
  - Year 2 letter with parent signature
  - Year 3 letter with parent signature
  - Year 4 letter with parent signature

Student Support and Progress Team (SSPT):

Initial SSPT Meeting Date: \_\_\_\_\_

- *SSPT Referral Form*
- *SSPT Sign-in Form*
- *SSPT Initial Meeting Form*
- *SSPT Follow-up Meeting Form*
- *SSPT Reclassification Recommendation Form*

ELs with Disabilities:

- *Parent Interview (PI) for Low-Verbal/Non-Verbal Students with Disabilities*
- *Observation Checklist (OC) for Low-Verbal/Non-Verbal Students with Disabilities*
- *Low-Verbal/Non-Verbal Communication Observation Matrix (COM) or*
- *Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)*
- *COM Label* (affix to CUM card in Section 5, “Educational Growth and Development: Teacher Observations and Test Results” for Elementary or Section 13, “Significant Information” in the 4<sup>th</sup> box under Oral Language Tests for Secondary)
- *Parent Notification of Initial Language Test for a Low-Verbal/Non-Verbal Student with a Disability*
- *Reclassification Form for Students with Disabilities Taking the English language proficiency assessment with Modifications*

Other EL Documentation (if applicable):

- Handwritten parent request letter(s)
- Completed and signed *Change of Program Request* form
- Completed and signed *Mainstream Program Conference Checklist* form
- Instructional Services Plan for EL student whose parent has requested a Mainstream instructional setting
- Dual Language and Bilingual Programs Participation Request Form (One-Way, Two-Way Dual Language programs and Secondary Newcomer with Primary Language Instruction)