



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

**TITLE:** Monitoring the Academic Progress of Secondary  
 Reclassified Fluent English Proficient (RFEP)  
 Students

**NUMBER:** REF-3590.0

**ISSUER:** Alma Peña Sanchez, Assistant Superintendent  
 Instructional Services

**DATE:** February 22, 2007

**ROUTING**  
 Local District Superintendents  
 Local District Directors  
 Local District EL Program Staff  
 Principals  
 Assistant Principals  
 EL Program Coordinators  
 Title I Coordinators  
 Literacy and Math Coaches  
 UTLA Chapter Chairs

**PURPOSE:** The purpose of this memorandum is to outline the school’s responsibility in meeting the federal and state requirement to monitor the academic progress of reclassified students. In addition, this memorandum includes Student Information System (SIS) procedures for generating requisite academic performance data and parent notification letters.

**MAJOR CHANGES:** New reference guide.

**INSTRUCTIONS I. BACKGROUND**

:

English learners (ELs) are reclassified as fluent English-proficient (RFEP) when they meet state and district reclassification criteria. State and federal laws (20 USC 6841, 5 CCR 11304) require districts to regularly gather and review data to monitor reclassified students’ progress, notify parents of their child’s ongoing progress after reclassifying and provide appropriate and additional educational services when needed. Designated school staff must review RFEP students’ academic performance in the mainstream program for a minimum of two years.

Schools will annually monitor for a minimum of two years the progress of RFEP students to assure proper placement and offer additional academic and other appropriate support if necessary. Reclassified students are expected to meet or exceed state grade-level content standards, and to meet the A-G requirements for high school graduation, thereby demonstrating they have not been left with any substantive linguistic and/or academic needs.

Monitoring will address the following accountability requirements:

- Schools must review RFEP students’ academic performance for a two year minimum following reclassification.
- Schools must notify RFEP students’ parents, in writing, when their child is making adequate progress or is at risk of not meeting grade-level standards.
- Schools must provide RFEP students who are unable to meet state grade-level content standards additional linguistic and/or academic instructional services appropriate to their diagnosed needs.



## II. MONITORING PROCEDURES

The following steps comprise the school-based annual monitoring process:

- A. At the beginning of the spring semester, print an *RFEP Follow-Up Monitoring Roster* using ID27,3. Select those students reclassified during the last two years (Use field 381, ReDes FEP Dt, to sort). Enter F4, "Print Reclassified Student Monitoring Roster." The roster consists of two years of various achievement data sets; schools may sort by track or grade. Attachment A is a sample roster and its key.
- B. Highlight the students on the list who are not making adequate progress. This would include students who earn lower than a C in English, math, science or social studies. Also included are students who score less than Basic on the CST ELA or Math the first year after reclassification; or score less than Proficient on the CST ELA or Math the second year after reclassification. Academic marks monitor progress in the core subjects, (for high school, four of the A-Gs); CST results measure standards-based performance.
- C. Copy the highlighted list for the administrator in charge of intervention, for the students' counselors, and for other supplemental services providers (e.g., PSA counselor, school psychologist, Bridges coordinator, GEARUP program). A copy is maintained by the EL coordinator for at least five years.
- D. Provide a copy of the highlighted *RFEP Follow-Up Monitoring Roster* to the Local District English Learner Program staff by the end of February.
- E. Repeat the process the following year.

## III. PARENT NOTIFICATION PROCESS

Parents must be notified of their child's academic progress at least once a year for two years following reclassification using the *Notification of Annual Progress of Reclassified Students* letter. **This SIS-generated parent notification letter is in addition to any other regular home-school communication regarding student achievement.** The notification has seven sections identified by roman numeral. Section I indicates the length of time taken to achieve reclassification. Sections II through IV address adequate progress. Section V and VI are for comments and recommendations for support services. Section VII instructs parents to give input and respond.

Schools must identify at-risk RFEP students annually and notify parents by the end of February in order for the students to access intervention services in a timely manner. The procedures for parent/guardian notification of RFEP students include the following steps:



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- A. Print the *Notification of Annual Progress of Secondary Reclassified Students* using ID27,3; select F5. The parent letter will print in English or Spanish, depending on the Correspondence Language entered in field 302. Attachment B is a sample English notification for the purpose of this memo. Form letters in Korean, Chinese, Armenian, and Vietnamese must be completed by hand (Attachments C to F) and included with the printed English notification.
- B. Each *Notification of Annual Progress of Secondary Reclassified Students* must be completed by the school before being sent to the parent.
  1. Determine whether the student is or is not making adequate progress; use section II and section III of the notification to make this determination.
  2. In section II, if the student has a D or an F in any subject area, mark “is not making adequate academic progress” in section IV.
  3. In section III, the expectation is for reclassified students to attain at least the Basic level on the CST in both English Language Arts and Mathematics for the first year after reclassification. The second year, each student is expected to attain at least the Proficient level in both English Language Arts and Mathematics. If these expectations were not met by the student, mark “is not making adequate academic progress” in section IV.
  4. If students meet the expectations in both section II and section III, mark “is making adequate progress” in section IV.
- C. It is optional to add comments for parents in section V: *Additional Comments*.
- D. If Section IV is marked “not making adequate academic progress”, *Recommended Support Services*, Section VI, must be filled out. Suggestions for section VI are included, Attachment G.
- E. Obtain the principal’s signature and date each notification.
- F. The final disposition of the notification is in the blue Master Plan Folder in the student’s cum (BUL-3448.0, Master Plan Folder for English Learners, K-12). This may involve the following steps:
  1. Make a copy and send the original home with the student for parent’s signature. Maintain the school’s copy.
  2. If the signed letter is returned, place in the blue Master Plan Folder.
  3. Send a second copy home if the letter is not returned within two weeks.
  4. If the second letter is also not returned, telephone the parent.



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5. When the letter is returned, signed by the parent, insert the letter in the blue Master Plan Folder in the cumulative record envelope.
6. If the letter is not returned, insert the copy of the letter in the Master Plan Folder, annotated regarding the attempts made to contact the parent.

### IV. INTERVENTION PROCEDURES

When RFEP students are not meeting grade-level standards, intervention is required. The following are the procedures for providing RFEP students with additional learning opportunities to address diagnosed academic needs:

- A. When an RFEP student is not making adequate academic progress, accommodations are made to the instruction in the classroom to meet the student's diagnosed linguistic and/or academic needs. Teachers may change grouping patterns during instructional time and/or provide differentiated instruction. The use of Specially Designed Academic Instruction in English (SDAIE) methods is recommended (i.e., collaborative group assignments, graphic organizers, questioning techniques, formative assessments). Teachers may provide the student with individualized assistance through the use of paraeducators, tutors or volunteers.
- B. When the appropriate in-class accommodations have been provided and the student's academic performance does not improve, the teacher should refer the student to the school's intervention coordinator for placement in an appropriately designed intervention program. Teachers must use the available English Language Arts and Math intervention resources to provide differentiated instruction and language support as needed.
- C. When a student fails to demonstrate sufficient progress following participation in the school's intervention program, the student should be referred to the school Student Success Team (SST) or Coordination of Services Team (COST) for additional recommendations. The SST/COST should consult with the parent to make recommendations to assist the student.

**RELATED RESOURCES:** Reference Guide REF-1392 Monitoring the Academic Progress of Elementary Reclassified (RFEP) Students, October 18, 2004  
Bulletin BUL-3448.0, Master Plan Folder for English Learners, K-12, January 8, 2007

**ASSISTANCE:** For assistance please call your Local District English Learner Program Staff.  
For assistance with SIS, please call the Secondary SIS Support at (213) 241-4850.

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**RFEP Follow-Up Monitoring Roster**

**ATTACHMENT A**

(Rec#)	(1)	(2)	(3)	(4)	(5)	(6)				(7)	(8)			(9)	(10)	
		Init Date	RFEP Date	GrT	Eng Course	Eng	Mat	Sci	Soc		Eng	CST Mat	Sci	Soc	YTD Enr	Days Abs
1865	CIERVA, JUAN SpEd SLI Title I	10/02	09/06	08C	230106	B	A	C	C	Spr06 Spr05	B FBB	P BB			106	5
1818	EJEMPLO, JUDY Title I	07/97	09/06	08C	230106	C	B	F	D	Spr06 Spr05	B BB	BB BB			106	6
1913	MASA, JUANA Title I	01/03	03/05	07A	230103	D	B	C	C	Spr06 Spr05	P B	A A		B	79	2
1946	SAMPLE, TIM Title I	08/99	12/05	07B	230104	B	A	A	B	Spr06 Spr05	B B	B A		B	102	8

COLUMN NUMBER	DESCRIPTION	COLUMN NUMBER	DESCRIPTION
<b>1</b>	Name of student, Program Participation	<b>6 Academic Marks</b>	Course grades: Eng = English, Mat = Math, Sci = Science, Soc = Social Studies
<b>2 Init Date</b>	Date student was identified English Learner	<b>7</b>	CST dates
<b>3 RFEP Date</b>	Date student was reclassified RFEP	<b>8 CST</b>	California Standards Test: Eng = English Language Arts, Mat = Math, Sci = Science (5 <sup>th</sup> , 8 <sup>th</sup> ), Soc = Social Studies (8 <sup>th</sup> )
<b>4 GrT</b>	Grade and Track	<b>9 YTD Enr</b>	Year to date number of days enrolled
<b>5 Eng Course</b>	230101/2 = Eng 6A/B 230105/6 = Eng 8A/B 230109/10 = Eng 10A/B 230111 = Am Lit Comp 230207 = Adv Comp 230437 = World Lit 230103/4 = Eng 7A/B 230107/8 = Eng 9A/B 230201 = Contemp Comp 230205 = Expos Comp 230425 = Modern Lit	<b>10 Days Abs</b>	Year to date number of days absent



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 \_\_\_\_\_ School

**ATTACHMENT B**

Notification of Annual Progress of Secondary Reclassified Students

Student Name \_\_\_\_\_ District ID# \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

In accordance with district policy, your child's grade level skills are monitored periodically to verify s/he is making adequate academic progress towards mastery of state content standards. This form is intended to notify you of your child's most recent achievement data and recommend academic support services, if necessary.

- I. Reclassification Goal: English learners are expected to reclassify within five years. Your child reclassified in \_\_\_\_\_ years.
- II. Academic Marks: Report card marks of A, B, or C indicate the student meets or exceeds grade-level standards. Your child's most recent academic marks are as follows:  
 English \_\_\_\_\_ Mathematics \_\_\_\_\_ Science \_\_\_\_\_ Social Studies \_\_\_\_\_
- III. Achievement test scores: Your child's most recent California Standards Test (CST) results are:  
 Spring 2005 CST  
     English Language Arts: \_\_\_\_\_  
     Mathematics: \_\_\_\_\_  
 Spring 2006 CST  
     English Language Arts: \_\_\_\_\_  
     Mathematics: \_\_\_\_\_

Adequate progress for the first year after reclassification is Basic, Proficient or Advanced. Adequate progress for the second year after reclassification is Proficient or Advanced.

- IV. Based on the above multiple criteria, your child  
 \_\_\_\_\_ is making adequate academic progress.  
 \_\_\_\_\_ is not making adequate academic progress.
- V. Additional comments: (work habits, behavior, attendance...)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

VI. Recommended Support Services: \_\_\_\_\_  
 Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- VII. 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.

\_\_\_\_\_  
 Parent/Guardian Signature Telephone Number Date

Distribution: 1) Original in Cumulative folder 2) Copy to Parent



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**ATTACHMENT C**

\_\_\_\_\_ 학교 날짜: \_\_\_\_\_

재배치된 중고등 학생 진전도 연례 통지서  
 (Notification of Annual Progress of Secondary Reclassified Students)

학생 이름: \_\_\_\_\_ 디스트릭 ID# \_\_\_\_\_ 학년 \_\_\_\_\_ 날짜 \_\_\_\_\_

교육구 방침에 따라, 주 학습기준을 달성하기에 충분히 학업이 진전되고 있는가를 확인하기 위해 각 학생에 대한 검토가 주기적으로 실시됩니다. 본 양식의 목적은 귀 자녀의 학업과 관련된 최근 데이터를 알리고 필요에 따라 학습 지원 서비스를 추천하기 위함입니다.

I. 재배치 목표: 영어 학습 학생들은 5년 이내에 재배치될 것이 예상됩니다. 귀 자녀는 \_\_\_\_\_년 만에 재배치되었습니다.

II. 학업 성적: 성적표에 A, B 또는 C로 표기될 경우, 학생이 학년 학습기준을 달성하고 있거나 능가하고 있음을 의미합니다. 귀 자녀의 최근 성적은 다음과 같습니다:  
 영어: \_\_\_\_\_ 수학: \_\_\_\_\_ 과학: \_\_\_\_\_ 사회: \_\_\_\_\_.

III. 학력 고사 점수: 다음은 귀 자녀의 최근 캘리포니아 학력고사 점수입니다:  
 테스트 (CST) 결과는 다음과 같습니다:

2004년 봄 CST  
 영어/언어과목: \_\_\_\_\_  
 수학: \_\_\_\_\_  
 2005년 봄 CST  
 영어/언어과목: \_\_\_\_\_  
 수학: \_\_\_\_\_

학생이 재배치된 후 첫 1년 동안은 기본, 능숙 또는 우수로 적절한 진전도가 표기됩니다. 두 번째 해에는 능숙 또는 우수로만 표기됩니다.

V. 위의 모든 정보를 종합한 결과, 귀 자녀는  
 \_\_\_\_\_ 적절한 학업 진전을 보이고 있다.  
 \_\_\_\_\_ 적절한 학업 진전을 보이지 못하고 있다.

VI. 추가 의견: (공부 습관, 행동, 출석.....)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

VII. 추천하는 지원 서비스: \_\_\_\_\_

교장 서명: \_\_\_\_\_ 날짜: \_\_\_\_\_

VIII. 학부모 통고: 해당 사항에 표시하고 자녀 학교로 돌려보내십시오.

\_\_\_\_\_ 나의 자녀에 대한 위의 학업 진전 상황을 검토하였다.  
 \_\_\_\_\_ 나의 자녀가 추가 지원 서비스를 받기를 원한다.  
 \_\_\_\_\_ 위의 상황에 대해 컨퍼런스를 갖고 의논하기를 원한다.

\_\_\_\_\_ 부모/보호자 서명 \_\_\_\_\_ 전화번호 \_\_\_\_\_ 날짜 \_\_\_\_\_

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LOS ANGELES UNIFIED SCHOOL DISTRICT (洛杉矶联合学区)

学校 \_\_\_\_\_ School \_\_\_\_\_

**ATTACHMENT D**

**Notification of Annual Progress of Secondary Reclassified Students**  
**中学生重新分等年度进步通知**

学生姓名 \_\_\_\_\_ 学生身份号码# \_\_\_\_\_ 年级 \_\_\_\_\_ 日期 \_\_\_\_\_

按照学区规定，你孩子的年级水平能力在定期监看下检核学业是否有适当的进步并将掌握加州的课业标准。本表是要通知你你孩子最近的成绩数据，并按需要建议一些学业上的支持服务。

- I. 重新分等的目标：英语学习者期望在五年内重新分等。你的孩子已在 \_\_\_\_\_ 年重新分等。
- II. 学业评分：成绩单上的评分A, B, 或C表示学生达到或超过年级水平标准。你孩子的最近学业评分如下：  
 英语 \_\_\_\_\_ 数学 \_\_\_\_\_ 科学 \_\_\_\_\_ 社会学 \_\_\_\_\_

- III. 考试成绩得分：你孩子最近的标准考试（CST）结果如下：  
 2004年春季英语语文： \_\_\_\_\_  
 数学： \_\_\_\_\_  
 2005年春季英语语文： \_\_\_\_\_  
 数学： \_\_\_\_\_

重新鉴定后第一年的适当进度是基本，熟练或超前。重新鉴定后第二年的适当进度是熟练或超前。

- IV. 根据以上多项准则，你孩子在学业上  
 \_\_\_\_\_ 有适当的进步。  
 \_\_\_\_\_ 没有适当的进步。

- V. 另外建议：（工作习惯，行为，出席.....）  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- VI. 建议的支持服务： \_\_\_\_\_

校长签名： \_\_\_\_\_ 日期： \_\_\_\_\_

- VII. 家长通知：请勾划下列适用的项目并将整页表格交回你孩子的学校。  
 我翻阅过上列所示我孩子的学业进度情形。  
 我愿意让我孩子接受格外的支持服务。  
 我愿意有一次会谈来讨论这些数据。

\_\_\_\_\_ 家长/监护人签名 \_\_\_\_\_ 电话号码 \_\_\_\_\_ 日期 \_\_\_\_\_

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 分发:                      1) 原稿存档案夹    2) 副本发给家长



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ԼՈՍ ԱՆՋԵԼԵՍԻ ՄԻԱՑՑԱԼ ԳՊՐՈՑԱԿԱՆ ԾՐՋԱՆ  
 Դպրոց

**ATTACHMENT E**

Notification of Annual Progress of Secondary Reclassified Student

Տարեկան գնահատման արդյունքները և ծրագրի տեղավորումը Անգլերեն սովորողների համար

Աշակերտի անունը \_\_\_\_\_ Աշ. ID# \_\_\_\_\_ Դասարանը \_\_\_\_\_ Թվականը \_\_\_\_\_

Համաձայն ուս. շրջանի օրենքի, ձեր երեխայի դասարանի կարողությունները ստուգվել են պարբերաբար, հաստատելու, որ նա կատարում է համապատասխան ակադեմիական առաջադիմություն, նահանգի չափանիշների դասակարգման համար: Այս ձևը մտադիր է ձեզ տեղեկացնելու ձեր երեխայի ամենավերջին նվաճման տվյալների մասին և առաջարկվում է ակադեմիական աջակցության ծառայություններ, եթե անհրաժեշտ է:

I. Վերադասակարգման Նպատակ. Անգլերեն սովորողներից սպասվում է, որ նրանք դասակարգվեն հինգ տարվա ընթացքում: Ձեր երեխան վերադասակարգվել է \_\_\_\_\_ տարում:

II. Ակադեմիական Գնահատականներ. Հաշվետվության քարտի Ա, Բ, կամ Գ ցույց են տալիս, որ աշակերտը բավարարում է կամ գերազանցում է դասարանի մակարդակի չափանիշները: Ձեր երեխայի ամենավերջին ակադեմիական գնահատականները հետևյալն են.  
 Անգլերեն \_\_\_\_\_ Մաթեմատիկա \_\_\_\_\_ Գիտություն \_\_\_\_\_ Հասարակագիտություն \_\_\_\_\_

III. Նվաճման Քննության Միավորներ. Ձեր երեխայի ամենավերջին Կալիֆորնիայի Չափանիշների (CST)Քննության արդյունքներն են.  
 Գարուն 2004 CST  
 Անգլերեն Լեզու \_\_\_\_\_  
 Մաթեմատիկա \_\_\_\_\_  
 Գարուն 2005 CST  
 Անգլերեն Լեզու \_\_\_\_\_  
 Մաթեմատիկա \_\_\_\_\_

Համապատասխան առաջադիմությունը առաջին տարում վերադասակարգումից հետո դա Հիմնական, Փորձված կամ Առաջավոր մասն է: Համապատասխան առաջադիմությունը երկրորդ տարում վերադասակարգումից հետո դա Փորձված կամ Առաջավոր մասն է:

IV. Հիմնված վերը նշված չափանիշների վրա, ձեր երեխան,  
 \_\_\_\_\_ բավարարում է համապատասխան ակադեմիական առաջադիմություն:  
 \_\_\_\_\_ չի բավարարում է համապատասխան ակադեմիական առաջադիմություն:

V. Լրացուցիչ մեկնաբանություններ. (աշխատանքային սովորությունները, վարքագիծ, հաճախում...)  
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VI. Առաջարկված Պաշտպանության Ծառայություններ. \_\_\_\_\_

Դիրեկտորի Ստորագրություն \_\_\_\_\_ Թվական \_\_\_\_\_

VIII. Ծնողի Ծանուցում. Խնդրվում է նշել սրան վերավաբերվող հարցերը և վերադարձնել այս ամբողջ ձևը ձեր երեխայի դպրոցը:

- \_\_\_\_\_ Ես վերանայել եմ իմ երեխայի ակադեմիական առաջադիմությունը, որը նշված է վերևում:
- \_\_\_\_\_ Ես ցանկանում եմ, որ իմ երեխան ստանա լրացուցիչ աջակցության ծառայություններ:
- \_\_\_\_\_ Ես ցանկանում եմ ունենալ մի ժողով, քննարկելու այս տեղեկությունը:

\_\_\_\_\_ Ծնողի/Խնամատարի Ստորագրություն \_\_\_\_\_ Հեռախոսի համար \_\_\_\_\_ Թվական \_\_\_\_\_

ԲԱԾԽՈՒՄ. 1) Իսկական Ծրարը Ընդհանուր Արձանագրությունների Մեջ: 2) Սրա Օրինակը Ծնողին:

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**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

LOS ANGELES UNIFIED SCHOOL DISTRICT

**ATTACHMENT F**

Trường \_\_\_\_\_

Thông Báo về Tiến Bộ Thường Niên của các Học Sinh bậc Trung Học được Tái Phân Loại  
(Notification of Annual Progress of Secondary Reclassified Students)

Học sinh: \_\_\_\_\_ ID# Học Khu \_\_\_\_\_ Lớp \_\_\_\_ Ngày \_\_\_\_\_

Theo quy định của học khu, những kỹ năng trình độ lớp của con quý vị được theo dõi định kỳ để xác nhận em đang đạt mức tiến bộ học vấn tối thiểu nhằm tinh thông những tiêu chuẩn nội dung của tiểu bang. Mẫu này được dùng để thông báo cho quý vị về dữ kiện thành tích mới nhất của con quý vị và cũng để đề nghị những dịch vụ hỗ trợ học vấn, nếu cần thiết.

I. Mục tiêu Tái phân loại: Những học viên Anh ngữ phải được tái phân loại trong vòng năm năm. Con của quý vị đã được tái phân loại trong \_\_\_\_ năm.

II. Các Điểm Học Vấn: Những điểm A, B, hay C của phiếu điểm xác định rằng học sinh đạt hoặc vượt những tiêu chuẩn trình độ lớp. Điểm học mới nhất của con quý vị như sau:

Anh Văn: \_\_\_\_ Toán: \_\_\_\_ Khoa Học: \_\_\_\_ Xã Hội Học: \_\_\_\_

III. Điểm thi thành tích: Các kết quả Kỳ Thi Tiêu Chuẩn California (CST) mới nhất của con quý vị như sau:  
 CST Mùa Xuân 2004

Anh Văn: \_\_\_\_\_

Toán: \_\_\_\_\_

CST Mùa Xuân 2005

Anh Văn: \_\_\_\_\_

Toán: \_\_\_\_\_

Tiến bộ tối thiểu cho năm thứ nhất sau khi tái phân loại là Căn Bản, Thông Thạo hay Cao Cấp. Tiến bộ tối thiểu cho năm thứ nhì sau khi tái phân loại là Thông Thạo hay Cao Cấp

IV. Căn cứ vào nhiều tiêu chuẩn trên, con của quý vị đang,  
 \_\_\_\_ có tiến bộ học vấn thỏa đáng.  
 \_\_\_\_ không có tiến bộ học vấn thỏa đáng.

V. Ý Kiến Bổ Sung: (thói quen học hành, hành vi, điểm danh ...)

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VI. Dịch vụ Hỗ trợ được Đề nghị: \_\_\_\_\_

Chữ ký của Hiệu Trưởng: \_\_\_\_\_ Ngày: \_\_\_\_\_

VII. Thông báo cho Phụ Huynh: Xin đánh dấu những mục thích hợp và hoàn trả toàn thể mẫu này cho trường của con quý vị.

\_\_\_\_ Tôi đã xem xét mức tiến bộ học vấn của con tôi như đã ghi trên.

\_\_\_\_ Tôi muốn con tôi nhận những dịch vụ hỗ trợ bổ sung.

\_\_\_\_ Tôi muốn có một cuộc họp để bàn về các chi tiết này.

\_\_\_\_\_  
 Chữ ký của Phụ huynh/Người giám hộ

\_\_\_\_\_  
 Số điện thoại

\_\_\_\_\_  
 Ngày

Phân phối: 1) Bản chính trong cặp hồ sơ Lưu

2) Bản sao cho Phụ huynh

7659 bc, Translated by The LAUSD Translations Unit (Vietnamese)



**Recommended Support Services**

<b>English</b>	<b>Spanish</b>
Help with homework	Ayuda con la tarea
Support in [English, math, science, history]	Apoyo en el área de [inglés, matemáticas, ciencias, historia]
Tutoring	Ayuda individualizada
Saturday School	Escuela sabatina
Intersession	Intersesión
Summer School	Escuela de verano
See your counselor for options.	Ver al consejero para opciones.
See your counselor for options.	Ver a la consejera para opciones.
See the PSA counselor.	Ver al consejero (a la consejera) de asistencia escolar.

Many schools have other options to assist students who are not making adequate academic progress. This list is not exhaustive.