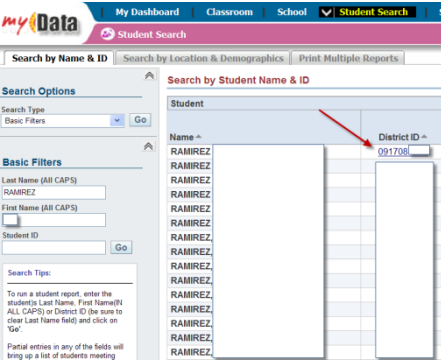
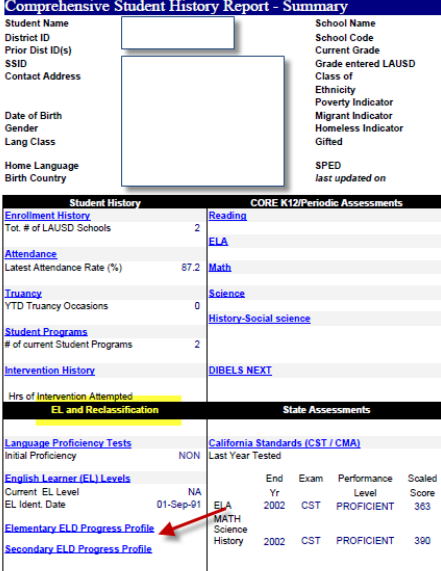
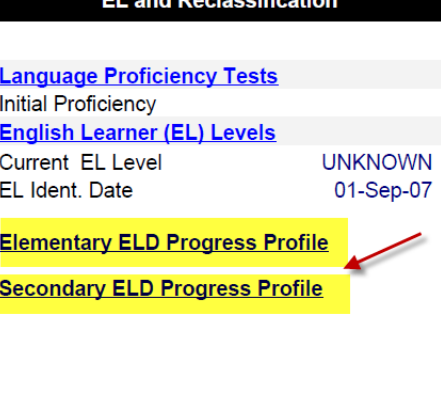


ELD Progress Profile Quick Guide

This guide shows you how to find the English Language Development (ELD) Progress Profile of the student's reclassification in meeting the minimum expectations for English learner progress as outlined in the English Learner Master Plan.

Step #	Step	Icon/Link	Comments
1.	<p>From the menu, click Student Search to look for an individual student.</p> <p>Once you have the student information displayed, click the Student ID to view the Comprehensive Student History Report.</p>		<p>For instructions on how to search for an individual student, click here.</p> <p>You can also click on a student ID from any detail report to get to the Comprehensive Student History Report.</p> <p>If an Oracle screen prompts you to login again after clicking on a student ID, enter your single-sign-on (SSO) username and password.</p>
2.	<p>Once the Comprehensive Student History Report displays, look for the ELD Progress Profile links under the EL and Reclassification Section.</p>		<p>You will see a link for Elementary as well as for Secondary.</p>
3.	<p>Clicking on either the Elementary ELD Progress Profile for Elementary Schools or Secondary ELD Progress Profile for Secondary Schools will open the report.</p>		



Step #	Step	Icon/Link	Comments																												
4.	Report displays student's name, grade, attendance, ELD information and the student's progress in meeting the various criteria in order to reclassify as "FEP" within 5 years.	<p>LOS ANGELES UNIFIED SCHOOL DISTRICT English Language Development (ELD) Progress Profile</p> <p>Student Name: _____ Date: 12-29-2013 ELD Teacher: _____ Grade: 11 LTEL Designee: _____ Days Absent: 0</p> <p>The following is information regarding student academic progress in meeting the minimum expectations for English Learner progress as outlined in the English Learner Master Plan.</p> <p>The Minimum Progress Expectation for English Learners set forth in the English Learner Master Plan (2012), states that we expect students to make one level of growth every year on each of the areas listed in the chart below.</p> <p>English Language Development Language Classification: RECLASSIFIED FLUENT ENGLISH ELD Level: UNKNOWN Number of years as an English Learner: 3 Master Plan Program: _____</p> <p>Reclassification Criteria Students who are classified as English Learners are expected to meet the following 3 criteria to be classified as "Fluent English Proficient" within 5 years:</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Criteria</th> <th>Student Score</th> <th>Met Criteria</th> <th>Key</th> </tr> </thead> <tbody> <tr> <td rowspan="2">California English Language Development Test (CELDT)</td> <td>Overall CELDT Score of 4 or 5</td> <td>CELDT date: 01-OCT-04 Overall CELDT Score of 4: out of 5 Last year overall CELDT Score was: 3 out of 5</td> <td><input type="checkbox"/> Met <input type="checkbox"/> Not Met</td> <td>Re-Advancement Writing Assessment Listening Assessment Speaking Assessment Reading Assessment</td> </tr> <tr> <td>CELDT domain scores of 3 or greater on all domains</td> <td>CELDT domain scores: Listening: 3 out of 5 Speaking: 4 out of 5 Reading: 4 out of 5 Writing: 4 out of 5</td> <td><input type="checkbox"/> Met <input type="checkbox"/> Not Met</td> <td></td> </tr> <tr> <td rowspan="2">CST/CMA or CAHSEE ELD (California Standards Test)</td> <td>CST or CMA ELD performance level of "Basic" or greater (English Language Arts)</td> <td>CST date: 2013 ELA CST or CMA level: PROFICIENT ELA CST or CMA scaled score: 390</td> <td><input type="checkbox"/> Met <input type="checkbox"/> Not Met</td> <td>Re-Advancement Mathematics English Language Arts Science History/Social Studies</td> </tr> <tr> <td>CAHSEE - Passing Score</td> <td>CAHSEE date: 13-MAR-13 CAHSEE Score: 425 Test Scale Score: PASSED</td> <td><input type="checkbox"/> Met <input type="checkbox"/> Not Met</td> <td>2017-19 = Passing Score 300+ = Proficient Score</td> </tr> <tr> <td>Teacher Evaluations Report Cards (English Language Arts)</td> <td>ELA grade of "C" or greater</td> <td>Marks date: AS-2013 Report Card ELA Marks: B</td> <td><input type="checkbox"/> Met <input type="checkbox"/> Not Met</td> <td>Re-Advancement C-Competency C-Competency C-Competency C-Competency</td> </tr> </tbody> </table>	Measure	Criteria	Student Score	Met Criteria	Key	California English Language Development Test (CELDT)	Overall CELDT Score of 4 or 5	CELDT date: 01-OCT-04 Overall CELDT Score of 4: out of 5 Last year overall CELDT Score was: 3 out of 5	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Re-Advancement Writing Assessment Listening Assessment Speaking Assessment Reading Assessment	CELDT domain scores of 3 or greater on all domains	CELDT domain scores: Listening: 3 out of 5 Speaking: 4 out of 5 Reading: 4 out of 5 Writing: 4 out of 5	<input type="checkbox"/> Met <input type="checkbox"/> Not Met		CST/CMA or CAHSEE ELD (California Standards Test)	CST or CMA ELD performance level of "Basic" or greater (English Language Arts)	CST date: 2013 ELA CST or CMA level: PROFICIENT ELA CST or CMA scaled score: 390	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Re-Advancement Mathematics English Language Arts Science History/Social Studies	CAHSEE - Passing Score	CAHSEE date: 13-MAR-13 CAHSEE Score: 425 Test Scale Score: PASSED	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	2017-19 = Passing Score 300+ = Proficient Score	Teacher Evaluations Report Cards (English Language Arts)	ELA grade of "C" or greater	Marks date: AS-2013 Report Card ELA Marks: B	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Re-Advancement C-Competency C-Competency C-Competency C-Competency	<p>This report displays the student academic progress in meeting the minimum expectations for English Learner progress. School site personnel can share this report with students/parents about the child's progress in meeting reclassification criteria.</p> <p>Reclassification criteria include</p> <ul style="list-style-type: none"> • CELDT, CST, CAHSEE and report card marks • ELD, DIBELS and WCR marks for 2nd graders • LAT Team Review for Kinder and 1st graders
Measure	Criteria	Student Score	Met Criteria	Key																											
California English Language Development Test (CELDT)	Overall CELDT Score of 4 or 5	CELDT date: 01-OCT-04 Overall CELDT Score of 4: out of 5 Last year overall CELDT Score was: 3 out of 5	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Re-Advancement Writing Assessment Listening Assessment Speaking Assessment Reading Assessment																											
	CELDT domain scores of 3 or greater on all domains	CELDT domain scores: Listening: 3 out of 5 Speaking: 4 out of 5 Reading: 4 out of 5 Writing: 4 out of 5	<input type="checkbox"/> Met <input type="checkbox"/> Not Met																												
CST/CMA or CAHSEE ELD (California Standards Test)	CST or CMA ELD performance level of "Basic" or greater (English Language Arts)	CST date: 2013 ELA CST or CMA level: PROFICIENT ELA CST or CMA scaled score: 390	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Re-Advancement Mathematics English Language Arts Science History/Social Studies																											
	CAHSEE - Passing Score	CAHSEE date: 13-MAR-13 CAHSEE Score: 425 Test Scale Score: PASSED	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	2017-19 = Passing Score 300+ = Proficient Score																											
Teacher Evaluations Report Cards (English Language Arts)	ELA grade of "C" or greater	Marks date: AS-2013 Report Card ELA Marks: B	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Re-Advancement C-Competency C-Competency C-Competency C-Competency																											

