



BULLETINS		
<p>BUL-269.10 <i>August 6, 2019</i></p>	<p>Policy for Assessing and Identifying Students for Gifted/Talented Programs</p>	<p>The Los Angeles Unified School District (LAUSD) defines a gifted/talented student as one who exhibits excellence or the capacity for excellence far beyond that of their chronological peers in one or more gifted/talented categories: Intellectual Ability, High Achievement Ability, Specific Academic Ability, Leadership Ability, Creative Ability, Visual Arts Ability and Performing Arts Ability. Since gifted/talented learners exist among all student populations in LAUSD, students enrolled in the District must have equitable access to gifted/talented identification. LAUSD schools serve gifted/talented learners in grades kindergarten through twelfth.</p>
<p>BUL-5209.2 <i>August 2, 2019</i></p>	<p>Criteria for Evaluating Instructional Materials</p>	<p>To target priority instructional initiatives, the District has required the use of specific instructional materials. Where required materials have not been designated, it is the policy of the Los Angeles Unified School District that the selection of instructional materials be delegated to each school.</p>
<p>BUL-5619.8 <i>August 29, 2019</i></p>	<p>Reclassification of English Learners</p>	<p>This Bulletin replaces BUL-5619.7 of the same title dated August 27, 2018, and incorporates the following changes:</p> <ul style="list-style-type: none"> • New scale scores ranges for the Summative English Language Proficiency Assessments for California (ELPAC) for Grades K-8 and by grade span for 9- 10 and 11-12 • New ELPAC criterion for reclassification, overall ELPAC performance level 4 • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8 Beginning of Year (BOY) will be considered for reclassification purposes • Students in an ELD 1 or 2 course may be recommended for reclassification if the ELPAC and grade level basic skills criteria for reclassification have been met • Reclassification letters and labels can now be printed at the school site for students who were reclassified centrally after a reclassification recommendation
<p>BUL-6111.3 <i>August 22, 2019</i></p>	<p>Instructional Materials Policies and School Site Procedures</p>	<p>To outline the District policies regarding the implementation of legally compliant instructional materials policies and procedures.</p>

MEMORANDUMS

<p>MEM-5160.9 <i>August 8, 2019</i></p>	<p>Gifted/Talented Programs Conservatory of Fine Arts</p>	<p>This Memorandum provides information regarding the Gifted/Talented Conservatory of Fine Arts held annually at California State University, Los Angeles. The Conservatory of Fine Arts, a 19-week Saturday instructional program, is conducted by District personnel and select resource professionals. The Conservatory is not a replacement but is a supplement to school-site arts programs.</p>
<p>MEM-5559.8 <i>August 7, 2019</i></p>	<p>Advancement Via Individual Determination (AVID) Tutorial</p>	<p>The purpose of this Memorandum is to provide updated information regarding Advancement Via Individual Determination (AVID) Tutorials, including the funding, selection, hiring and training of AVID tutors.</p>
<p>MEM-5561.7 <i>August 7, 2019</i></p>	<p>Advanced Placement (AP) Audit and Annual AP Authorized Course Renewal, 2019-2020</p>	<p>The purpose of this memorandum is to communicate the guidelines, resource requirements, and related timeline for the Advanced Placement (AP) Course Audit for the 2019-2020 school year. AP authorization must be obtained before a District high school uses the “AP” designation on a course listed on a student’s transcript and for the high school’s course(s) to appear on the authorized AP course ledger provided for college and university admissions offices.</p>
<p>MEM-5562.8 <i>August 7, 2019</i></p>	<p>Advancement Via Individual Determination (AVID)</p>	<p>Advancement Via Individual Determination (AVID) supports the use of evidence-based practices that prepare students for success in high school, college and a career. AVID intentionally focuses on providing support to students historically underrepresented in higher education.</p>
<p>MEM-5564.8 <i>August 7, 2019</i></p>	<p>Off-Campus University Library Privileges for Advanced Placement (AP) and International Baccalaureate (IB) Diploma Programme (DP) Students</p>	<p>This Memorandum provides updated information regarding: 1) off-campus university library privileges for students enrolled in Advanced Placement (AP) and International Baccalaureate (IB) Diploma Programme (DP) courses; 2) conditional agreement of select universities to provide library services to AP and DP students; and 3) procedures to acquire university library service privileges for AP and DP students during the 2019-2020 academic school year.</p>
<p>MEM-5705.9 <i>August 7, 2019</i></p>	<p>2019-2020 Advanced Placement (AP)/International Baccalaureate (IB) Exam Fee Reimbursement Program</p>	<p>The purpose of this memorandum is to delineate the process that high schools must follow to participate in the District’s Advanced Placement (AP)/International Baccalaureate (IB) Exam Fee Reimbursement Program. The intent of the District AP/IB Exam Fee Reimbursement Program is to remove financial barriers that may prevent economically disadvantaged students from taking AP or IB Diploma Programme (DP) examinations. Schools must ensure that all students and their parents/guardians are fully aware of the District’s AP/IB Exam Fee Reimbursement program. Under no circumstances may a school assess an incomeeligible student more than \$5.00 per AP/IB exam. To do so is in direct violation of California Education Code and District policy.</p>

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MEM-6245.6 <i>August 7, 2019</i>	11th Annual GATE/SAS Parent Conference, Gifted/Talented Programs	Education Code Section 52205-2f requires school districts to ensure continuous parent participation in Gifted and Talented Education (GATE) programs. This Memorandum provides information regarding the 11th Annual District GATE/SAS Parent Conference.
MEM-6347.5 <i>August 8, 2019</i>	District Talent Assessment Schedule: Visual Arts Demonstrations and Performing Arts Auditions for Identification as Gifted/Talented	This Memorandum includes the 2019–2020 District Talent Assessment Schedule: Visual Arts Demonstrations and Performing Arts Auditions. It also delineates the referral and assessment process for gifted identification in the Visual Arts Ability and Performing Arts Ability Categories.
MEM-6425.4 <i>August 28, 2019</i>	Establishing a School Leadership-Initiated Elementary Dual Language Education Program 2020-2021 School Year	The purpose of this memorandum is to provide guidance for schools interested in establishing new Elementary Dual Language Education Programs (K-5/6) for the 2020-2021 school year.
MEM-6461.5 <i>August 7, 2019</i>	Advanced Placement (AP) Potential	The efforts of District high schools to support equitable access to Advanced Placement (AP) continue to result in increased Advanced Placement (AP) participation rates. This Memorandum provides information regarding the use of AP Potential data to recruit students, including historically underrepresented African American and Latino students, for AP and to identify new AP courses offerings for the 2019-2020 academic year. Also included in this memorandum is information about how students can access free online, college and career planning support and resources, including official SAT preparation through the College Board’s partnership with the Khan Academy.
MEM–6535.4 <i>August 7, 2019</i>	Western Association of Schools and Colleges (WASC) Accreditation Funds	The purpose of this memorandum is to provide information regarding: 1) WASC annual membership fees; 2) the allocation of funds to schools participating in accreditation visits; and 3) the reimbursement of expenses for WASC visiting team members.
MEM-051098.1 <i>August 8, 2019</i>	Advanced Placement (AP) Science Courses: Integral Role of Laboratories	The purpose of this memorandum is to communicate the College Board and District requirements for Advanced Placement (AP) science courses, i.e., AP Biology, AP Chemistry, AP Environmental Science, AP Physics (1, 2, C: Electricity and Magnetism, C: Mechanics).
MEM-055497.1 <i>August 22, 2019</i>	Establishing a School Leadership-Initiated Secondary Dual Language Education Program (6-12) for the 2020-2021 School Year	The purpose of this memorandum is to provide guidance for schools interested in establishing new Secondary Dual Language Education Pathway Programs (6-12) for the 2020-2021 school year.

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MEM-055505.1 <i>August 16, 2019</i>	2019-20 Training Requirements for Test Examiners on the Initial English Language Proficiency Assessments for California (ELPAC)	The purpose of this Memorandum is to outline the 2019-20 Initial English Language Proficiency Assessments for California (ELPAC) training requirements and guidelines for test examiners.
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REFERENCE GUIDES

REF-5228.3 <i>August 23, 2019</i>	Guidelines for Identifying Students as Gifted in the Intellectual Ability Category	The purpose of this Reference Guide is to provide guidelines for identification as gifted in the Intellectual Ability Category. Eligible students are students who attend a Los Angeles Unified School District (LAUSD) school.
REF-5233.2 <i>August 26, 2019</i>	Guidelines for Identifying Students as Gifted in the Creative Ability and Leadership Ability Categories	The purpose of this reference guide is to provide guidelines for identification in the gifted/talented categories of Creative Ability and Leadership Ability. Eligible students are students who attend a Los Angeles Unified School District (LAUSD) school.
REF-5234.2 <i>August 22, 2019</i>	Guidelines for Identifying Students as Gifted in the Visual Arts Ability and Performing Arts Ability Categories	The purpose of this Reference Guide is to provide guidelines for identification in the gifted categories of Visual Arts Ability and Performing Arts Ability Categories. Eligible students are students who attend a Los Angeles Unified School District (LAUSD) school.
REF-070901 <i>August 13, 2019</i>	Monitoring English Learners' Academic Progress, ETK-12	<p>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 BUL-6266.0, Long Term English Learner (LTEL) Designees' Roles and Responsibilities, dated March 18, 2014. It includes information on the following topics:</p> <ol style="list-style-type: none"> 1. Established definitions for the different EL typologies 2. Progress Monitoring procedures and resources for ELs 3. Individual Reclassification Plans (IRPs) 4. Intervention and enrichment for at-risk ELs 5. Progress monitoring parent notification requirements
REF-073101 <i>August 16, 2019</i>	Transfer of Obsolete Elementary and Secondary History/Social Science Textbooks and Related Materials to District Warehouse	The purpose of the Reference Guide is to provide guidelines and instructions for the smooth and efficient transfer of obsolete Elementary and Secondary History/Social Science textbooks as newly-adopted textbooks are implemented.
REF-073510 <i>August 16, 2019</i>	Monitoring the Academic Progress of Reclassified to Fluent English Proficient (RFEP) Students, K-12	The purpose of this reference guide is to outline the procedures for monitoring the academic progress of Reclassified to Fluent-English-Proficient (RFEP) students in accordance with federal and state mandates.