



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN



Multilingual and Multicultural Education Department
SSPT Reclassification Recommendation
Secondary Reclassification Check List

ATTACHMENT I - 2

Fax documents to your Local District EL Programs Coordinator.

Student Name:	ID #	Grade: 8
School: Virgil Middle School	Local District: Central	
Required Documentation	Questions/Concerns/Notes	
<input checked="" type="checkbox"/> SSPT Reclassification Recommendation Form		
<input checked="" type="checkbox"/> SSPT Sign-In (Attachment D)		
<input checked="" type="checkbox"/> SSPT Reclassification Meeting Form (Attachment J-2)		
<input type="checkbox"/> SSPT Follow-Up Meeting Form (if applicable) (Attachment K)		
<input checked="" type="checkbox"/> CELDT Copy of Individual Student Report		
<input checked="" type="checkbox"/> SRI or CAHSEE Copy of Individual Student Report		
<input checked="" type="checkbox"/> Report Card Marks Copy of Individual Student Report		
<input type="checkbox"/> Required Signatures <input type="checkbox"/> Principal <input type="checkbox"/> SSPT Designee <input type="checkbox"/> SSPT Team Members		



SSPT Reclassification Recommendation Form
For EL's Not Meeting Grade/Progress Report Mark Requirements
Grades 6 – 9

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below. REVISED 8/13/15

School: Virgil Middle School		School Code: 8462	LD: Central	Date: 01/13/17	School Phone # 213-368-2800	
Student Name:			Student ID:	Grade: 8	School Fax # 213-3838774	
MP Program: LT	CELDT Date: 10/09/15	CELDT Overall Score: (ELD LEVEL) 4	CELDT Listening: 4	CELDT Speaking: 4	CELDT Reading: 4	CELDT Writing: 4

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

Reason for Reclassification:

Student met CELDT and Reading Inventory (RI) criteria for reclassification. The student did not meet the Fall course mark criteria for English 8 or Advance ELD 2. Student was given attached writing assignment and scored a four

ELA Report Card Marks*
Elementary

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

English/LTEL Course Report Card Marks*
Secondary

English Course: Fail	LTEL Course: Fail
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*Individual student Report Card Marks must be attached to this form.

Scholastic Reading Inventory*

Date: 11/15/16	Score: 791	Proficiency Level: Basic
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*Individual student Scholastic Reading Inventory report must be attached to this form.

6 – 9 Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments
Writing Sample	4	W 8.1, 8.2, 8.4	
		ELD.PII.8.1-2, ELD.PII.8.5-7	

*Student data/evidence must be attached.

For a 6 – 9 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).

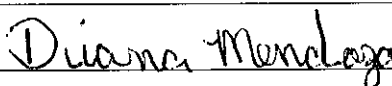
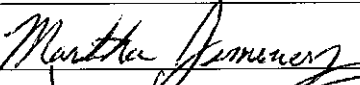
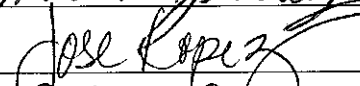
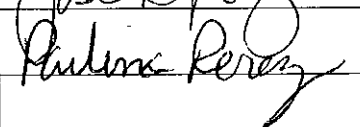
SSPT Designee Signature: <i>Martha Jimenez</i>	SSPT Date: 1/13/17	Principal Signature: <i>Mary Macias</i>	MMED Signature:
Print Name: Martha Jimenez		Print Name: Mary Macias	Reclassification Date: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

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

Student Support and Progress Team Sign-In Form

ATTACHMENT D

Meeting Purpose: Recommend for Reclassification	Meeting Date: 1/13/17	
Student Name:	Student ID:	
Teacher/Counselor:	Grade: 8	Subject (Secondary):

No.	Print Name	Signature	Title/Role
1	Diana Mendoza		Administrator/Designee
2			General Education Teacher
3			Instructional Specialist
4			Intervention/ Healthy Start Coordinator
5	Martha Jimenez		EL Designee
6	Jose Lopez		Other*: Title III Coach
7	Paulina Perez		Other: AP
8			Other:
9			Other:
10			Other:
11			Other:
12			Other:

Instructions: Maintain a record of the Sign-In Form on file at the school site for a minimum of five years.

* Additional members who should participate in meetings concerning EL students are the TSP Advisor/Instructional Specialist, the Title III Coach, and the student's ELD or LTEL teacher.



Student Support and Progress Team: Reclassification Meeting Form

Student:	CELDT Level: 4 Student ID: _____ Age: 13 Grade: 8 Teacher/Room#/Track: _____ Meeting Date: 1/13/17
Strengths (based on referral form and accompanying data): Student has basic reading comprehension skills and understands complex concepts. Student has fair to good writing skills. He is eager to help others in class and enjoys contributing to class discussions.	Areas of Concern (based on referral form and accompanying data) Student can improve reading and writing skills, but he fails to complete class reading and writing assignments.
Questions:	Additional Information:
Reclassification Recommendation by the SSPT (check one below):	
<input checked="" type="checkbox"/> Student is recommended for reclassification. (Please complete Suggested Instructional Supports and Strategies and Follow-Up Plan below.)	
Suggested Instructional Supports and Strategies (Explain how the student will be supported after or towards reclassification.): Continued instruction on complex language features in informational and literary texts to improve reading and writing skills. Multiple opportunities for extended conversations on a variety of texts using academic language with a partner and group. Small group instruction targeting roots and affixes to fill foundational skills gaps in reading comprehension	
Follow-Up Plan (Who will support the student, how often will supports be provided, and how will progress be measured?): Continue Small Group Instruction (w/ Teacher 3-4 per week) Weekly conference with student on assignment progress Continue Progress Monitoring using class activities/assignments (informal) and Interim Assessments/SBAC (formal)	
Assigned Case Manager: <u>Rebecca Perez</u> How often will Case Manager follow up with teacher/support provider? <u>Monthly</u>	
The SSPT members who have signed below participated in the reclassification review: Administrator <u>Diana Moraga</u> EL Designee <u>Martha Jimenez</u> Teacher _____ Title III Coach <u>Jose Lopez</u>	
Parent/Guardian _____	Other (include role) _____

California English Language Development Test (CELDT) 2015-16 Edition

FOR THE PARENT/GUARDIAN OF:

Performance Levels	Overall Scale Score Range 248-741	Listening Scale Score Range 230-715	Speaking Scale Score Range 225-720	Reading Scale Score Range 320-750	Writing Scale Score Range 220-780
Advanced					
Early Advanced					
Intermediate					
Early Intermediate					
Beginning					
Scale Score:	567	576	531	578	585

Comprehension Score (average of Listening and Reading domain scale scores): 577

Student Performance Level Report

Grade: 7
ANNUAL ASSESSMENT
 Test Date: 10/09/2015
 Birthdate: 1/07/2003
 SSID: _____
 Local Student ID: _____
 CDS: _____
 School: VIRGIL MIDDLE
 District: LOS ANGELES UNIFIED

How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at <http://www.cde.ca.gov/ta/tg/le/>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of this report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.



Student Summary Report (Page 3)



STUDENT:

MANAGEMENT

Time Period: 01/19/17 -- 01/19/17

READING COUNTS!

Total Points Earned/Books Read: N/A
 Average Book Lexile: N/A
 Total Words Read: N/A
 Most Recent Quiz Date: N/A
 Most Recent Quiz Taken: N/A

THE READING INVENTORY

Number of Reading Comprehension Tests Taken: 5
 Foundational Reading Total Fluent: N/A
 Reading Comprehension Performance Level: Basic
 Date of Last Reading Comprehension Test: 11/15/2016
 Date of Last Foundational Reading Test: N/A
 Growth Since Last Reading Comprehension Test: 123
 ID:
 Number of Foundational Reading Tests Taken: 0
 Reading Comprehension Lexile® Score: 791
 Foundational Reading Performance Level: N/A

EXPERT 21

Last Completed Test: N/A
 Date Completed: N/A
 Unscored Constructed Response Questions: N/A
 Unscored Writing Prompt: N/A



LOS ANGELES UNIFIED SCHOOL DISTRICT		Student Name: _____
Location Code: 1846202		Date Of Birth: _____ Grade Level: 8
School Name: Virgil Middle School Medical & Health Science Magnet		Parent/Guardian Name: _____
152 N VERMONT AVE		_____
LOS ANGELES, CA 90004		_____
Tel: (213) 368-2800		Student ID: _____ StateID: _____
CDS Code: 0		Principal: _____ Counselor: Z

Virgil MS TermEndDt:12/19/2014 Gr Lvl:06					Virgil MS TermEndDt:12/18/2015 Gr Lvl:07					Virgil MS TermEndDt:12/16/2016 Gr Lvl:08				
Crs ID	Course Title	Mark	Credit		Crs ID	Course Title	Mark	Credit		Crs ID	Course Title	Mark	Credit	
170505	ADV ELD MS 1A	C	5.0		170509	ADV ELD MS 2A	D	5.0		170509	ADV ELD MS 2A	F	0.0	
230101	ENGLISH 6A	D	5.0		230103	ENGLISH 7A	F	0.0		230105	ENGLISH 8A	F	0.0	
310111	CC MATH 6A	F	0.0		260101	HEALTH JH	F	0.0		310337	CC MATH 8A	F	0.0	
330119	INTRO PE A	A	5.0		310115	CC MATH 7A	F	0.0		330103	INT PE A	A	5.0	
360101	SCI/HLTH 6A	D	5.0		330101	BEG PE A	B	5.0		360105	SCIENCE 8A	F	0.0	
370121	WHG: ANC CIV A	F	0.0		370123	WHG: MED/MOD A	F	0.0		370125	US HIST G&C A	F	0.0	
420103	HOMEROOM	A	0.0		420103	HOMEROOM	C	0.0		420103	HOMEROOM	C	0.0	
				Cmp: 20					Cmp: 10					
Virgil MS TermEndDt:6/4/2015 Gr Lvl:06					Virgil MS TermEndDt:6/10/2016 Gr Lvl:07					GPA and Credit Summary				
Crs ID	Course Title	Mark	Credit		Crs ID	Course Title	Mark	Credit		LAUSD Middle School 0.700 GPA Total Credits: 50				
170506	ADV ELD MS 1B	D	5.0		170510	ADV ELD MS 2B	F	0.0						
230102	ENGLISH 6B	F	0.0		230104	ENGLISH 7B	F	0.0						
310112	CC MATH 6B	D	5.0		310116	CC MATH 7B	F	0.0						
330120	INTRO PE B	B	5.0		330102	BEG PE B	F	0.0						
360102	SCI/HLTH 6B	F	0.0		360103	SCIENCE 7	F	0.0						
370122	WHG: ANC CIV B	F	0.0		370124	WHG: MED/MOD B	F	0.0						
420103	HOMEROOM	A	0.0		420103	HOMEROOM	C	0.0						
				Cmp: 15					Cmp: 0					

Name: _____

Date: _____

Read the two articles about the effects video games have on teenagers. Do you believe video games have a negative or positive impact on teenagers? Cite evidence from the articles to defend your position. Write your response below.

4

Many adults believe video games are violent and make teens want to hurt others. Some video games are violent, but that does not mean teenagers will commit violence because they play violent video games. There is actually research that shows how video games can really benefit teenagers. After reading both articles about the effects video games have on teenagers, I believe video games have more of a positive impact on teenagers than a negative impact.

One reason I believe this is that video games can help teens become better at solving problems. The article "Video Games Play May Provide Learning, Health, Social Benefits, Review Finds," says, "Playing video games may also help children develop problem solving skills." Solving problems is an important skill teens can use every day to help them get along better with their friends at school and improve their grades in Math and other subjects.

A second reason I believe video games benefit teenagers is they help them relax and improve their mood. In "Video Games Play May Provide Learning, Health, Social Benefits, Review Finds," it also says that "Simple games that are easy to access and can be played quickly, such as "Angry Birds," can improve players' moods, promote relaxation and ward off anxiety." Dealing with parents and school can cause teenagers a lot of stress. By playing video games, such as Angry Birds, teens can get rid of their stress and focus on listening to their parents and getting good grades.

Some people say teens who play violent video games are more aggressive. In fact, the article, "Impact of Video Games on Adolescents," says "teens who play violent video games for extended periods of time are more prone to confrontation with their teachers and may engage in fights with their peers." I believe multiplayer video games make teens work together and help each other more to win the game. "Video Games Play May Provide Learning, Health, Social Benefits, Review Finds," says, "People who play video games, even if they are violent, that encourage cooperation are more likely to be helpful to others while gaming." This example proves video games help teens work together instead of being aggressive toward others.

Video games can be entertaining and sometimes violent. For the most part, video games can really benefit teens in improving their relationships with family and friends. They can also help teens earn better grades at school. This is why I believe video games have more of a positive impact on teens than a negative impact.