



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN**



Multilingual and Multicultural Education Department  
**SSPT Reclassification Recommendation  
Elementary Reclassification Check List**

ATTACHMENT I - 1

*Fax documents to your Local District EL Programs Coordinator.*

Student Name:	ID #	Grade: <b>5</b>
School: <b>Hahn Elementary</b>	Local District: <b>Central</b>	
<b>Required Documentation</b>		<b>Questions/Concerns/Notes</b>
<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"/> DIBELS Copy of Individual Student Report		
<input checked="" type="checkbox"/> Progress 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		



Multilingual and Multicultural Education Department

ATTACHMENT H-3

**SSPT Reclassification Recommendation Form**  
**For EL's Not Meeting Grade/Progress Report Mark Requirements**  
**Grades 3 - 5**

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: 49th Street Elementary	School Code: 3932	LD: Central	Date: 12/09/16	School Phone # 323-234-9045
Student Name:	Student ID:	Grade: 5	School Fax # 323-234-3824	

MP Program: ME	CELDT Date: 04-01-16	CELDT Overall Score: (MO LEVEL) 5	CELDT Listening: 5	CELDT Speaking: 5	CELDT Reading: 3	CELDT Writing: 4
-------------------	-------------------------	--------------------------------------	-----------------------	----------------------	---------------------	---------------------

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

**Reason for Reclassification:**

Student has met MOY and CELDT criteria for reclassification. The students current ELA marks do not qualify for reclassification, however the student is currently working at grade level. Student was progressed monitored on November 10 and 30, 2016 with DIBELS and scored benchmark. Student has been receiving multi-tiered supports during ELA.

**ELA Report Card Marks\***

Listening: 2	Speaking: 2	Reading: 3	Writing: 2
-----------------	----------------	---------------	---------------

\*Individual student Report Card Marks must be attached to this form.

DIBELS* MOY				DIBELS* EOY			
DAZE Score: 21				DAZE Score:			
Fluency- 147	Accuracy- 98	Retell- 59	Retell Quality- 3	Fluency-	Accuracy-	Retell-	Retell Quality-

\*Individual student DIBELS report must be attached to this form.

**3 - 5 Grade Data/Student Evidence\***

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments
Writing Samples	3	Literary W 5.4, W 5.3	
Writing Samples	3	Literacy L 5.2	

\*Student data/evidence must be attached.

For a 3 - 5 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: 	SSPT Date: 12/14/16	Principal Signature: 	MMED Signature:
Print Name: Andres Vazquez		Print Name: Maria Maya Rosas	Reclassification Date: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

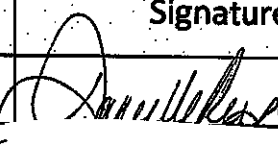
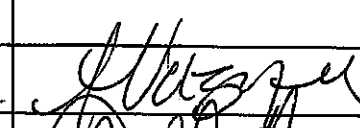
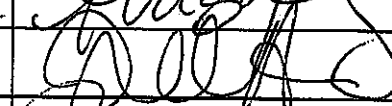
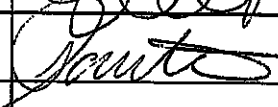
Attach student evidence listed above and send via school mail to:  
Local District EL Program Coordinator, Subject Line: Reclassification

# Student Support and Progress Team

ATTACHMENT D

## Sign-In Form

<b>Meeting Purpose:</b> Recommend for reclassification	<b>Meeting Date:</b> 12/09/16
<b>Student Name:</b>	<b>Student ID:</b>
<b>Teacher/Counselor:</b>	<b>Grade:</b> 5
<b>Subject (Secondary):</b>	

No.	Print Name	Signature	Title/Role
1	Danielle Rodriguez		Administrator/Designee
2			General Education Teacher
3			Instructional Specialist
4			Intervention/ Healthy Start Coordinator
5	Andrés Vázquez		EL Designee
6	Juana Aguilar		Other*: Title 3 Coach (Interim)
7	Paula Paulino		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.

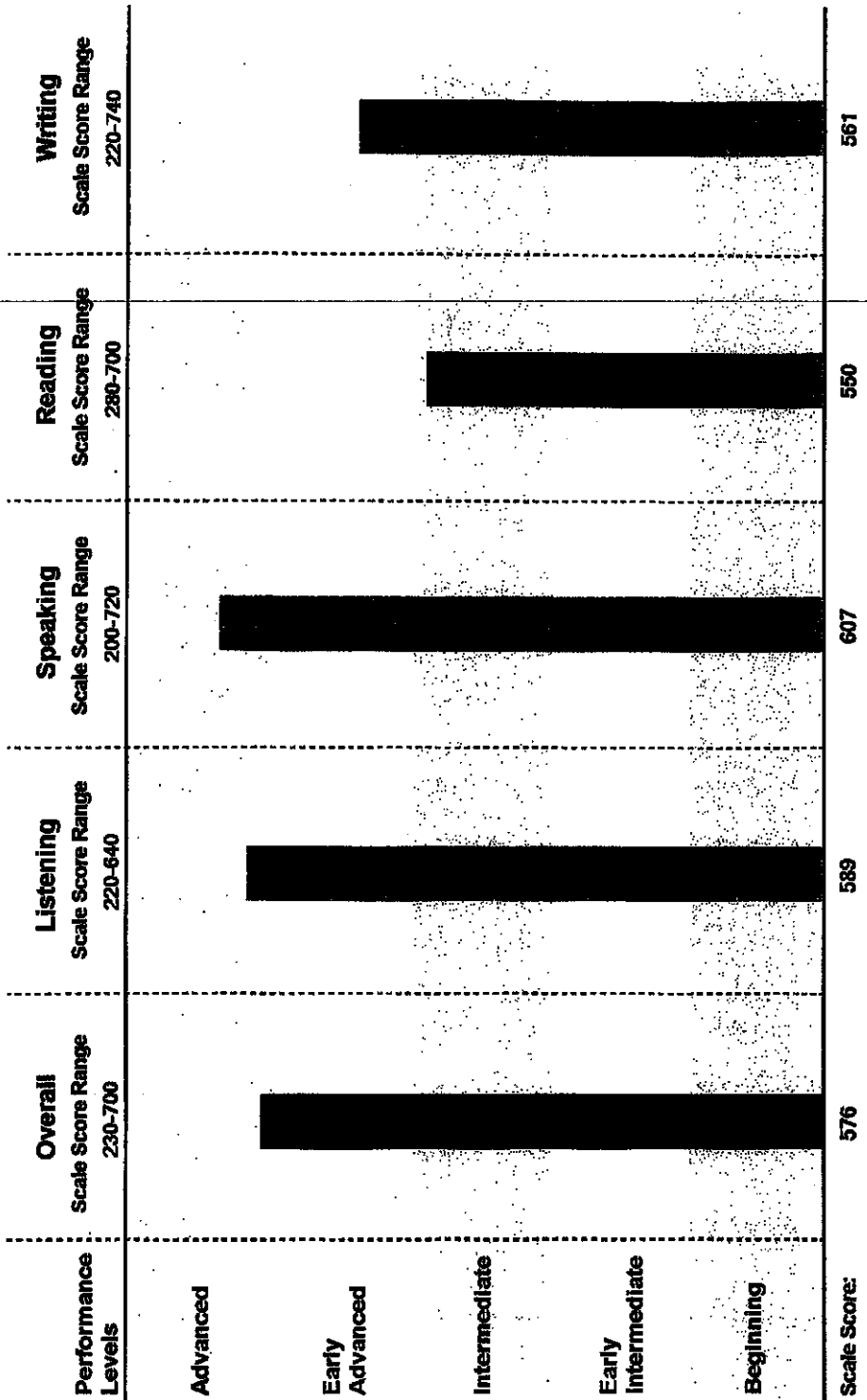
\* Additional members who should participate in meetings concerning EL students are the TSP Advisor/Instructional Specialist, the Title III Coach, and the student's ELD or LTEL teacher.



# Student Support and Progress Team: Reclassification Meeting Form

<b>Student:</b>	<b>CELDT Level:</b> 5	<b>Student ID:</b>	<b>Age:</b> 10	<b>Grade:</b> 5	<b>Teacher/Room#/Track:</b>	<b>Meeting Date:</b> 12-09-16
<b>Strengths (based on referral form and accompanying data):</b> He is responsible. He is always eager to help. He sets goals and works towards achieving them. He is a fluent reader. He has good comprehension strategies. He is attentive to teacher's constructive feedback.		<b>Areas of Concern (based on referral form and accompanying data):</b> He needed time to develop skills and work at benchmark. He currently has a strong support system at home which has shown consistency in growth and attendance in school.				
<b>Questions:</b>						
<b>Additional Information:</b>						
<b>Reclassification Recommendation by the SSPT (check one below):</b>						
<input checked="" type="checkbox"/> <b>Student is recommended for reclassification.</b> (Please complete Suggested Instructional Supports and Strategies and Follow-Up Plan below.)						
<input type="checkbox"/> <b>Student is not recommended for reclassification.</b> Please complete Student Intervention Plan and attach it to the meeting form.						
<b>Suggested Instructional Supports and Strategies (Explain how the student will be supported after or towards reclassification.):</b> -Small Group Instruction targeting grammar, conventions and syntax. -One on One conferencing in Writing during UAT -Peer Editing -Teacher provided materials and scaffolds to support academic needs in writing <b>Follow-Up Plan (Who will support the student, how often will supports be provided, and how will progress be measured?):</b> -Daily Small Group Instruction (25 minutes) -Daily 5 Instruction/Rotations -Continue Progress Monitoring (informal and formal)/Use Amplify Platform to progress monitor						
<b>Assigned Case Manager:</b> Paula Paulino <b>How often will Case Manager follow up with teacher/support provider?</b> Monthly <b>The SSPT members who have signed below participated in the reclassification review:</b>						
Administrator: <u>Paula Paulino</u>		Teacher: <u>[Signature]</u>		EL Designee: <u>[Signature]</u>		
Parent/Guardian: <u>[Signature]</u>		Title III Coach: <u>[Signature]</u>				
Other (include role) SSPT Designee: <u>[Signature]</u>						

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



**Comprehension Score (average of Listening and Reading domain scale scores): 569**

**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/tgl/>.

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.

FOR THE PARENT/GUARDIAN OF:

**Student Performance Level Report**

Grade: 4  
**ANNUAL ASSESSMENT**  
 OUTSIDE THE WINDOW  
 Test Date: 04/12/2016  
 Birthdate: 06/23/2006  
 SSID  
 Local Student ID:  
 CDS: 19-64733-6017149  
 School: FORTY-NINTH STREET ELE  
 District: LOS ANGELES UNIFIED

Central, 49th Street Elementary

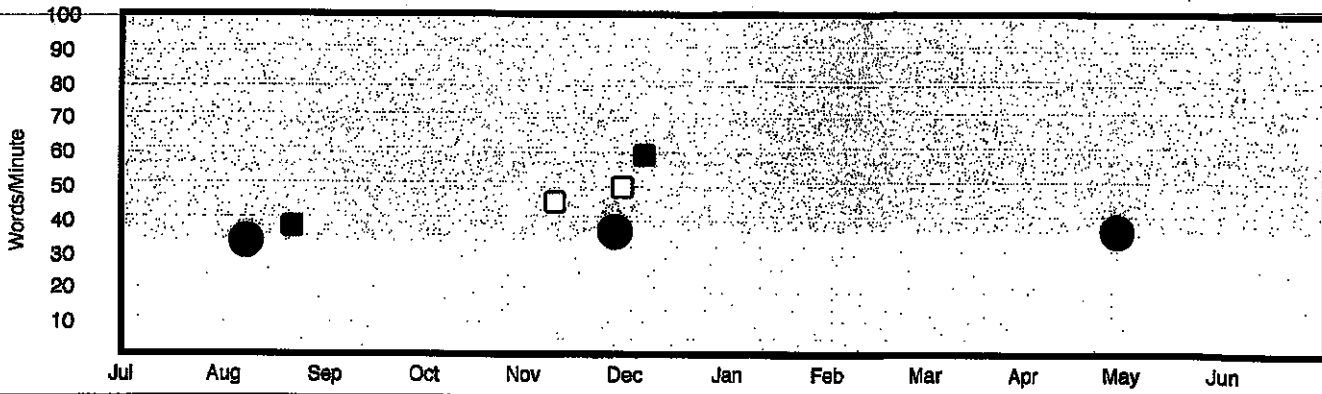
**Grade 5, MOY**

	Grade 3 (2014-2015)			Grade 4 (2015-2016)			Grade 5 (2016-2017)			
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
<b>DIBELS Next Composite Score</b>	Incomplete		Core		Core	Core	Core	Core		
<b>TRC</b>										
<b>FSF</b>	Score									
	Goal									
<b>LNF</b>	Score									
	Goal									
<b>PSF</b>	Score									
	Goal									
<b>NWF CLS</b>	Score									
	Goal									
<b>NWF WWR</b>	Score									
	Goal									
<b>DORF Fluency</b>	Score	<b>94</b>		<b>95</b>		<b>111</b>	<b>146</b>	<b>104</b>	<b>147</b>	
	Goal	<b>70</b>	<b>86</b>	<b>100</b>	<b>90</b>	<b>103</b>	<b>115</b>	<b>111</b>	<b>120</b>	<b>130</b>
<b>DORF Accuracy</b>	Score	<b>100</b>		<b>98</b>		<b>99</b>	<b>99</b>	<b>98</b>	<b>98</b>	
	Goal	<b>95</b>	<b>96</b>	<b>97</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>99</b>
<b>DORF Retell</b>	Score	<b>5</b>		<b>57</b>		<b>41</b>	<b>38</b>	<b>38</b>	<b>59</b>	
	Goal	<b>20</b>	<b>26</b>	<b>30</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>33</b>	<b>36</b>	<b>36</b>
<b>Daze</b>	Score			<b>22</b>		<b>18</b>	<b>24</b>	<b>21</b>	<b>21</b>	
	Goal	<b>8</b>	<b>11</b>	<b>19</b>	<b>15</b>	<b>17</b>	<b>24</b>	<b>18</b>	<b>20</b>	<b>24</b>
<b>TRC</b>	Book Level									
	Goal	<b>L</b>	<b>N</b>	<b>O</b>	<b>O</b>	<b>Q</b>	<b>R</b>	<b>R</b>	<b>T</b>	<b>U</b>
<b>WR</b>	List A (Max 24)									
	List B (Max 24)									
	List C (Max 24)									
<b>OL</b>	Score									
	Goal									

Central, 49th Street Elementary

Grade 5, MOY

DORF (Retell) - DIBELS Oral Reading Fluency (Retell and Retell Quality)



- Benchmark Target
- Benchmark Goal
- Benchmark Result
- Progress Monitoring Result
- Three or more Consecutive Results Below Aim Line
- Three or more Consecutive Results Above Aim Line
- Out-of-Grade Progress Monitoring Result
- ▲ Off-the-Chart Result

Birth Date: 5/23/2000	Grade Reporting Period						Period 1 Attendance	
	1		2		3		Days Present	55.0
Academic Subjects	AC	EF	AC	EF	AC	EF	Days Absent	0.0
Reading	3	3					Days Tardy	0.0
ELD Reading	3	3					Period 2 Attendance	
Writing	2	3					Days Present	0.0
ELD Writing	2	3					Days Absent	0.0
Listening	2	3					Days Tardy	0.0
ELD Listening	2	3					Period 3 Attendance	
Speaking	2	3					Days Present	0.0
ELD Speaking	2	3					Days Absent	0.0
Mathematics	3	3					Days Tardy	0.0
History/Social Science	3	3						
Science	2	3						
Health Education	3	3						
Physical Education	3	3						
Arts	3	3						

Work and Study Habits	Reporting Period		
	1	2	3
Makes good use of time	3		
Works Independently	3		
Organizes materials	3		
Presents neat and careful work	3		
Completes homework on time	3		

Learning and Social Skills	Reporting Period		
	1	2	3
Follows directions and procedures	3		
Accepts and respects authority	3		
Cooperates well in a group situation	2		
Shows dependability	3		
Takes responsibility	3		
Exercises self-control	2		
Resolves conflicts appropriately	3		
Demonstrates appropriate social interaction with peers	2		
Demonstrates fairplay	2		

**ACHIEVEMENT SCORES**

- 4 = Advanced\*
- 3 = Proficient\*
- 2 = Partially Proficient
- 1 = Not Proficient

**DEVELOPMENT SCORES**

- 4 = Advanced Progress
- 3 = Average Progress
- 2 = Partial Proficient Progress
- 1 = Limited Progress

**EFFORT SCORES**

- 4 = Strong
- 3 = Consistent
- 2 = Inconsistent
- 1 = Poor

? = Mark not entered for this class during this grading period.  
 \*Meets Standards

- = Mark not applicable for this class during this grading period.

INSTRUCTIONAL PROGRAM(S)			
Master Plan Program			
Your child is enrolled in the following English Learner Master Plan Program Structured English Immersion;			
ELD Level	Start Date	End Date	Grade Period
5	04/01/16		1

INSTRUCTIONAL SERVICE(S)	
Your child was/is eligible for the following Intervention Program(s)	
Interventions	Date
Local-ELA	02/26/15
Gifted and Talented Program:	



49th Street Elementary

School Year : 2016-2017

Teacher Comments

Student Name: \_\_\_\_\_

Grade Level: 5

Room: 50

1 Reporting Period From 08/16/2016 To 11/04/2016

Conference Held:  Yes  No  N/A

Warning Notice Sent On: \_\_\_\_\_

Shows growth in reading.

Needs to learn basic math facts.

Interested in learning. Tries hard.

Teacher Signature: \_\_\_\_\_

Parent/Guardian Signature

Date

1/6/16

Dear Parent(s) or Guardian(s)

You were informed during a conference (or in writing) that your child:

	1
May be Retained	
Will be Retained	
Grade Next Year	

Parent/Guardian Comments

\_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian Signature

Date

Conference Requested:  Yes  No  N/A

12-3-16

Literacy L5.2

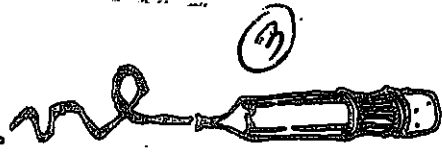
This weekend was fun because on Saturday I went with my mom and we went to the park to play soccer and basketball the aparates after we went to the park we went to the store and my mom bought me Legos and my brother helped me build it. After we went back home and I took a shower and then went to the pool and I played with a ball at the pool. Then I went with my mom to visit my aunt and after we visit her I went back home with my dad. Finally, we went to my cousins birthday.

Excellent work  
I notice  
that your punctuation  
has improved.

✓ (3)

# Sequence and Write

## The Boat



In the first picture the fish is happy like if nothing is happening swimming in the water and taking it cool and then the fish sees a paddle sinking into the sea so he thinks

something wrong is going on so the fish looks up

and sees a boat so the fish might be thinking that the boat is going to sink.



Second the fish gets worried and the boat is half way to sink and the boat might destroy his home so the fish tries hard to stop the boat but he can't stop it.



# Student Support and Progress Team Elementary Referral

Completed with SST Designee and referring person

Referring Person: \_\_\_\_\_ Date: 12/9/16

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Grade: 5 Room: 50

### Reason for Referral:

- Academic   
  Behavior   
  Health   
  Language   
  Social/Emotional   
  Other

Reclassification of English Learner      Please explain: \_\_\_\_\_

### Background Information:

Attendance: Days Absent:	<u>0</u>	Unexcused:	<u>0</u>	Tardies:	<u>0</u>
Physical/Health Problems:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, please explain: _____		
Student wears glasses:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Consistently: <u>yes</u>		
Student wears a hearing device:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Consistently: _____		

### Current Academic Information:

<b>DIBELS Next Data: (composite)</b> <input type="checkbox"/> BOY <input checked="" type="checkbox"/> MOY <input type="checkbox"/> EOY <u>147</u> <u>98</u> <u>59</u>	<b>Attach Documentation (as appropriate):</b> <b>For English Learner reclassification referrals, attach OFFICIAL evidence of reclassification criteria as specified in BUL-5619.3, reclassification policy.</b> <input type="checkbox"/> Elementary Interim ELA/Math Assessment Data <input checked="" type="checkbox"/> English Learner Progress Profile <input type="checkbox"/> Long Term English Learner (LTEL) Goal Sheet <input type="checkbox"/> SSPT Academic Inventory (as applicable) <input type="checkbox"/> MyData Comprehensive Student History Report (including grades) <input type="checkbox"/> Social Emotional Screener Results (DESSA, SRSS) <input type="checkbox"/> State Assessment Results (if applicable) <input type="checkbox"/> Prior Intervention Services Received (MyData, MISIS) <input checked="" type="checkbox"/> Other Pertinent Data regarding the reason for referral : (Explain)  <u>MOY DIBELS, CELDT Scores, and Writing Samples</u>
<b>Indicator Results, as applicable:</b> First Sound Fluency: _____ Letter Naming Fluency: _____ Phoneme Segmentation: _____ Nonsense Word Fluency: _____ Oral Reading Fluency: _____ Daze: <u>21</u>	



**Current English Learner/Reclassified English Proficient Student Information:**

<b>Primary/Home Language</b>	Spanish _____ Primary Language Support provided by <input type="checkbox"/> Teacher <input type="checkbox"/> TA <input type="checkbox"/> Other
<b>Current Language Classification:</b>	<input checked="" type="checkbox"/> EL <input type="checkbox"/> RFEP Date of Current Language Classification: _____

*In addition to the information above, please attach a copy of the EL Progress profile for EL students.*

**Classroom/Playground Behavior (answer yes or no)**

- |   |   |
|---|---|
| <u>Yes</u> 1. Positive peer social interactions | <u>Yes</u> 5. Group participation       |
| <u>Yes</u> 2. Positive adult social interaction | <u>No</u> 6. Attention seeking behavior |
| <u>Yes</u> 3. Completes in-class assignments    | <u>No</u> 7. Lacks Motivation           |
| <u>Yes</u> 4. Completes homework                | <u>Yes</u> 8. Follows rules             |

**Initial Description of Concern:** *Please describe the student's strengths, your specific academic or behavior concerns and the interventions and strategies implemented to address these concerns.*

<b>Strengths:</b> (What are the student's academic and social skills strengths?)	He is responsible. He is always eager to help. He sets goals and works towards achieving them. He is a fluent reader. He has good comprehension strategies. He is attentive to teacher's constructive feedback.
<b>Academic or Behavior Concern:</b> (What is impeding the students learning?)	He needed time to develop skills and work at benchmark. He currently has a strong support system at home which has shown consistency in growth and attendance in school.
<b>Language Concerns</b> (Identify difficulties and/or areas in which student is not making adequate progress toward English proficiency.)	-Grammar, Conventions, and Syntax -Listening and Speaking
<b>Are there CA or ELD Standards not being met?</b> (Identify the subject area and bucket area of concern)	Currently working at grade-level.
<b>Classroom Interventions and Strategies Implemented:</b> (What interventions have you attempted in addressing the area of concern?) If related to behavior, refer to Behavior Instruction and Intervention Tier 1 Supports Inventory.	-Small Group Instruction targeting grammar, conventions and syntax. -One on One conferencing in Writing during UAT -Peer Editing -Teacher provided materials and scaffolds to support academic needs in writing



<p><b>Intervention Frequency and Duration:</b> (When did the intervention begin? How long was it implemented? How often was it provided? Example: Intervention began October 1<sup>st</sup>, it was implemented for four weeks and it was provided once a week for 30 minutes.</p>	<p>-Daily Small Group Instruction (25 minutes)          -Daily 5 Instruction/Rotations          -The intervention began August 29-December 9, 2016 (informal and formal progress monitoring)</p>
<p><b>Outcomes:</b> (How did the student respond? What progress was observed?)</p>	<p>Student is currently working at grade level in Writing. He has improved his conventions, grammar, and syntax. He has demonstrated understanding of the listening and speaking ELA standards.</p>

**Additional Relevant Information** (Where the behavior occurs, relevant social/emotional information, academic history, health concerns, etc):

None

**What, specifically, do you want the student to learn or be able to do?**

expected to access core curriculum and continue to be at benchmark. Alexander is ready to reclassify and is performing at benchmark in the areas of

**Evidence Reviewed: (Please check as appropriate)**

- Academic:**
- Academic data (formative and summative)
  - Curriculum based-measures
  - Student Work Samples
  - Evidence of Classroom strategies
  - Observation data
  - Attendance
  - EL Progress Profile
  - Other: \_\_\_\_\_

- Behavior:**
- Evidence of behavior strategies (point charts, etc.)
  - Office referrals or other behavior data
  - Functional Behavior Assessments
  - Student or parent interview info
  - Observation data
  - Attendance
  - Other: \_\_\_\_\_