

# **Title III Master Plan Institute 2012-13**

**Chapter 1: Initial Identification, Parent  
Notification of Instructional Program Options,  
Assessment and Program Placement and  
Reclassification**



# Learner Objectives

---

Understand the:

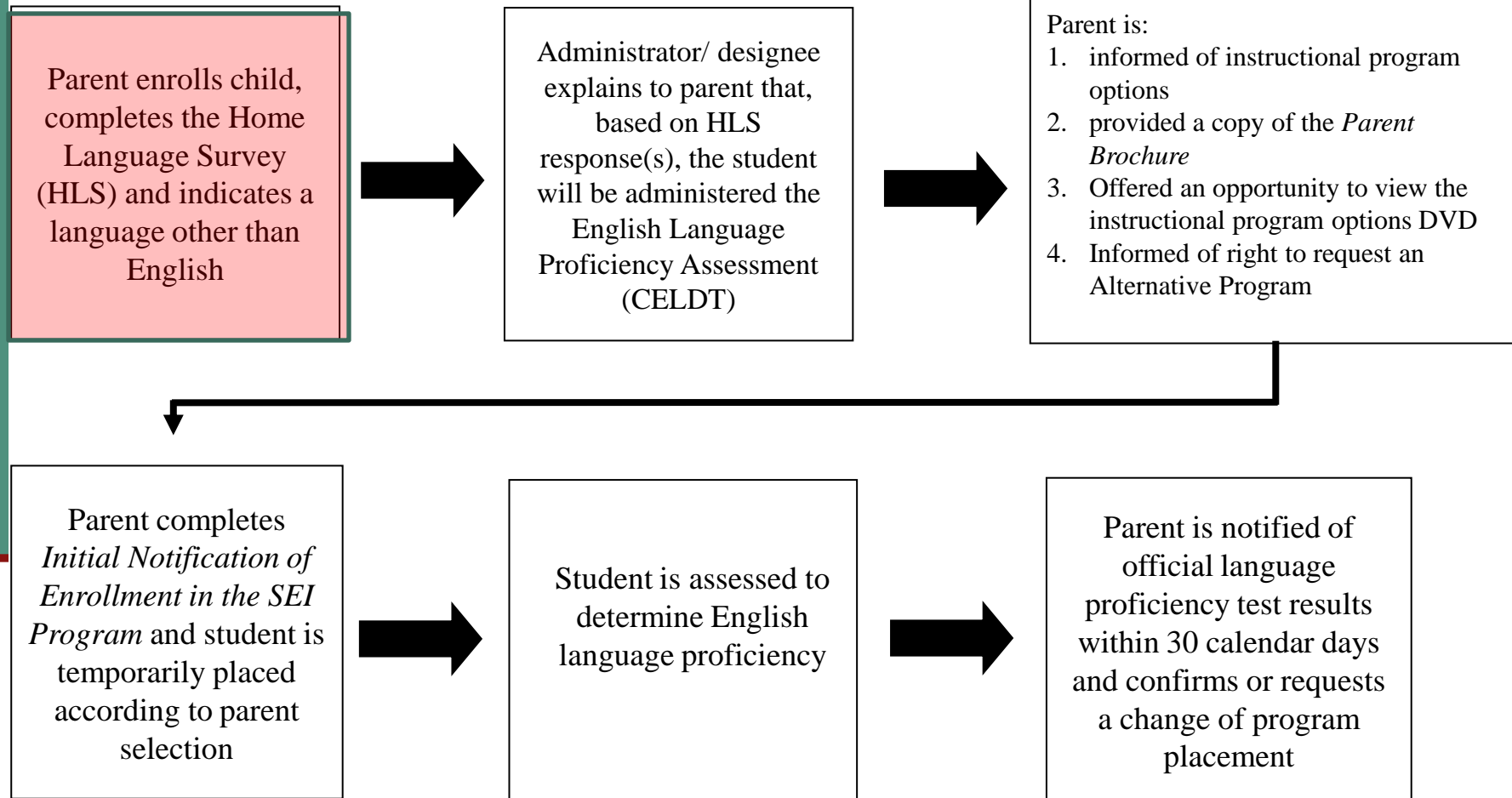
1. Process for initial identification, assessment and placement of students
2. Procedures for the various parental notification requirements proper parent notification of instructional program options
3. Process for reclassification and monitoring the progress of reclassified students



# Objective 1

Process for reclassification and  
monitoring the progress of reclassified  
students

# The Identification, Assessment and Placement



# Home Language Survey

STUDENT'S NAME: \_\_\_\_\_ DATE OF BIRTH: \_\_\_/\_\_\_/\_\_\_

## LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT ENROLLMENT FORM

### 6. SIBLING INFORMATION

Page 2 of 2

Brother(s)				Sister(s)			
Last Name	First Name	Age	Older/Younger	Last Name	First Name	Age	Older/Younger
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>

### 7. HOME LANGUAGE SURVEY

What language did this student learn when he or she first began to talk? \_\_\_\_\_

What language does this student most frequently use at home? \_\_\_\_\_

What language do you use most frequently to speak to this student? \_\_\_\_\_

Which language is most often used by the adults at home? \_\_\_\_\_

Has this student received any formal English language instruction (listening, speaking, reading, or writing)?  Yes  No

### 8. PREVIOUS SCHOOL INFORMATION

Has student previously attended this school?  Yes  No If yes, when? \_\_\_\_\_

Date of first U.S. school enrollment \_\_\_\_\_

Please list last two schools student attended (include pre-school, if applicable):

Name of school	City/State	Dates attended	Which grade level(s)?
_____	_____	_____	_____
_____	_____	_____	_____

Has student previously attended any other school in the Los Angeles Unified School District?  Yes  No If yes, please list most recent school attended in the District:

Name of school	Dates attended	Which grade level(s)?
_____	_____	_____

### 9. SPECIAL SERVICES (If you have any questions on this section, please refer to the brochure entitled, "Are You Puzzled By Your Child's Special Needs?")

- A. Did this student receive special education services at his/her previous school?  Yes  No
- B. Did this student have an Individualized Education Program (IEP) at his/her previous school?  Yes  No  
If YES, do you have a copy of the student's IEP with you?  Yes  No
- C. Did this student have a Section 504 Plan at his/her previous school?  Yes  No  
If YES, do you have a copy of the student's Section 504 Plan with you?  Yes  No
- D. Does this student have difficulties that interfere with his/her ability to go to school or to learn?  Yes  No
- E. Has this student been identified for gifted and talented educational services (GATE)?  Yes  No

### 10. SIGNATURE

I verify that this information is true and correct.

X \_\_\_\_\_ Date \_\_\_\_\_

SIGNATURE OF: (CHECK ONE)  PARENT  LEGAL GUARDIAN  OTHER

The purpose of the Home Language Survey (HLS) is to determine if a language other than English is used in the student's home.

Handout 1

# Home Language Survey

---

Parents are asked the following questions:

1. What language did this student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?
5. Has this student received any formal English language instruction (listening, speaking, reading, or writing)?



# Home Language Survey

These questions are used to determine a student's home language status as follows:

## English Only (EO)

- If the answers to the four questions on the HLS are “English”, the child is classified as English Only.

## Possible English Learner (EL)

- If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.

If the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language.

# Reasonable Doubt

## Possible indicators:

- Parent needs an interpreter
- Parent speaks to their children in a language other than English
- Student initiates interaction with their parent in a language other than English
- Students who are under the care of persons who speak a language other than English
- Students, after having been enrolled in the Mainstream English Program for a reasonable length of time demonstrate a lack of comprehension regarding instruction and classroom/school routines conducted in English



# Reasonable Doubt

---

- If there is evidence of a non-English background the pupil must be administered the CELDT
- Prior to administering the CELDT on grounds of reasonable doubt, the school must:
  1. Schedule a meeting with the parent to discuss the possibility of a language other than English being the home language
  2. Answer questions or respond to concerns shared by the parent
  3. Inform the parent that, per the Education Code, the student will be tested based on reasonable doubt

# Let's Practice: Scenario 1

A grandmother comes to register child. She answers inglés to the first 3 questions. On the fourth question she answers español. During the enrollment process the student has been translating for the grandmother. What steps would you take?

## 7. HOME LANGUAGE SURVEY

What language did this student learn when he or she first began to talk?	inglés
What language does this student most frequently use at home?	inglés
What language do you use most frequently to speak to this student?	inglés
Which language is most often used by the adults at home?	español
Has this student received any formal English language instruction (listening, speaking, reading, or writing)?	<input type="checkbox"/> Yes <input type="checkbox"/> No



# Let's Practice: Scenario 2

Parent responds with English/Russian to the first questions. What are your next steps?

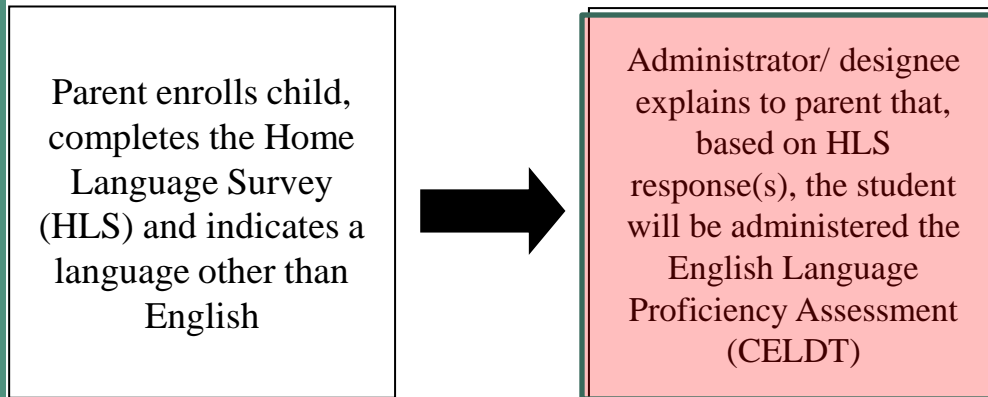
## 7. HOME LANGUAGE SURVEY

What language did this student learn when he or she first began to talk?	English/Russian
What language does this student most frequently use at home?	English/Russian
What language do you use most frequently to speak to this student?	English/Russian
Which language is most often used by the adults at home?	Russian
Has this student received any formal English language instruction (listening, speaking, reading, or writing)?	<input type="checkbox"/> Yes <input type="checkbox"/> No



# The Identification, Assessment and Notification Process

---



# Language Proficiency Assessments

---

- The purpose of the CELDT is to:
  1. Officially determine a student's language proficiency level in English
  2. Measure progress in acquiring English
  
- Who must take the CELDT?
  1. All students whose primary language is a language other than English
  2. All students previously identified as an EL who have not reclassified to fluent-English-proficient



# CELDT

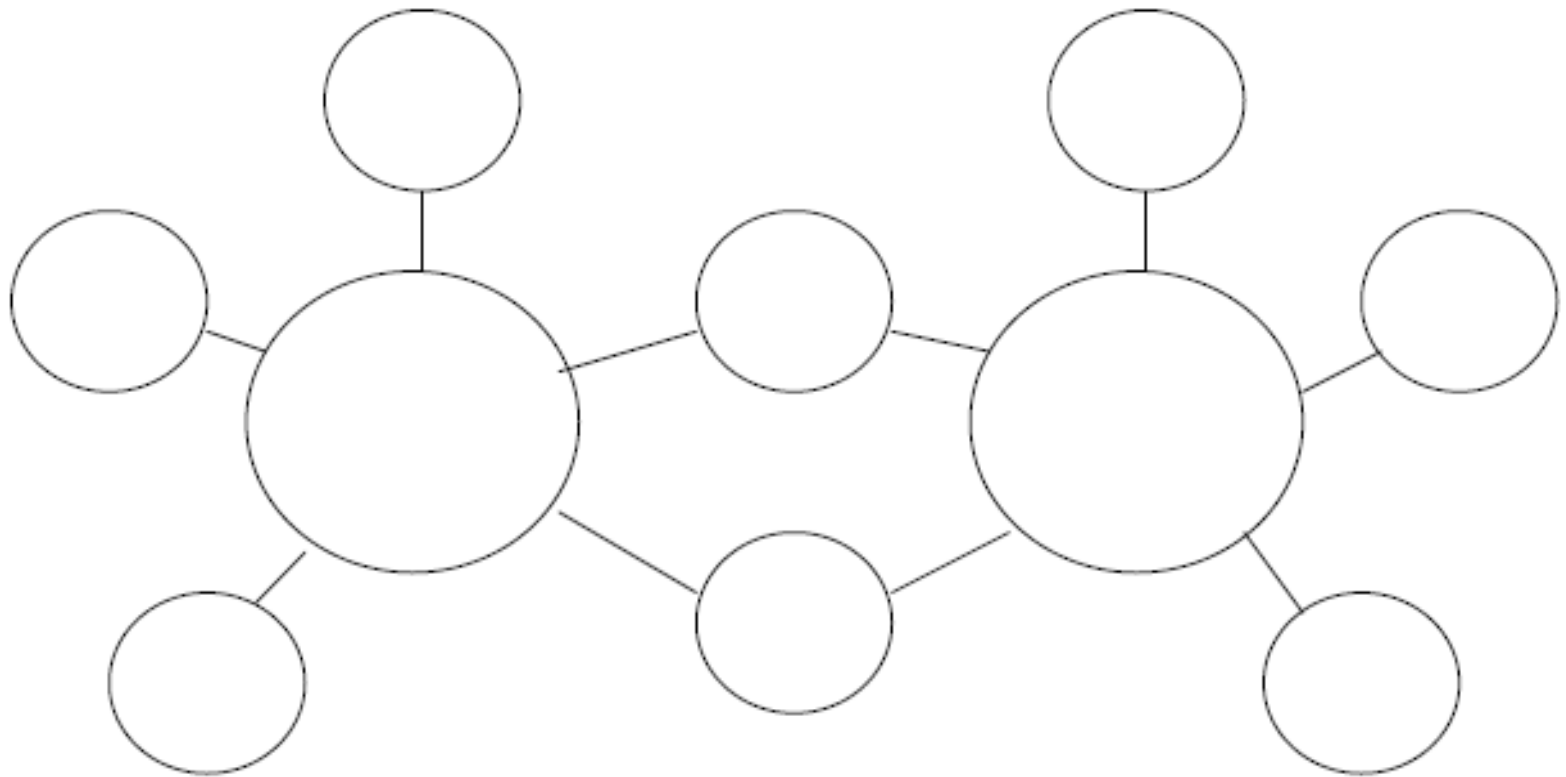
---

- All test examiners (classroom teachers) must obtain annual certification by completing the On-line training
- Classroom teachers are responsible for administering the CELDT as follows:
  - ◆ Elementary: Students are to be tested in their assigned classrooms by their teacher
  - ◆ Secondary: Students are to be tested in their ESL or grade-level English classroom



# Discussion: Compare and Contrast

1. Compare and contrast the CELDT and the CST



# Discussion: Compare and Contrast

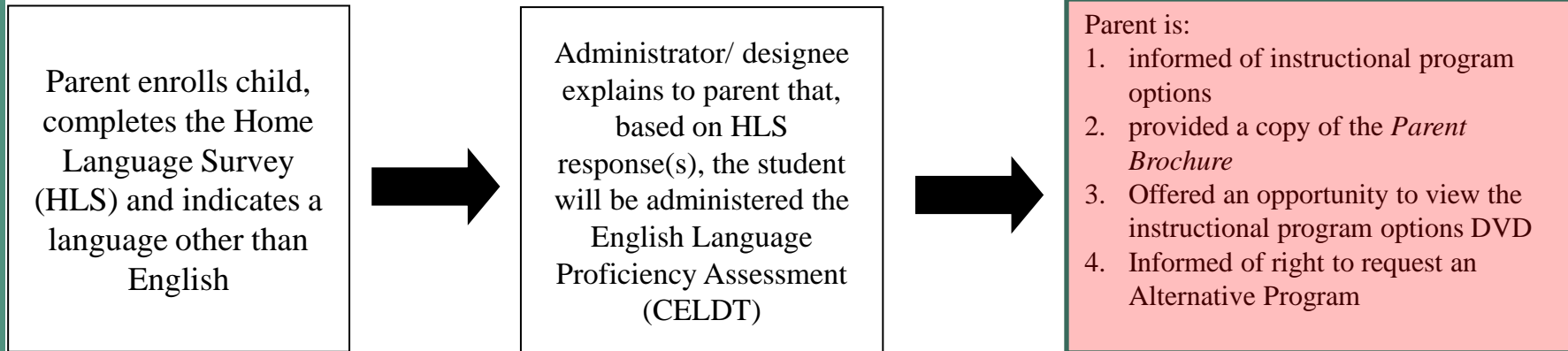
---

1. Compare and contrast the CELDT and the CST
2. Identify the differences that exist between the two
3. Articulate any changes in practice that must take place in order for ELs to increase performance on the CELDT
4. Discuss how these changes will assist ELs in regards to the following:
  - Reclassification
  - Meeting the Annual Measurable Achievement Objectives (AMAOs)
  - Meeting the Performance Meter Goals for English learners
  - Increase graduation rates and beyond

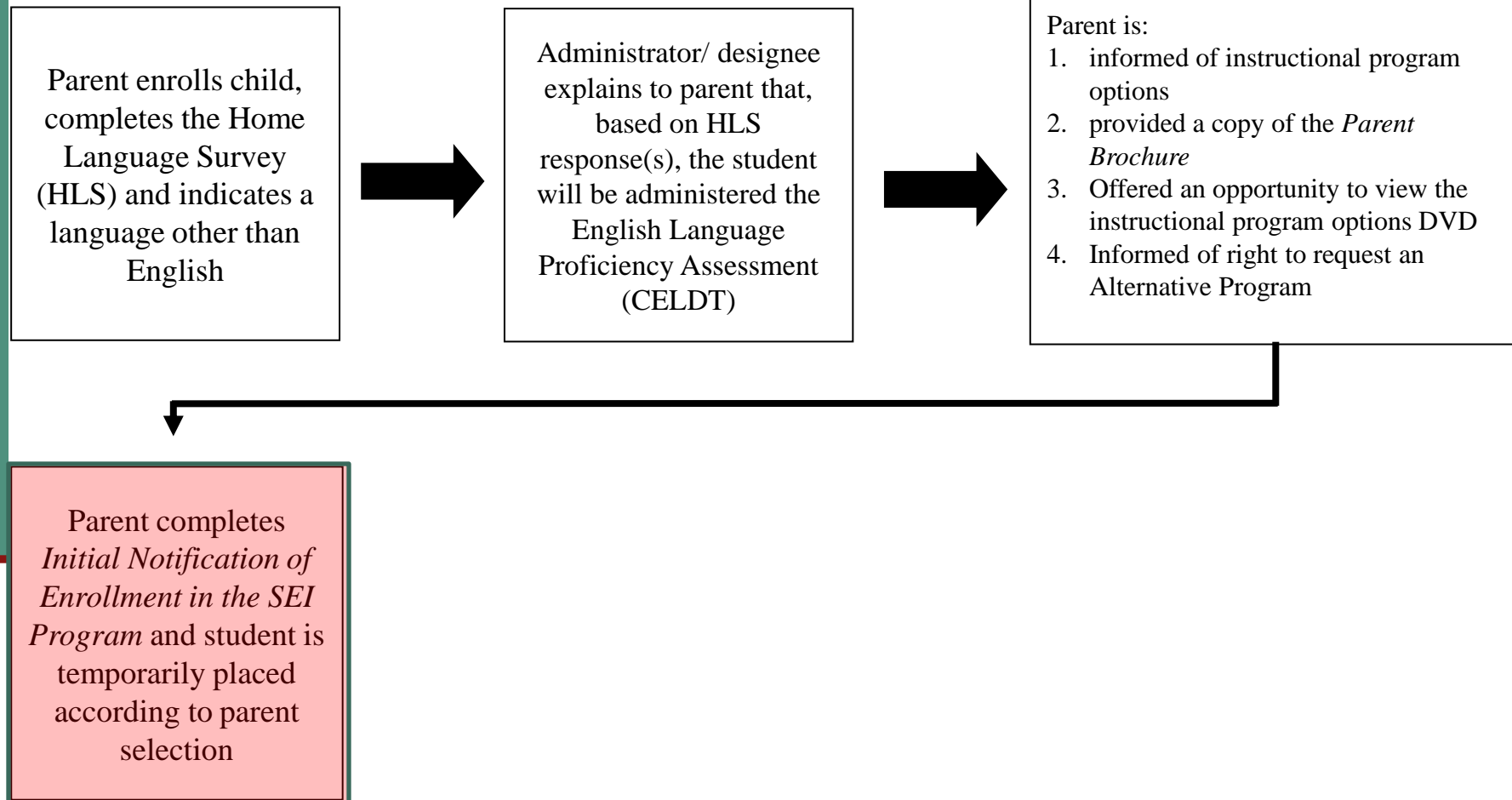




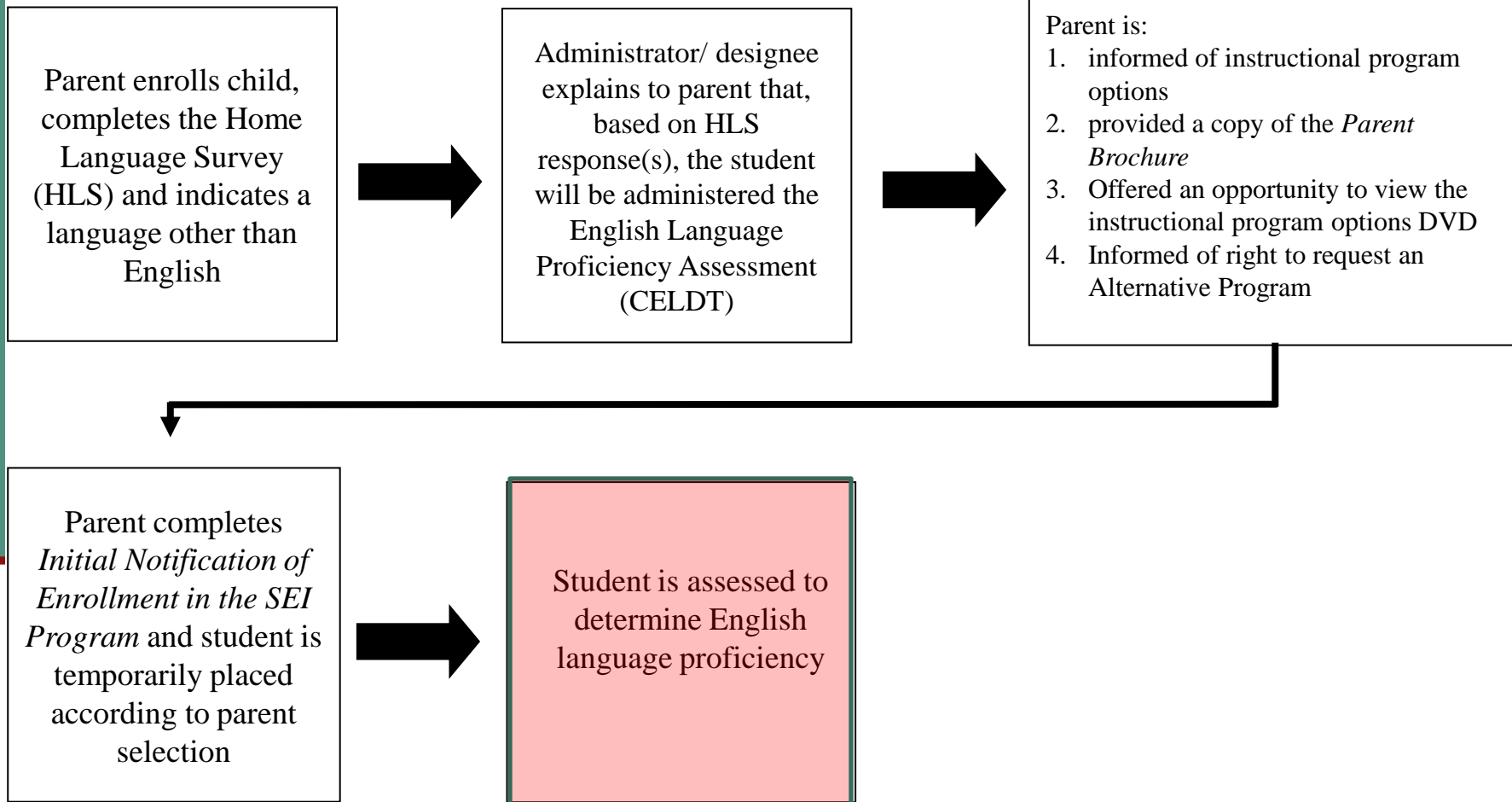
# The Identification, Assessment and Placement



# The Identification, Assessment and Placement



# The Identification, Assessment and Placement



# Initial Language Classification

- **English learner (EL):** overall CELDT performance level at the Beginning (1), Early Intermediate (2), or Intermediate (3) level
- **Initial Fluent English Proficient (IFEP):** overall CELDT performance at the Early Advanced (4) or Advanced (5) level with domain scores of 3 or higher in Listening, Speaking, Reading and Writing
  - For Grades K-1, domain scores must be 3 or higher in Listening and Speaking only

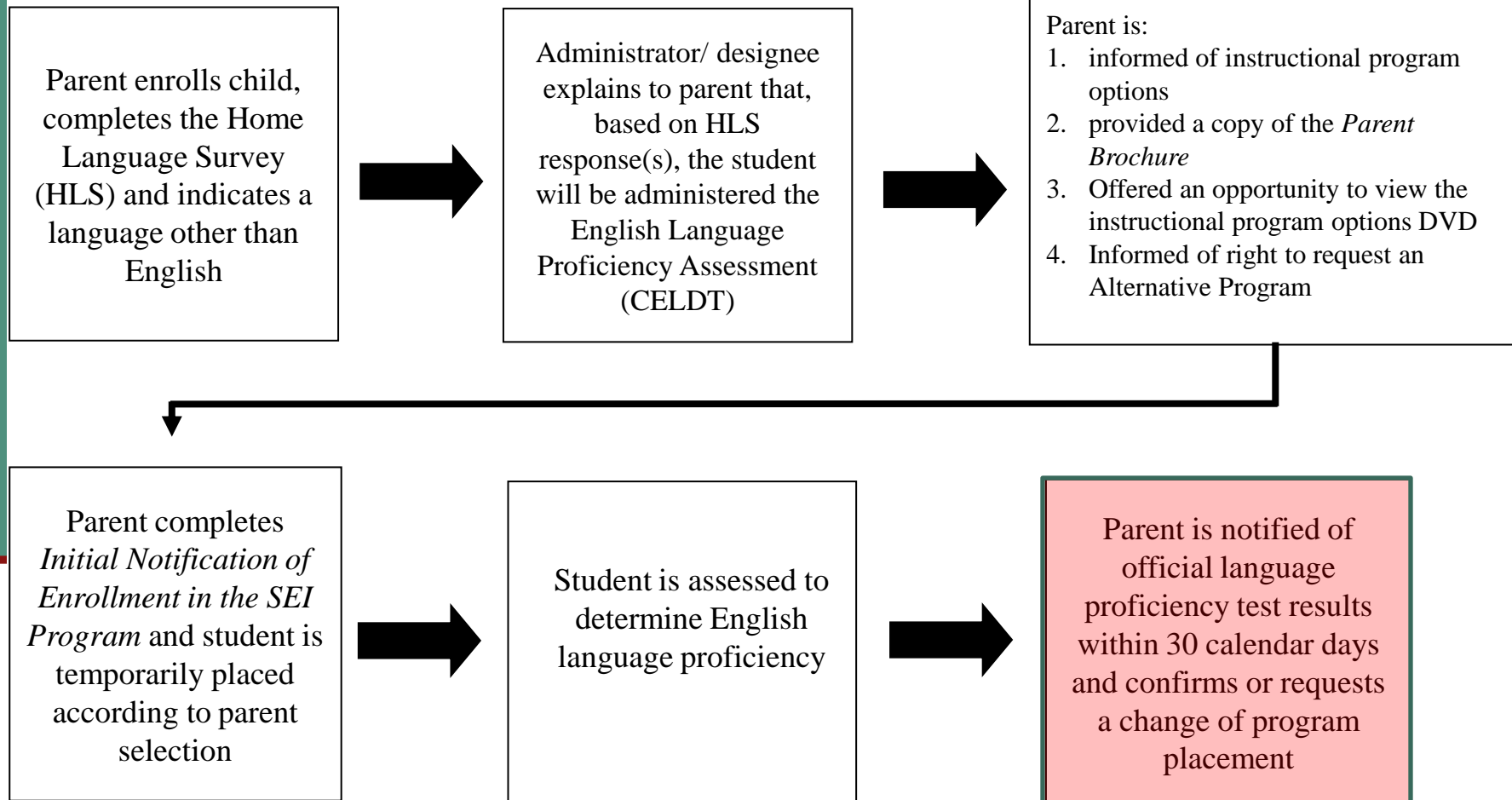
# Who is assessed with primary language assessment?

---

- ELs enrolling in an Alternative Instructional Program are to be assessed in their primary language
- EL students may be given a primary language assessment at any time and recommended by:
  - EL Coordinator
  - Counselor
  - Administrator
  - Teacher
  - IEP Team
  - Parent



# The Identification, Assessment and Placement



# Initial Notification

- Parents must be notified of the following within 30 calendar days of the new school year:
  - Initial English language proficiency level and how it was assessed
  - Official language classification
  - Instructional program placement
  - Various instructional program options, educational strategies, and educational materials to be used in each program
  - Reclassification, or program exit, criteria
  - Instructional program for ELs with a disability and how such program will meet the objectives of the IEP
  - Expected rate of graduation for ELs



# 3 – 2 – 1

---

At your tables, record:

**3** – New learning

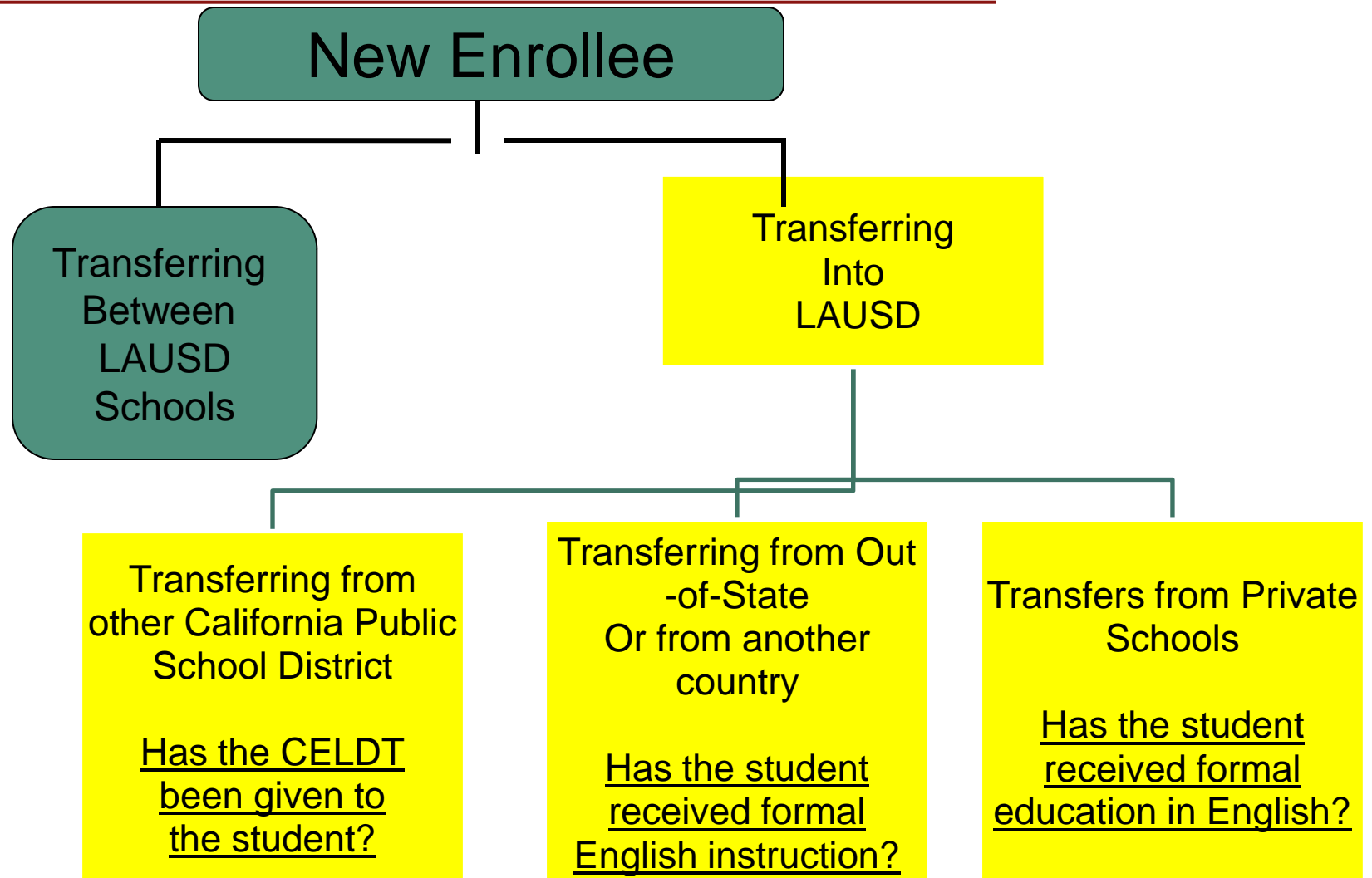
**2** – Implications for our work

**1** – What question might you still have?





# Transfer Students



# Previous School Information

STUDENT'S NAME: \_\_\_\_\_ DATE OF BIRTH: \_\_\_/\_\_\_/\_\_\_

## LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT ENROLLMENT FORM

### 6. SIBLING INFORMATION

Page 2 of 2

Brother(s)				Sister(s)			
Last Name	First Name	Age	Older/Younger	Last Name	First Name	Age	Older/Younger
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>

### 7. HOME LANGUAGE SURVEY

What language did this student learn when he or she first began to talk? \_\_\_\_\_

What language does this student most frequently use at home? \_\_\_\_\_

What language do you use most frequently to speak to this student? \_\_\_\_\_

Which language is most often used by the adults at home? \_\_\_\_\_

Has this student received any formal English language instruction (listening, speaking, reading, or writing)?  Yes  No

### 8. PREVIOUS SCHOOL INFORMATION

Has student previously attended this school?  Yes  No If yes, when? \_\_\_\_\_

Date of first U.S. school enrollment \_\_\_\_\_

Please list last two schools student attended (include pre-school, if applicable):

Name of school	City/State	Dates attended	Which grade level(s)?
_____	_____	_____	_____
_____	_____	_____	_____

Has student previously attended any other school in the Los Angeles Unified School District?  Yes  No If yes, please list most recent school attended in the District:

Name of school	Dates attended	Which grade level(s)?
_____	_____	_____

### 9. SPECIAL SERVICES (If you have any questions on this section, please refer to the brochure entitled, "Are You Puzzled By Your Child's Special Needs?")

A. Did this student receive special education services at his/her previous school?  Yes  No

B. Did this student have an Individualized Education Program (IEP) at his/her previous school?  Yes  No  
If YES, do you have a copy of the student's IEP with you?  Yes  No

C. Did this student have a Section 504 Plan at his/her previous school?  Yes  No  
If YES, do you have a copy of the student's Section 504 Plan with you?  Yes  No

D. Does this student have difficulties that interfere with his/her ability to go to school or to learn?  Yes  No

E. Has this student been identified for gifted and talented educational services (GATE)?  Yes  No

### 10. SIGNATURE

I verify that this information is true and correct.

X \_\_\_\_\_ Date \_\_\_\_\_

SIGNATURE OF: (CHECK ONE)  PARENT  LEGAL GUARDIAN  OTHER

**Review Section 8  
for previous school  
information**

# Objective #2

Procedures for the various parental notification requirements proper parent notification of instructional program options

# Informing Parents

## Steps to Assure Your School Meets Requirements

1. The school must have an effective system for enrolling potential ELs.
2. Provide comprehensive, accurate information at parent informational meetings.
3. Retain all sign-in sheets with each agenda and provide copies for the Local District upon request.
4. Provide ongoing information to parents as students enroll during the year.



# Granting & Denial of Parental Exception Waivers

---

## Granting

- The school administrator must grant the parent exception waiver request unless there is substantial evidence that the program is not suitable for the student

## Denial

- Parent must be informed in writing of the reasons for denial of the waiver
- Parent must be informed in writing of appeal procedures

**NOTE:** IFEP, RFEP and EO students should not be placed in a Basic Bilingual Program



# Informing Parents – Required Parent Letters

---

1. Initial Notification of Enrollment in the Elementary Structured English Immersion Program or Initial Notification of Enrollment in a Secondary Program for English Learners
2. Parent Notification of Language Test Results and Confirmation of Program Placement
3. Annual Assessment Results and Program Placement for English Learners (Continuing Enrollment Letter)

Handouts 2-6



# Objective #3

Process for reclassification and monitoring the progress of reclassified students

# Who is a Reclassified Fluent English Proficient (RFEP) student?

---

A student who has acquired sufficient academic English and who has met the criteria to reclassify as Fluent English Proficient (FEP)



# Criteria for Reclassification Grades 2-12

---

1. California English Language Development Test (CELDT)
2. Teacher Evaluation: Grades
3. California Standards Test (CST) or California Modified Assessment (CMA): ELA
4. Parent consultation and approval

# Reclassification Criteria

## Grade 2

## Grades 3-5/6

Assessment of English Language Proficiency  
Annual CELDT Scores

Assessment of English Language Proficiency  
Annual CELDT Scores

Teacher Evaluation

Elementary Progress Report

Teacher Evaluation

Elementary Progress Report

Performance in Basic Grade-Level Skills

Literacy Periodic Assessment

Performance in Basic Grade-Level Skills

California Standards Test (CST) or  
California Modified Assessment (CMA)

Parent Consultation and Notification

Parent Consultation and Notification



# Reclassification Criteria

## Grades 6-12

Assessment of English Language Proficiency  
Annual CELDT Scores



Teacher Evaluation  
Secondary Progress Report



Performance in Basic Grade-Level Skills  
California Standards Test (CST) or  
California Modified Assessment (CMA)



Parent Consultation and Notification





# Monitoring of RFEP Policy

---

## Effective School Practices:

1. Regularly gather and review data to monitor reclassified students' progress
2. Notify parents of ongoing progress after reclassification for a minimum of two years
3. Provide appropriate and additional education services when needed

# RFEP Monitoring Roster

## Secondary RFEP Roster

ID27		RFEP Follow-Up Monitoring Roster												03/04/10	
		Init	RFEP	Eng	Academic Marks				CST				YTD	Days	
		Date	Date	GrT Course	Eng	Mat	Sci	Soc	Eng	Mat	Sci	Soc	Enr	Abs	
70	ABADINES Title I	10/01	11/07	09A 230108	C	A	B	C	Spr09 Spr08	P B	P B	P P	P P	106	0
22	COSTA, Title I	07/97	12/07	12A 230425	B	D	F	D	Spr09 Spr08	FBB BB	BB BB	FBB BB	BB BB	106	6
70	AGUILAR-SANDOVAL Title I	07/00	01/08	09A 230108	B	B	A		Spr09 Spr08	BB BB	B P	BB BB	BB BB	106	0
65	ALAS, Title I	10/00	02/09	10A 230110	D	F	C	F	Spr09 Spr08	BB B	B B	BB B	BB BB	106	1
80	ALVAREZ, Title I	10/99	02/08	09A 230108	D	F	D	C	Spr09 Spr08					106	1
72	ALVAREZ-GARCIA Title I	09/98	01/09	09A 230108	D	C	C		Spr09 Spr08	BB B	P BB	B BB	BB BB	106	8
61	ANICETO,	09/04	02/09	10A 230110	A	A	A	A	Spr09 Spr08	A P	A A	B P	P B	106	0

LOS ANGELES UNIFIED SCHOOL DISTRICT  
HIGH SCH  
Notification of Annual Progress of Reclassified Students

BUENO 0919 Grade 10

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

- I. **Reclassification Goal:** English learners are expected to reclassify within five years. Your son was initially assessed in 04/97, and was reclassified in 01/09. This represents 11.8 years.
- II. **Academic Marks:** Report card marks of A, B, or C indicate the student meets or exceeds grade-level standards. Your son's most recent academic marks are as follows:  
English C Mathematics C Science Social Studies F
- III. **Achievement Test Scores:** Your son's most recent California Standardized Test (CST) results are:  
Spring 2007 CST  
English Language Arts: Basic  
Mathematics: Far Below Basic  
Spring 2008 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 son  
 is making adequate academic progress.  
 is not making adequate academic progress.

V. Additional comments: (work habits, behavior, attendance . . . )  
\_\_\_\_\_  
\_\_\_\_\_

VI. Recommended support Service: \_\_\_\_\_  
Principal's Signature: \_\_\_\_\_ Date: 2/10/2010

VII. Parent Notification: Please mark the items that apply and return this entire form to your son's school.

- I have reviewed my son's academic progress indicated above.
- I would like my son to receive additional support services.
- I would like a conference to discuss this information.

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

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

Parent acknowledges Progress

Recommended Support Services

Parent may request conference

# Table Talk

---

- Identify system(s) or support(s) that are in place at your school for RFEPs who are not making adequate progress.
- Share these system(s) or support(s) with your table group





# Provide Appropriate & Additional Support Services

---

- In-Class Accommodations
- Extended Learning Program (ELP)
- Local Design Program (RTI, CAHSEE Prep)
- Other Intervention Services

# Accountability Systems

---

- Timelines (Due dates, testing windows, critical times for reclassification, On-line Accountabilities etc.)
- Documentation
  - Maintaining Binders
    - Master Plan Roster
    - Potential Reclassification Eligibility Roster
    - Reclassification Letters
    - RFEP Monitoring Rosters
    - RFEP Monitoring Letters



# Learner Objectives

---

Understand the:

1. Process for initial identification, assessment and placement of students
2. Procedures for the various parental notification requirements proper parent notification of instructional program options
3. Process for reclassification and monitoring the progress of reclassified students



---

The whole purpose of  
education is to turn mirrors  
into windows.

Sydney Harris

