

Reclassification of English Learners to Fluent English Proficient

Language Development Office
Maria Lazaro

DELAC

September 8, 2021

California Department of Education Reclassification Criteria

The reclassification criteria set forth in California Education Code Section 313 and Title 5 California Code of Regulations Section 11303 remain unchanged. Local educational agencies (LEAs) should continue using the following four criteria to establish reclassification policies and procedures:

- 1) Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC (ELPAC Overall Proficiency Level 4); and
- 2) Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- 3) Parent opinion and consultation; and
- 4) Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

ELPAC Overall Performance Level (PL) 4 has been established as the statewide standardized ELP criterion (1). All other reclassification criteria (2–4) remain locally determined.

Reclassification Criteria 1 and 2

Criterion 1: SUSD will use the results from the 2020–2021 Summative ELPAC.

Criterion 2: Teacher Evaluation has a rubric to determine student's curriculum mastery. Teacher's determination is noted on the front of the form. The rubric to be completed is on the back.

Reclassification Form - Teacher Evaluation

SSID: _____ Birthdate: _____ PERMID: _____ Phone: (209) 933-7075 Fax: (209) 478-2890
 School: _____ Teacher: _____ Grade: _____

In order to be reclassified from an English Learner to proficient in English, the student must meet state and district criteria that includes assessment of their proficiency in the English language as well as an assessment of performance in basic skills (SCCR 11302.1a)(3).

Type	Criteria	Documentation																								
1 Assessment of English Language Proficiency	English Language Proficiency Assessments for California (ELPAC) overall score of 4.	<table border="1"> <tr> <td colspan="2">ELPAC Overall Performance Level:</td> <td>2020-21</td> <td>2021-22</td> </tr> <tr> <td rowspan="5">Composite Scores</td> <td>Oral Language</td> <td></td> <td></td> </tr> <tr> <td>Written Language</td> <td></td> <td></td> </tr> <tr> <td>Listening Performance</td> <td></td> <td></td> </tr> <tr> <td>Speaking Performance</td> <td></td> <td></td> </tr> <tr> <td>Reading Performance</td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Domains</td> <td>Writing Performance</td> <td></td> <td></td> </tr> </table>	ELPAC Overall Performance Level:		2020-21	2021-22	Composite Scores	Oral Language			Written Language			Listening Performance			Speaking Performance			Reading Performance			Domains	Writing Performance		
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Upon completing this form, send the original to the Language Development Office. Once approved and signed by the director, it will be sent back to the school site.

Teacher Documentation

Student Name: _____ Grade Level: _____ Student ID: _____

This document fulfills requirements for the subjective teacher evaluation component of the reclassification criteria.	
Domains	
Listening and Reading	Speaking and Writing
<p><input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.</p>	<p><input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.</p>
<p><input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.</p>	<p><input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.</p>
Comments: (Attach additional supporting documentation, as needed.)	

This student routinely demonstrates the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports. Student must meet grade appropriate with no second language acquisition support needed to be successful for listening and reading & speaking and writing.

Yes No Teacher Name: _____

Teacher Signature: _____ Date of completion: _____

Reclassification Criterion 3

Criterion 3: Parent(s)/Guardian(s) have the opportunity for opinion and consultation

- Describe how the parent/guardian was contacted
- If parent/guardian is available for signature, check agree or disagree, sign, and date
- If parent/guardian is unavailable for signature due to COVID 19, write “Parent can’t sign due to COVID 19”
- Check agree or disagree
- Write parent/guardian comment
- Write the name of the person who contacted the parent/guardian
- Date

Reclassification Form - Parent(s)/Guardian(s) Consultation

SSID: _____ Name: _____ Birthdate: _____ PERMID: _____
School: _____ Teacher: _____ Grade: _____

In order to be reclassified from an English Learner to proficient in English, the student must meet state and district criteria that include assessment of their proficiency in the English language as well as an assessment of performance in basic skills (CCR 11359 (a) (2)).

Type	Criteria	Documentation
1 Assessment of English Language Proficiency	English Language Proficiency Assessments for California (ELPAC) overall score of 4.	ELPAC Overall Performance Level:
		Composite Scores
		Domains
		Writing Performance
2 Comparison of Performance in Basic Skills	Must meet or exceed reclassification score on one Measures of i-Ready benchmark given three times a school year. Or Must meet the SBAC Achievement Level of 3 (Met Standard) or 4 (Exceeded Standards)	Basic Skills Score
3 Teacher Evaluation	Teacher documentation on the back.	This student routinely demonstrates the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisition support. <input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher Name: Teacher Signature: Date:
4 Parent/Guardian Opinion and Consultation	Description of Parent Contact	Parent (Please check one below)
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Reclassification Criterion 4

Criterion 4: SUSD Research and Accountability Department runs a report for students eligible for reclassification based on criterion 1 (ELPAC), and

- iReady Reading cut scores **OR** SBAC Summative English Language Arts

- iReady

Grade	Fall	Winter	Spring
**K	320	346	381
1	373	399	413
2	429	452	456
3	469	485	486
4	497	508	511
5	516	529	535
6	535	549	550
7	555	564	572
8	569	576	589

Note: The table contains i-Ready average data for grades K-8. Cut scores were rounded to the nearest whole number.

Grade	4 x 4 A		4 x 4 B		AB	
	BOY Course	EOY Course	BOY Course	EOY Course	BOY Course	EOY Course
9	575	578	575	578	575	578
10	584	586	584	586	584	586
11	598	600	598	600	598	600
12	598	600	598	600	598	600

- SBAC score of 3 or 4

iReady Assessment Opportunities

K-8 Students

- Fall
- Winter
- Spring



9-12 Students

- Currently, students have 2 opportunities in the semester they have their English Language Arts block (at the beginning of the semester and towards the end of the semester)
- However, LDO is working with the Research and Accountability Department and the Assistant Superintendent to create 3 opportunities like K-8

2021-2022 Reclassification Waves

RFEP Wave 1 of 4 (2021-2022) (Spring iReady 2020-21 + ELPAC 2020-21)

- **287** eligible students

RFEP Wave 2 of 4 (2021-2022) (Fall iReady 2021-22 + ELPAC 2020-21)

- **219** eligible students (as of today)

RFEP Wave 3 of 4 (2021-2022) (Winter iReady 2021-22 + ELPAC 2020-21)

RFEP Wave 4 of 4 (2021-2022) (Spring iReady 2021-22 + ELPAC 2020-21)

