



STOCKTON UNIFIED
SCHOOL DISTRICT

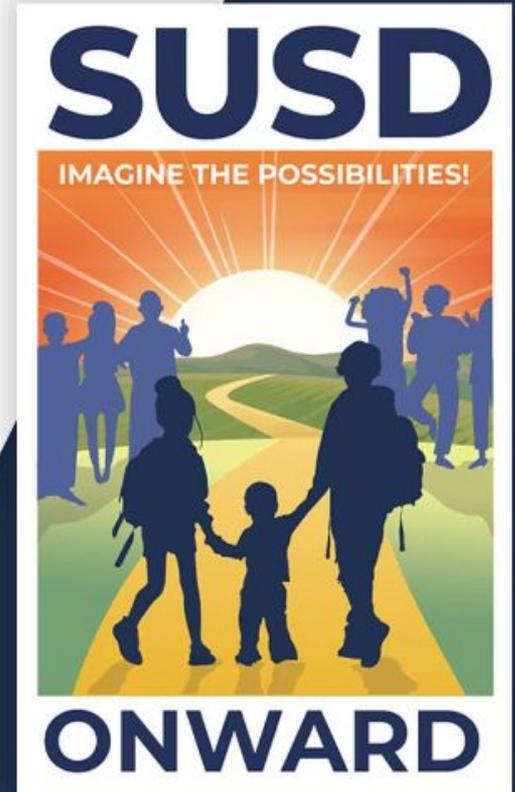
Reclassification of English Learners to Fluent English Proficient

Language Development Office

Erika Bracamontes

DELAC

October 18, 2024





STOCKTON UNIFIED
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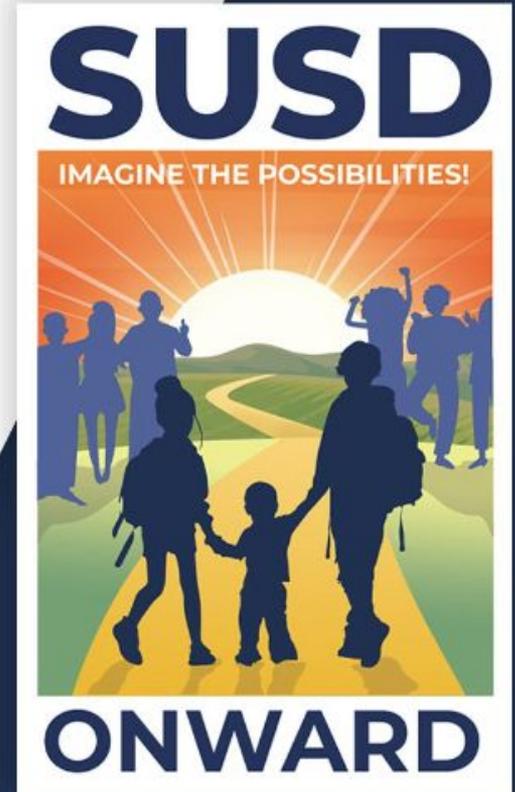
Reclasificación de los Aprendices de Inglés a Proficientes en Inglés

Oficina del Desarrollo del Inglés

Erika Bracamontes

DELAC

18 de Octubre 2024





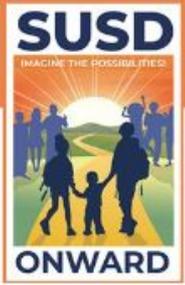
Reclassification Criteria/ Criterio de reclasificación

Reclassification Criteria



The reclassification criteria set forth in [California EC Section 313](#) and Title 5 California Code of Regulations (5 CCR) Section 11303, remain unchanged. Local educational agencies (LEAs) must use the following four criteria to **locally 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 English Language Proficiency Assessments for California (ELPAC) (**ELP Criterion: Summative ELPAC Overall Performance Level [PL] 4; and, Alternate ELP Criterion: Summative Alternate ELPAC PL 3**)
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (**locally defined**)
3. Parent opinion and consultation (**locally defined**)
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 (**locally defined**)



Los criterios de reclasificación establecidos en la **Sección 313 del CE** de California y el Título 5 del Código de Regulaciones de California (5 CCR), Sección 11303, permanecen sin cambios. Las agencias educativas locales (LEA) deben utilizar los siguientes cuatro criterios para establecer políticas y procedimientos de reclasificación localmente:

1. Evaluación del dominio del idioma inglés (ELP), utilizando un instrumento de evaluación objetivo, que incluye, entre otros, la prueba estatal de Evaluaciones del dominio del idioma inglés para California (**ELPAC**) (**Criterio ELP: Nivel de desempeño general [PL] 4 del ELPAC sumativo; y , Criterio ELP alternativo: ELPAC PL alternativo sumativo 3**)
2. Evaluación del maestro, que incluye, entre otros, una revisión del dominio del plan de estudios del estudiante (**definido localmente**)
3. Opinión y consulta de los padres (**definida localmente**)
4. Comparación del desempeño de los estudiantes en habilidades básicas con un rango de desempeño empíricamente establecido en habilidades básicas de estudiantes con dominio del inglés de la misma edad (**definido localmente**)



Text Reconstruction
Activity/
Actividad de
Reconstrucción de Texto

Text Reconstruction-Strategy



- 1. The teacher selects or prepares a short text which models the text type of focus and content being studied. It is recommended that the texts should be very short-taking 1 minute to read aloud to students.**
- 2. Students listen, take notes, collaborate, read, write, reflect on language use, clarify content, and use academic language.**
- 3. Once complete, there is context for explicit teaching of the text type and features of grammar (deconstruction)**



Actividad de reconstrucción de texto-estrategia



1. El maestro/a selecciona o prepara un texto breve que modela el tipo de enfoque y el contenido del texto que se está estudiando. Se recomienda que los textos deben ser muy breves y tomar 1 minuto para leerlos en voz alta a los estudiantes.
2. Los estudiantes escuchan, toman notas, colaboran, leen, escriben, reflexionan sobre el uso del lenguaje, aclaran contenidos y usan lenguaje académico.
3. Una vez completado, hay un contexto para la enseñanza explícita del tipo de texto y las características de la gramática (deconstrucción).



Key Vocabulary:



Assess (verb) to evaluate or estimate the nature, ability, or quality of



Component (noun) a part or element of a larger whole



Proficiency (noun) a high degree of competence or skill; expertise.



Vocabulario clave:



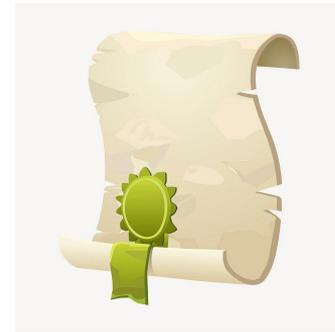
Evaluar (verbo) el proceso de analizar y valorar algo para determinar su calidad, valor o eficacia



Componente (Sustantivo) parte o elemento de un todo mayor



Competencia (Sustantivo) un alto grado de aptitud o habilidad



Compare-



California's reclassification criteria for English learners consist of four main **components**. First, students must show **proficiency** through the Summative ELPAC, needing an Overall **Proficiency** Level (PL) of 4, while those with significant cognitive disabilities require a PL of 3 on the Summative Alternate ELPAC. Second, teacher evaluation, using the OPTEL rubric, **assess** curriculum mastery. Third, parent input is included. Lastly, student performance in basic skills is compared to English-proficient peers, using iReady or SBAC assessments.

Compara-



Los criterios de reclasificación de California para los estudiantes de inglés constan de cuatro **componentes** principales. En primer lugar, los estudiantes deben demostrar su **competencia** a través del ELPAC Summativo, necesitando un nivel de **competencia** general de 4, mientras que aquellos con discapacidades cognitivas significativas requieren un 3 en el ELPAC Summativo Alternativo. En segundo lugar, la evaluación de los maestros, utilizando la rúbrica OPTEL, **evalúa** el dominio del plan de estudios. En tercer lugar, se incluye la opinión de los padres. Por último, el rendimiento de los estudiantes en habilidades básicas se compara con el de sus compañeros con dominio del inglés, utilizando las evaluaciones iReady o SBAC.

Debriefing Text Reconstruction



- How might doing collaborative text reconstruction be a strategy that will help students become better writers?
- How could we practice this performance task at home with our students?



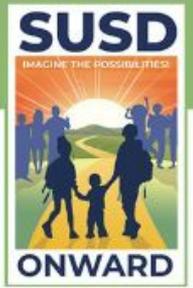
¿Cómo podría la reconstrucción colaborativa de textos ser una estrategia que ayude a los estudiantes a convertirse en mejores escritores?

¿Cómo podríamos practicar esta estrategia en casa con nuestro hijo/a?



Summary/ Resumen

SUSD Reclassification Eligibility Criteria



	Basic Criteria	Dually Identified Students	Dually Identified Students-Alternate
Criterion 1: Assessment of English Language Proficiency	ELPAC score of 4	ELPAC score of 4	Alternate ELPAC score of 3
Criterion 2: Teacher Evaluations	Teacher observation-OPTTEL	Teacher observation-OPTTEL	Teacher observation-OPTTEL
Criterion 3: Parent Consultation	Parent opinion	Parent opinion	Parent opinion
Criterion 4: Basic Skills Relative to English Proficient Students	SBAC Or iReady reading cutpoints	SBAC Or iReady reading cutpoints	CAA score of 3

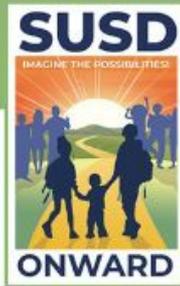


Criterios de elegibilidad para la reclasificación del SUSD



	Criterio estandar	Estudiantes con doble identificación	Estudiantes con doble identificación-ELPAC Alternativo
Criterio 1: Evaluación del dominio del idioma inglés	ELPAC Sumativo puntaje de 4	ELPAC Sumativo puntaje de 4	ELPAC Sumativo Alternativo puntaje de 3
Criterio 2: Evaluaciones del maestro(a)	Observación del maestro/a OPTTEL	Observación del maestro/a OPTTEL	Observación del maestro/a OPTTEL
Criterio 3: Opinión y consulta de padres/tutor legales	Opinion del padre	Opinion del padre	Opinion del padre
Criterio 4: Habilidades básicas relativas a los estudiantes con dominio del inglés	Evaluaciones Smarter Balanced (SBAC por sus siglas en inglés) 0 puntajes de iReady en lectura	Evaluaciones Smarter Balanced (SBAC por sus siglas en inglés) 0 puntajes de iReady en lectura	Exámenes alternos de California (CAA, por sus siglas en inglés) de 3

Teacher Evaluation/Evaluación del maestro(a)-OPTEL



Teacher Evaluation and Documentation of Student - Ed Code 313 (f)(2)

A. Description of Receptive Skills: <i>Listening and Reading Comprehension</i> (Select one level from the choices below)	B. Description of Expressive Skills: <i>Speaking and Writing</i> (Select one level from the choices below)
<p><input type="checkbox"/> Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning) • The student rarely exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. • Only with substantial teacher support can the student construct meaning while or after listening to or reading grade-level complex texts. • The student rarely appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.</p>	<p><input type="checkbox"/> Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning) • The student rarely expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support. • Only with substantial teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary. • The student rarely expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.</p>
<p><input type="checkbox"/> Level 2 (Early-Mid Expanding: Moderate linguistic support needed to engage in grade-level learning) • The student sometimes exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. • With moderate teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers. • The student sometimes appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.</p>	<p><input type="checkbox"/> Level 2 (Early-Mid Expanding: Moderate linguistic support needed to engage in grade-level learning) • The student sometimes expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. • With moderate teacher support, the student sometimes uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers. • The student sometimes expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.</p>
<p><input type="checkbox"/> Level 3 (Late Expanding-Early Bridging: Light linguistic support needed to engage in grade-level learning) • The student often exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. • With light teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers. • The student often appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.</p>	<p><input type="checkbox"/> Level 3 (Late Expanding-Early Bridging: Light linguistic support needed to engage in grade-level learning) • The student often expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. • With light teacher support, the student often uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers. • The student often expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.</p>
<p><input type="checkbox"/> Level 4 (Mid-Late Bridging: Minimal linguistic support needed to engage in grade-level learning) • The student consistently exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. • With minimal teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers. • The student consistently comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.</p>	<p><input type="checkbox"/> Level 4 (Mid-Late Bridging: Minimal linguistic support needed to engage in grade-level learning) • The student consistently expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. • The student consistently uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers. • The student consistently expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.</p>

If the student has a 504 Plan, describe in the 'Teacher documentation' area any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating. For students with an IEP, the IEP team will determine eligibility using the EL SPED reclassification worksheet.

<p>Teacher Evaluation continued</p>	<p>Instructional Setting(s) in which the student was observed (Choose all that apply):</p> <p><input type="checkbox"/> English Language Arts/Literacy</p> <p><input type="checkbox"/> English Language Development</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science History/Social Science</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interaction Type(s) (Choose all that apply):</p> <p><input type="checkbox"/> Whole Group (one-to-many) <input type="checkbox"/> Small Group (one-to-group)</p> <p><input type="checkbox"/> Pairs (one-to-one) <input type="checkbox"/> Other: _____</p> <p><i>What did you consider that led you to mark this level?</i></p>
<p>Teacher documentation:</p>	<p>This student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.</p> <p><input checked="" type="checkbox"/> Yes / Agree <input type="checkbox"/> No / Disagree</p> <p>Teacher Name / Title: _____</p> <p>Teacher Signature: _____</p> <p>Date: _____</p>	



Parent Consultation/Consulta de padres:



LANGUAGE DEVELOPMENT OFFICE
56 South Lincoln Street, Stockton, CA 95203
Phone (209) 933-7075 Fax: (209) 478-2890

English Language Proficiency Reclassification Form Grades K-12 2024-25

Name: _____ PERM ID: _____ SSID: _____
 Birthdate: _____ School: _____ Teacher: _____ Grade: _____ 504

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 (5CCR 11303 (a) (d)).

Type	Criteria	Documentation			
		ELPAC Overall Performance Level:		2023-24	2024-25
Assessment of English Language Proficiency	English Language Proficiency Assessments for California (ELPAC) overall score of 4.	Composite Scores		Oral Language	
				Written Language	
		Domains		Listening Performance	
				Speaking Performance	
				Reading Performance	
		Writing Performance			
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 Standards) or 4 (Exceeded Standards)	Basic Skills Score			
			Cut Score	Actual Score	
		FALL 2024			
		WINTER 2024			
		JANUARY HS ONLY 2025			
		SPRING 2025			
		SBAC ELA Achievement Level 23/24			
Parent/Guardian Opinion and Consultation <i>Ed Code 313(f)(6)</i>	Parent (Please check one below) <input checked="" type="checkbox"/> I agree with my child's reclassification. <input type="checkbox"/> I do not agree with my child's reclassification	Parent Notes / Comments regarding reclassification to RFEP status			
		Name of Person contacting parent(s): <input type="checkbox"/> In-person <input type="checkbox"/> Phone call <input type="checkbox"/> Online			
		Parent Signature: _____	Date: _____		
Recommendation by School Site	<input checked="" type="checkbox"/> Student has met all criteria for reclassification. Reclassify student from English Learner to Fluent English Proficient.				
	<input type="checkbox"/> Student has not met all criteria for reclassification. Reclassification is not recommended at this time.				
		Principal Signature: _____	Date: _____		
Language Development Office	<input type="checkbox"/> Verification that this document is fully completed and ready for processing.				
	Director Signature: _____	Date: _____			

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English Language Proficiency Reclassification Form Grades K-12 2024-25

Nombre: _____ No. De ID: _____ SSID: _____
 Fecha de Nacimiento: _____ Escuela: _____ Maestro/a: _____ Grado: _____ 504

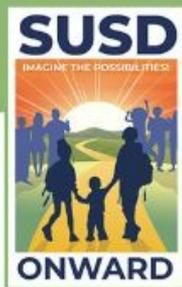
Para poder ser reclasificado de un Aprendiz de Inglés a Dominante del lenguaje de Inglés, el estudiante debe cumplir con los requisitos del estado y del distrito que incluye una evaluación de su dominio en inglés al igual que una evaluación en su desempeño de habilidades básicas (5CCR 11303 (a) (d)).

Parte (categoría)	Requisitos	Documentación			
		Nivel general de desempeño de ELPAC:		2023-24	2024-25
Evaluación del Dominio Del Lenguaje de Inglés	Evaluación del Dominio Del Lenguaje de Inglés de California (ELPAC) puntuación general de 4.	Puntuaciones compuestas			
		Lenguaje Oral			
		Lenguaje Escrito			
		Áreas			
		Dominio Auditivo			
		Dominio Verbal			
		Dominio de Lectura			
		Dominio de Escritura			
Comparación del desempeño en habilidades básicas	Debe alcanzar o superar el puntaje de reclasificación en un punto de referencia de evaluación de i-Ready administrado tres veces durante el año escolar. O Debe cumplir con el nivel de logro SBAC de 3 (estándares cumplidos) o 4 (estándares excedidos)	Puntaje de Habilidades Básicas			
			Puntaje Mínimo	Puntaje Actual	
		OTOÑO DEL AÑO 2024			
		INVIERNO DEL AÑO 2024			
		ENERO DEL AÑO 2025, SÓLO LAS PREPARATORIAS			
		PRIMAVERA DEL AÑO 2025			
		Nivel de Rendimiento de ELA para el año 24/25			
Opinión y Consulta de Padres/Tutor legal	Padres (Por favor marque una caja abajo) <input checked="" type="checkbox"/> Estoy de acuerdo con la reclasificación de mi hijo. <input type="checkbox"/> No estoy de acuerdo con la reclasificación	Notas de los padres/Comentarios sobre el estado de la reclasificación a RFEP			
		Nombre de la persona que se contactó con los padres: <input type="checkbox"/> En persona <input type="checkbox"/> Llamada telefónica <input type="checkbox"/> En línea			
		Firma del Padre: _____	Fecha: _____		
Recomendación de la escuela	<input checked="" type="checkbox"/> El estudiante ha cumplido con todos los requisitos para la reclasificación. Reclassifique al estudiante de Aprendiz de inglés a Competente en inglés.				
	<input type="checkbox"/> El estudiante no ha cumplido con los requisitos para ser reclasificado. La reclasificación no se recomienda en este momento.				
		Firma del Director: _____	Fecha: _____		
Oficina de Desarrollo del Lenguaje	<input type="checkbox"/> Verificación de que este documento esté completo y listo para procesar.				
	Firma del Director: _____	Fecha: _____			

Together creating educational excellence for the students, families and community we serve.



iReady Cut Scores/ Puntuación del Examen iReady



2023-24 Reclassification Cut Scores for i-Ready (Final)

Grade	D1 Fall*	D2 Winter**	D3B (January, HS only)	D3 Spring***
K	325	352		376
1	373	402		426
2	419	445		463
3	454	472		485
4	483	495		503
5	510	520		529 ¹
6	534	544		547
7	549	557		560
8	566	575		577
9	575	578	575	578
10	580	580	580	580
11	586	586	586	586
12	586	586	586	586

*Scores provided by Valerie Virtudazo (Sr. Research Analyst) from Research via email on Monday, October 2, 2023.

**Winter scores were released on Thursday, January 18, 2024.

***Spring scores for K-6 available as of Thursday, May 23, 2024.

¹ Tentative 5th grade cut scores were re-calculated based on an increase of participation. Was 528, final cut score 529.

ve.



iReady Assessment Opportunities



K-8 Students

1. Fall (August)
2. Winter (December)
3. Spring (May)

9-12 Students

Block Schedule	Modified Block/traditional
2 opportunities in semester 1 (August & December) 2 opportunities in semester 2 (January & May)	3 Fall, Winter, Spring (August, December, May)



Oportunidades de evaluación de iReady



Estudiantes del Kinder a Octavo

1. Otoño (Agosto)
2. Invierno (Diciembre)
3. Primavera (Mayo)

Estudiantes del 9-12

Horario de bloque (block)	Horario de bloque modificado/ tradicional
2 oportunidades en semestre 1 (Agosto y Diciembre) 2 oportunidades en semestre 2 (Enero y Mayo)	3 Otoño, Invierno, Primavera (Agosto, Diciembre, Mayo)





STOCKTON UNIFIED
SCHOOL DISTRICT

THANK YOU!

iGracias!

