

CALIFORNIA CONNECTIONS ACADEMY & CALIFORNIA ONLINE PUBLIC SCHOOLS RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS POLICY

Updated 9.22.23

Reclassification Criteria for Students Who Take the Summative ELPAC

Reclassification is the process determined by a school district if an English Learner has acquired sufficient proficiency in English to perform successfully in core subjects without ELD services. It is the process by which a student is reclassified from English learner (EL) to Fluent English Proficient (RFEP) status. The goal of CalCA/CalOPS schools is that ELL students receive high-quality instruction and support to become fluent in English as quickly as possible.

As Local Educational Agencies (LEAs), CalCA/CalOPS schools are to establish “local reclassification policies” that allow for the “the effective and efficient conduct of the language reclassification process” (California Code of Regulations [CCR], Section 11303). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of EL students as they become fluent in English. Criteria for Reclassification EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
2. Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery
3. Parental opinion and consultation
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

CalCA/CalOPS's reclassification criteria align with the CDE's requirements as follows:

1. Overall score of 4 on the student's most recent Summative ELPAC test.
 - Some EL students with unique or dually-identified needs, may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP). In such instances, the student's IEP team should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.
2. Teacher evaluation of the student's academic performance. Students who have a C- or better in ELA on their most recent report card and who demonstrate

grade- level proficiency.

- If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from demonstrating readiness for reclassification.
3. Parental opinion and consultation: Parent(s) or guardians are contacted by phone and/or webmail to give input into whether the student is ready to be reclassified.
 - If the parent/guardian cannot be contacted by phone and/or webmail, the student will be reclassified. The school will continue to inform parents/guardians of their student's reclassification.
 - ELD Coordinator will document the following questions:
 - a) How do you feel about your child's English language proficiency?
 - b) Do you agree with reclassifying your student?
 - c) Would you still want your child to continue receiving EL services until the end of the school year?
 4. Students demonstrate English Proficiency on a basic skills assessment by any of the following:
 - a. Grades TK-2nd: Scores Above or meets standard on iReady (ELA)
 - b. Grades 3rd- 5th: Scores Exceeded or Met Standard on CAASPP ELA, or equivalent score on the iReady assessment
 - c. 6th-8th: Student scores Nearly met standard on CAASPP ELA, or equivalent score on the iReady ELA assessment.
 - d. Grades 9th-12th: Student score Nearly met standard on CAASPP ELA or equivalent score on MAP
 - If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from reclassification or reclassify too soon.

Reclassification Criteria for Students Who Take the Summative Alternate ELPAC

The reclassification criteria set forth in EC Section 313 and 5 CCR Section 11303 are unchanged. The local IEP team and the ELD Coordinator, parent(s)/guardian(s), and other stakeholders determine other criteria for reclassification based on the student's needs. For dually identified students, their disability, as determined by the IEP team and not ELP, should not preclude them from meeting the LEA's reclassification criteria.

LEAs are required to continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP)
2. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
3. Parent or guardian opinion and consultation
4. Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

*(*An assessment (e.g California Alternate Assessment [CAA] for ELA) administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.)*

CalCA/CalOPS Alternate reclassification criteria align with the CDE's requirements as follows:

1. Assessment of English Language Proficiency: Overall PL 3 on the Summative Alternate ELPAC
2. Teacher Evaluation: The student's classroom performance information is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a).
 - The IEP team will determine if the student has demonstrated an appropriate academic performance level based on their abilities compared to English-proficient students with similar disabilities.
3. Parent Opinion and Consultation: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.
4. Comparison of Performance in Basic Skills: CAA ELA Score Level 3, or equivalent score on the iReady assessment
 - the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the CAA for ELA or a locally determined assessment) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). If the IEP team selects any locally determined assessment, it must have technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's capacities.

Monitoring of Reclassified Students

Once a student is moved to RFEP status, an RFEP date is assigned, and the student is monitored for four years from the RFEP date. Monitoring will include reviews a minimum of two times throughout the school year using the RFEP Monitoring form. If the student is struggling, additional academic support will be provided based on an individual assessment of the student's needs.

RESPONSIBILITY: The Director of Student Achievement, overseeing and in conjunction with the ELD Program Coordinator, is responsible for identifying students who may be reclassified based on ELPAC scores and for applying and documenting the remainder of the criteria and for oversight of the proper application of the reclassification policy to reclassification of EL students. The State Testing Coordinator is responsible for the identification of students who need to take the ELPAC and for the ELPAC administration and scoring. The Director of Business Services, overseeing and in conjunction with the staff member responsible for State Reporting, is responsible for gathering and reporting information to the state and to the Board of Directors regarding students who have been reclassified and for collecting any audit documentation or procedures that involve EL or RFEP students. The teaching staff assigned to each EL or RFEP student is responsible for the instruction of EL students, assistance with monitoring of RFEP students, and providing input into reclassification decisions.

RFEP Monitoring Form

Student Name: _____

Grade: _____ SSID: _____

RFEP Date: _____ Monitoring Year: _____

EL Monitoring Teacher: _____

Semester 1

Date	
Gradebook: Document Academic Achievement	
Was academic performance satisfactory? Yes/ No	
Alarm Status	
Any previous PM meetings? (Provide IA #)	
ELA Teacher Input	
Meeting Notes	
Academic Support (Document the specific Academic Need)	
Action Plan (Set goals/ Interventions)	