



Reclassification of English Learners

November 3, 2023

Lester Ojeda, Elementary Director
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Multilingual Programs Department

Home Language Survey

Language Information

Has this student previously attended a public school in California?

☒ No, this student has not attended a school in California.
☐ Yes, this student has attended a school in California.

Custom Text

Which language did your child learn when he/she first began to talk?

Select Language

Which language does your child most frequently speak at home?

Select Language

Which language do you (the parents or guardians) most frequently use when speaking with your child?

Select Language

Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Select Language

Previous

Next

Reclassification is the process whereby a student is reclassified from an English learner to Fluent English Proficient (RFEP)

| Years in U.S. Schools | Emerging (B) | Expanding (EI)/(I) | Bridging (EA)/(A) | RFEP |
|-----------------------|--|--------------------|-------------------|------------------|
| 1 | Emerging | | | Reclassification |
| 2 | | Expanding | | |
| 3 | | Expanding | | |
| 4 | | | Bridging | |
| 5 | | | Bridging | |
| 6 | Long-term English Learner if not reclassified by end of 6 th year | | | |

Reclassification Criteria

(1)

Assessment of English Language Proficiency

ELPAC: Overall 4

(2)

Teacher Evaluation

ELEMENTARY: Student meets grade level standards in reading, language arts, and math.

SECONDARY: Student scores a minimum academic GPA of 2.0 and receives a minimum grade of C in their ELA/English class

(3)

Comparison of Student Academic Performance

STAR Reading: 25th percentile rank or higher

OR

ELA CAASPP: Meets (3) or Exceeds (4)

(4)

Parent/Guardian Opinion and Consultation

Parent Notification Letter and consultation

Elevation Reclassification Video: <https://bit.ly/3y0TKfv>



Criteria #1

Assessment of English Language Proficiency

ELPAC = Overall 4

or

Alternate ELPAC = Overall 3

Criteria #2

Teacher Evaluation

| Elementary | Secondary |
|--|---|
| <p>The student meets current grade level standards in:</p> <ul style="list-style-type: none">• Reading• Language Arts• Mathematics• Teacher's signature | <p>The student meets current grade level standards in:</p> <ul style="list-style-type: none">• English/Language Arts: C or better• Academic Grade Point Average: 2.0 or higher• Teacher's signature |

Criteria #3

Comparison of Student Academic Performance

STAR Reading Test = Percentile 25 or higher

or

ELA CAASPP = Standard Met **OR**
Standard Exceeded

Criteria #4

Parent/Guardian Opinion and Consultation

Options:


- Parent Notification Letter
- Phone call
- Email message

Tools



Data Chats

Secondary Level Only

|  San Bernardino City Unified School District English Learner Data Chat DEMOGRAPHICS | | | | | | | | | |
|---|-------|-----------------------|---|---------------|-------------------------|---|--|--|---------------------|
| STUDENT NAME: | | | | | MEETING DATE: | | | | |
| SCHOOL: | | | | | U.S. SCHOOL ENTRY DATE: | | | | |
| GRADE: | ID#: | COUNSELOR: | | | 504 PLAN (Y/N): | | | | |
| ASSESSMENTS | | | | | | | | | |
| 2018 ELPAC | | | 2019 ELPAC | | | YEAR-TO-YEAR CHANGE | | | |
| LEVEL # | | | LEVEL # | | | | | | |
| OVERALL | | | OVERALL | | | | | | |
| Listening | | | Listening | | | | | | |
| Speaking | | | Speaking | | | | | | |
| Reading | | | Reading | | | | | | |
| Writing | | | Writing | | | | | | |
| TELL RESULTS (need overall: 4 or 5; each domain: 3, 4, or 5 for reclassification) | | | STAR READING RESULTS: (Need On Watch or Above for reclassification) | | | CAASPP ENGLISH/ELA RESULTS: (9th and 12th grade only; need 2 or 3 for reclassification) | | | |
| LEVEL # | | | Date Taken: | | | Classification: | | | Date Taken: Result: |
| OVERALL | | | | | | | | | |
| Listening | | | | | | | | | |
| Speaking | | | | | | | | | |
| Reading | | | | | | | | | |
| Writing | | | | | | | | | |
| COURSES/GRADES (need C or better in ELA and GPA of 2.0 or higher for reclassification) | | | | | | | | | |
| SUBJECT | PER 1 | PER 2 | PER 3 | PER 4 | PER 5 | PER 6 | | | |
| GRADE | | | | | | | | | |
| SUBJECT | PER 7 | PER 8/9 | Qualifying GPA: | | | COLLEGE OR CAREER GOAL: | | | |
| GRADE | | | | | | | | | |
| FOR CONTINUATION HIGH SCHOOLS ONLY | | | | | | | | | |
| # OF CREDITS COMPLETED: (Graduation = 220 Note: minimum by grade level: 10 th = 95 11 th = 110 12 th = 165) | | | | | | | | | |
| # EXCUSED ABSENCES: | | # UNEXCUSED ABSENCES: | | # OF TARDIES: | | # TRUANTS: | | | |
| SIGNATURES OF TEAM MEMBERS Counselor _____ Other _____ Administrator _____ English Learner Representative _____ EL Facilitator _____ Intern _____ Student _____ Next Step (if student is not making academic progress) _____ | | | | | | | | | |

Revised 2/19/2019 Distribution: File Original in Cum Folder
Make a Copy for Student to Take Home

Reclassification Form

For Elementary and Secondary Level

San Bernardino City Unified School District
ENGLISH LEARNER PROGRAMS

RECLASSIFICATION FORM FOR ENGLISH LEARNERS IN GRADES 1-12 TO FLUENT ENGLISH PROFICIENT (R-FEP)

Student Name _____ ID # _____ Grade _____
 School _____ Teacher _____ IEP ☐

 Site Level English Learner/Facilitator Signature Date

The above-named English learner is eligible to be reclassified as a fluent English proficient (R-FEP) student based on the criteria listed below. Items 1-4 must be completed.

MULTIPLE CRITERIA

- Assessment of English Language Proficiency (ELPAC scores if available)**
 ELPAC Proficiency Level: Test date _____ Overall _____ (Must be at an overall **Level 4** proficiency)
- Teacher Evaluation**

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Elementary School - Meets grade-level standards in reading, language arts, and mathematics.
 Classroom Teacher Signature _____

Middle/High School - Meets grade-level standards in English language arts by currently receiving a grade of "C" or higher AND a 2.0 or above qualifying G.P.A. on the most recently posted grades.
 GPA: _____ ELA/English Grade _____
 ELA/English Teacher Signature _____
- Parent Opinion and Consultation**
 Parent Notification of Reclassification letter sent to parent/guardian on _____ Date _____
- Comparison of Student Academic Performance (must meet one)**

Grade 1 STAR Early Literacy: Date _____ Early Literacy PR _____ (Percentile Rank 25 or higher)

Grades 2-12 STAR Reading: Date _____ Reading PR _____ (Percentile Rank 25 or higher)


ELA CAASPP: Date _____ ELA _____ (Standard Met or Standard Exceeded)

For exclusive use by staff of English Learner Programs

Final Reclassification Approval _____ Director of English Learner Programs
 Date entered and EL employee's initials _____ IEP/504 _____

E-69 (Rev. September 2016) Original Copy for English Learner Programs Copies for CUM and Parent

Parent Notification Letter



**SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT**
Making Hope Happen

**San Bernardino City Unified School District
Parent Notification of Reclassification**

Date: _____

To the Parent/Guardian of: _____ ID #: _____

Congratulations! Your child is being recommended for Reclassification to Fluent English Proficient. This recommendation is based on the following criteria and standards:

- English Language Proficiency:**
 - ELPAC (English Language Proficiency Assessment of California)—Overall Level 4
- Teacher Recommendation/Evaluation:**
 - Middle/High School—Teacher supports reclassification based on student meeting grade-level standards in reading/language arts by currently receiving a grade of "C" or better AND a 2.0 or above qualifying G.P.A. on the most recently posted grades.
- Comparison of Student Academic Performance (student met at least one):**
 - Grades 2-12 STAR Reading—Percentile Rank 25 or above
 - ELA CAASPP—Standard Met or Standard Exceeded

Following your child's reclassification, his/her progress will be monitored for four years to ensure continuous academic growth. If your child begins to fall behind in meeting grade level standards, an Acceleration/Intervention Plan will be developed based on the academic needs. Your child will receive a reclassification certificate, a copy of the approved reclassification form, and an invitation to attend the annual spring districtwide reclassification ceremony.

Please know that you play an important part in the decision to reclassify your child. If you would like to provide feedback or have questions regarding the reclassification process of your child, we encourage you to contact _____ (your school's English Language Facilitator) at (909) _____ for additional information. If you agree with the reclassification, please call the school as soon as possible in order to avoid delays. We need to hear from you within 20 days or your student will be automatically reclassified at that time.

Sincerely,

Tex Acosta
 Secondary Director

Multilingual Programs Department • 4030 Georgia Blvd • San Bernardino, CA 92407 • (909) 891-1013

An English Learner with a disability may be unable to meet a particular reclassification criterion due to the specific nature of his/her disability.

Reasons English learner students with disabilities do not meet reclassification requirements

Students do not meet minimum ELPAC overall score

Students do not perform at grade level on curriculum-based assessments

Students do not meet STAR Reading or ELA CAASPP scores

An English Language Learner student with an IEP may be reclassified as a Fluent English Proficient student (RFEP).

- The reclassification process may be appropriate when the IEP team determines that an English Learner student with an IEP would benefit from reclassification, but the student's disability prevents him/her from meeting the reclassification criteria.
- Parents or guardians are encouraged to participate in the reclassification process

Support is provided by an EL Program Specialist to oversee the EL components of reclassification on IEP document



The English Learner Facilitator (ELF) at the site ensures the proper paperwork is forwarded to the Multilingual Programs Department for final approval



The Director of Multilingual Programs Department approves reclassifications

What Happens After Reclassification?


- Student will not take the ELPAC test.
- Student will not be required to take Designated English Language Development (D-ELD) classes.
- Student will be monitored once a year for 4 years to determine if academic supports are needed.
- The English Learner Facilitator (ELF) will oversee the monitoring process at each school.

Monitoring Form


For Reclassified students:

- Elementary Level
- Secondary Level

Once per year, for four (4) years

|  MONITORING FORM FOR RECLASSIFIED FLUENT ENGLISH PROFICIENT (R-FEP) STUDENTS IN GRADES 1-12 | |
|---|--|
| Student Name _____ | ID# _____ <input type="checkbox"/> IEP <input type="checkbox"/> 504 |
| Grade _____ School _____ | Teacher _____ |
| RECLASSIFICATION DATE | |
| First Follow-up Date _____ | Third Follow-up Date _____ |
| Second Follow-up Date _____ | Fourth Follow-up Date _____ |
| Site-Level English Learner Facilitator Signature _____ Date _____ | |
| ELEMENTARY (Grades 1-6) Student meets standards taught to date as noted: 1. Language Arts Yes <input type="checkbox"/> No <input type="checkbox"/> As determined by: _____ (Benchmark, CAASPP, Report Card) 2. Math Yes <input type="checkbox"/> No <input type="checkbox"/> As determined by: _____ | SECONDARY (Grades 6-12) Student meets monitoring criteria as noted: 1. ELA/English Grade "C" or higher Yes <input type="checkbox"/> No <input type="checkbox"/> 2. Academic GPA of 2.0 or higher Yes <input type="checkbox"/> No <input type="checkbox"/> (Grades and academic GPA are based on the most current reporting data.) |
| Please check one: <input type="checkbox"/> Student meets monitoring criteria. <input type="checkbox"/> Student does not meet monitoring criteria. An Intervention and Acceleration Plan for R-FEP students must be immediately developed, implemented (4-6 weeks), and submitted to English Learner Programs. (General Education only) <input type="checkbox"/> Student's academic progress is being monitored through an Individualized Educational Plan (IEP). Student is working towards meeting their goals and/or objectives. (Special Education only) | |
| Parent Opinion and Consultation Parent Notification of R-FEP Monitoring letter sent to parent/guardian on _____ Date _____ | |
| Entered by: _____ English Learner Programs Staff Member _____ Date _____ | |
| White copy-CUM Pink copy-English/Spanish-Parent Goldenrod copy-English Learner Programs | |
| <small>EL-18 (Rev. August 2018)</small> | |

Intervention & Acceleration Plan Secondary Only



Secondary - ENGLISH LEARNER Intervention & Acceleration Plan
☐ R-FEP Monitoring ☐ Long Term English Learner (LTEL) ☐ EL

| | | | | | | | |
|---|---|---|-------|--|-------|--------------------|-------|
| Student Name: | | Student ID: | | Grade Level: | | School: | |
| GPA: | | Parent Notification Date: | | | | | |
| Period # | Per 1 | Per 2 | Per 3 | Per 4 | Per 5 | Per 6 | Per 7 |
| Subject: | | | | | | | |
| Grade: | | | | | | | |
| Area of Need (Based on Criteria not met on Monitoring Form) | Suggested Instructional Strategies: | | | Monitored through (list multiple measure to be used): | | Observation Dates: | |
| <input type="checkbox"/> GPA <input type="checkbox"/> ELA/English Grade <input type="checkbox"/> Grade (s) <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Close Reading <input type="checkbox"/> Text-Dependent Questions <input type="checkbox"/> PQAR (Preview, Question, Read, Reflect, Reteach, Review) <input type="checkbox"/> Use annotation color marking <input type="checkbox"/> Provide individualized assistance <input type="checkbox"/> Modify instruction based on assessment data <input type="checkbox"/> Teach student to summarize what they have read after reading <input type="checkbox"/> Expand opportunities to engage in structured, academic talk <input type="checkbox"/> Provide ELD support to increase access to the core instruction <input type="checkbox"/> Use root words to improve writing <input type="checkbox"/> Cite text evidence to support reading and writing <input type="checkbox"/> Use graphic organizers before writing <input type="checkbox"/> Rally Robin/Round Robin <input type="checkbox"/> Timed-Pair-Share <input type="checkbox"/> Other: _____ | | | <input type="checkbox"/> Meetings: (Teacher/student, ELP/student, ELP/parent, counselor/student) <input type="checkbox"/> Tutoring <input type="checkbox"/> ELD Portfolio <input type="checkbox"/> Benchmarks <input type="checkbox"/> Formative assessments <input type="checkbox"/> Writing samples <input type="checkbox"/> Content assessments <input type="checkbox"/> Progress reports <input type="checkbox"/> TELL test <input type="checkbox"/> Other: _____ | | | |
| Comments: | | | | | | | |
| Signatures of Team Members | | EL Facilitator _____ | | Administrator _____ | | | |
| | | Student _____ | | Counselor _____ | | | |
| | | Parent _____ <small>*El/ella indica que este documento, y su contenido se me ha traducido en su totalidad y demuestro mi aprobación*</small> | | Translator/Interpreter _____ | | | |
| | | *Parent signature if in attendance: Intervention and Acceleration Plan completed by (print name/title): _____ | | | | | |

Updated: 09/09/19 Distribution: White: CLM Pink: Parent Golden Rod: English Learner Office

Thank You



Questions?