



English Learner Identification, Reclassification, and RFEP Monitoring Procedures

English Learner Identification Procedures

Overview

Caliber will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluating program effectiveness, and standardized testing requirements. Caliber will implement policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents.

Home Language Survey

Caliber will administer the home language survey upon a student's initial enrollment into their first year as a California public school student (on enrollment forms). Any student who answers non-English on one of the four language types will be given the EL initial assessment (currently ELPAC).

All students who indicate that their home language is other than English will be tested with the current CA English language proficiency exam within thirty days of initial enrollment and at least annually thereafter during the annual assessment window as defined by the state until they are redesignated as FEP. This thirty day requirement applies to students who are entering a CA public school for the first time or who have not yet been ELP tested. All other students will be cross referenced with the most up-to-date CALPADS record to determine their language status.

Caliber will notify all parents of its responsibility for ELP testing and of student results.

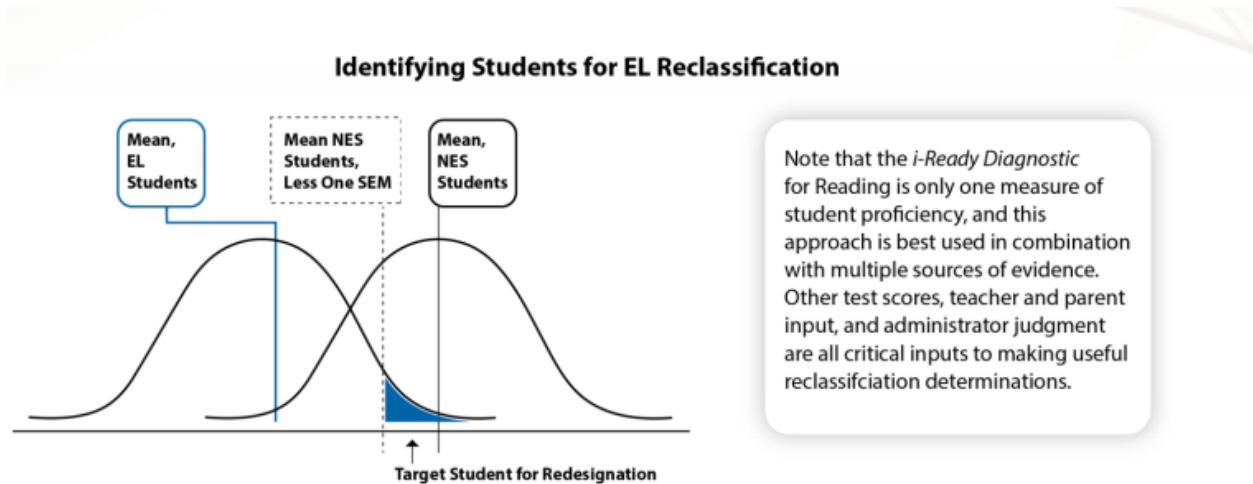
Reclassification Criteria:

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. Caliber's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	LEA Criteria
English Language Proficiency Assessment	<i>Overall score is level 4</i>
Teacher Evaluation	<i>Student Oral Language Observation Matrix (SOLOM) or (OPTEL) which can be available for review upon request</i>
Parental Opinion and Consultation	<i>Parents will be asked for opinion and approval for reclassification</i>
Comparison of Performance in Basic Skills (iReady)	The criteria we will use for the Performance in Basic Skills will be the average at each grade minus one standard error of measurement.



Reclassification for Students with IEPs Procedures:

Reclassification for Students with IEPs who do not meet the above criteria
 Students with IEPs may reclassify through the District’s traditional criteria for reclassification, however, some students with IEPs may not meet the typical criteria for reclassification due to the nature and impact of their disability or disabilities, and not their language proficiency. Students with IEPs, including students with cognitive disabilities that make them eligible for the Alternate ELPAC exam, have the opportunity

to be reclassified through the IEP process if their IEP team is able to use additional information, insight, and analysis to make a more individualized determination of whether or not the student is ready to reclassify. In collaboration with the ELD Coordinator, the student's IEP Team, during an Annual or Eligibility meeting or a stand-alone IEP amendment meeting, may consider reclassification of English Learners with IEPs who do not meet the District's regular reclassification criteria by abiding by the following process:

- **Step One:** The ELD Coordinator and Program Specialist work in collaboration to compile results of all students with IEPs who have not met overall reclassification criteria and review the students to identify students who may benefit from considering an alternate pathway for reclassification.
- **Step Two:** If the ELD Coordinator and Program Specialist identify a student or students with IEPs who have not met criteria, but there is evidence that the student may be ready to reclassify, this should be recommended to the student's Case Manager for consideration during an IEP meeting. Additional data or input may be sourced in anticipation of the IEP team's discussion.
- **Step Three:** The IEP team meets. Team should include the ELD Coordinator. Parent opinion and consultation is required. The team uses the "Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient" form ([Attachment C](#)), team considers whether disability is impacting performance on the reclassification criteria requirements, and additional evidence to help determine if the student should be reclassified as Fluent English Proficient. IEP Documentation should be completed to demonstrate the team's discussion and changes to the IEP related to this change, in addition to the Reclassification Worksheet.
- **Step Four:** If the team agrees to recommend reclassification as RFEP, the bottom box "The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services" is checked. A copy of the form is kept in the student's Special Education file.
- **Step Five:** If it is determined through the process that the student will be reclassified, the Director of Special Education and Student Services should be notified and the student's record should be updated to reflect the date of reclassification.

Reclassification Timeline and Procedures:

Reclassification will occur several times throughout the year shortly after test scores are received for the final piece of exit criteria. The reclassification periods will occur after each round of ELPAC, i-Ready, and SBAC testing as follows:

Time	ELPAC Criterion Used	Basic Skills Assessments Used
Fall Reclassification (October)	Prior Spring Summative ELPAC	<ul style="list-style-type: none"> ● Prior Spring Summative SBAC ● Prior Spring iReady ● Fall iReady ● Dibels
Winter Reclassification (March)	Prior Spring Summative ELPAC OR Current Year ELPAC Summative	<ul style="list-style-type: none"> ● Winter iReady ● SBAC ICA ● Dibels
Spring Reclassification (June)	Current Year ELPAC Summative	<ul style="list-style-type: none"> ● Spring iReady ● Spring Summative SBAC ● Dibels

At each of these points, Caliber will evaluate all students who have met the minimum threshold on the ELPAC test and determine if they have met the additional requirements for reclassification. Parents will be notified if students have a change in status.

Each reclassified student will have a reclassification form (see attached) that will be held in their cumulative folder.

RFEP Monitoring Procedures:

Reclassified students will be monitored annually for at least 4 years after reclassification date. This will occur on the same schedule as outlined in the calendar above for reclassification of current ELs. For example, at the same time that ELs are being evaluated for reclassification in the fall, RFEP’s progress will be monitored as well. The same will be true in the winter and spring.

The RFEP monitoring will include the following Caliber personnel each time it occurs:

- The Caliber Schools data team will pull reports on the academic progress of RFEP students and analyze which students are making appropriate progress versus which may require additional support and attention. Reports will be provided to the School Leader(s) of each school.
- The Caliber Schools data team will also generate detailed progress reports for all RFEP students who are identified as possibly requiring additional support and attention.



- School Leaders will share the reports with relevant school staff including teachers, instructional coaches, teaching assistants, and others (e.g., Special Education staff if the student has an IEP).
- Teachers will analyze data and track progress of their RFEP students by keeping records of students that are in their class (for example, by identifying them on daily lesson plans, rotations, and pullouts) to ensure they are staying on track.
- Teachers who require support will be able to rely on their instructional coaches, the School Leaders, and the EL-specific PD that is being provided to staff.
- Academic supports/interventions for RFEP students who need additional support will be tailored to each student's needs. The principles that will guide our additional support include the following:
 - Integration: We strive for maximum integration without sacrificing LTEL support.
 - Active engagement: LTELs become active participants in their own education.
 - Rigor, relevance, and relationships: We provide LTELS with rigorous and relevant curriculum with supportive adults.
 - Language, literacy, and academics: We provide LTELS with language development, literacy development and a program that addresses the academic gaps they have accrued.
 - Urgency: We focus urgently on LTEL progress.