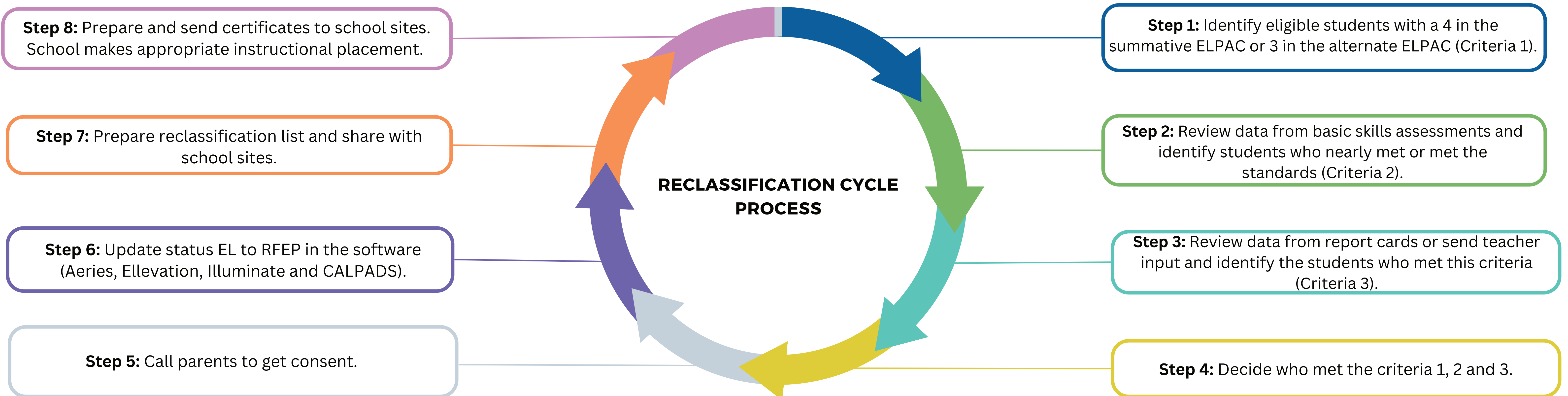


RECLASSIFICATION EXIT CRITERIA

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.
The exit (reclassification) criteria are listed below.



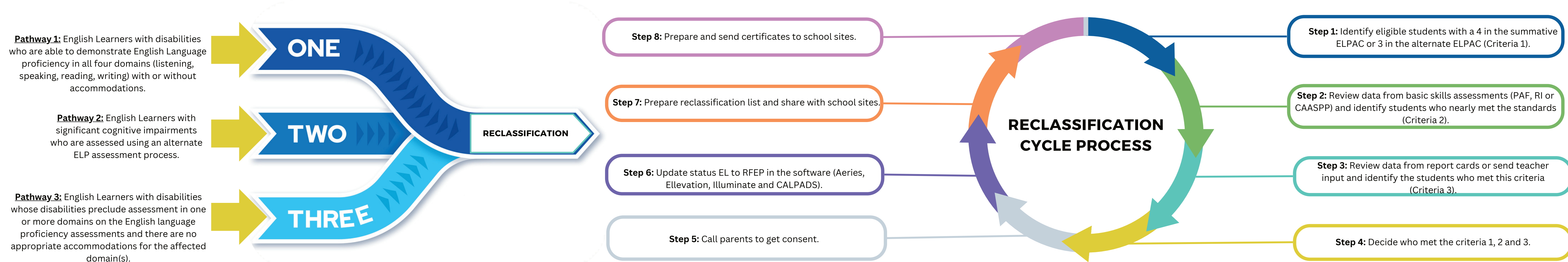
- | | | | |
|--|---|--|--|
| 1
SUMMATIVE <ul style="list-style-type: none">Overall Score 4 on Summative ELPAC<ul style="list-style-type: none">Universal ToolsDesignated Supports | 2
NEARLY MET <ul style="list-style-type: none">Reach Nearly Met or Met on:<ul style="list-style-type: none">District literacy assessment ORCalifornia Assessment of Student Performance and Progress (CAASPP) | 3
ELA REPORT CARD OR TEACHER INPUT <ul style="list-style-type: none">Elementary: English Language Arts Report Card (Using the highest grade)Middle School: C-in ELA Course or B- in ELD when ELD is in lieu of ELA | 4
CALL PARENTS <ul style="list-style-type: none">Multilingual Department call parents to get consent for reclassification |
|--|---|--|--|



RECLASSIFICATION EXIT CRITERIA

PATHWAYS FOR STUDENTS WITH IEP

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.
The exit (reclassification) criteria are listed below.



- ### 1 SUMMATIVE OR ALTERNATE

 - Overall Score 4 on Summative ELPAC
 - Universal Tools
 - Designated Supports
 - Can have exemptions (only one domain from the Oral Language Composite and/or one from the Written Language Composite)
 - Overall Score 3 on Alternative ELPAC
- ### 2 NEARLY MET

 - Reach Nearly Met or Met on:
 - District literacy assessment OR
 - California Assessment of Student Performance and Progress (CAAs)
- ### 3 ELA REPORT CARD OR TEACHER INPUT

 - Elementary: English Language Arts Report Card (Using the highest grade)
 - Middle School: C-in ELA Course or B- in ELD when ELD is in lieu of ELA
- ### 4 CALL PARENTS

 - Multilingual Department call parents to get consent for reclassification



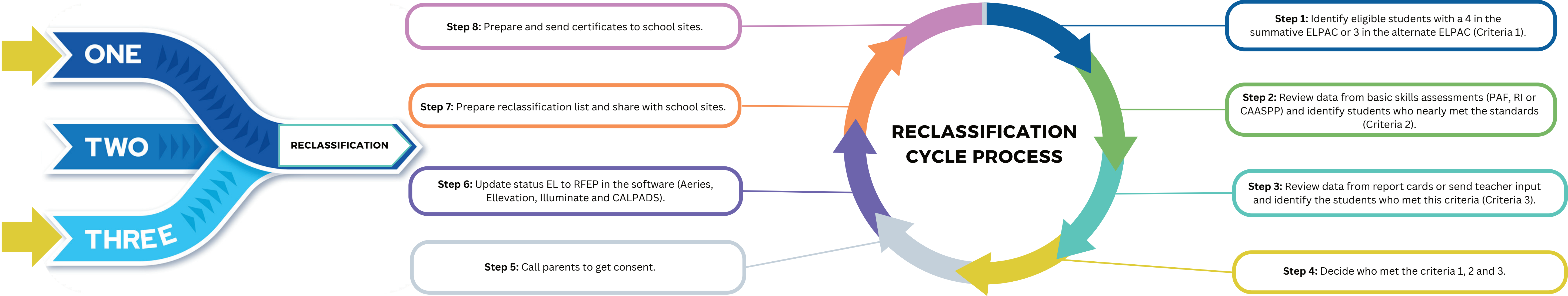
RECLASSIFICATION EXIT CRITERIA

PATHWAYS FOR STUDENTS WITH 504 PLAN

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.
The exit (reclassification) criteria are listed below.

Pathway 1: English Learners with disabilities who are able to demonstrate English Language proficiency in all four domains (listening, speaking, reading, writing) with or without accommodations.

Pathway 3: English Learners with disabilities whose disabilities preclude assessment in one or more domains on the English language proficiency assessments and there are no appropriate accommodations for the affected domain(s).



- 1 SUMMATIVE**
 - Overall Score 4 on Summative ELPAC
 - Universal Tools
 - Designated Supports
 - Can have exemptions (only one domain from the Oral Language Composite and/or one from the Written Language Composite)
 - Overall Score 3 on Alternative ELPAC
- 2 NEARLY MET**
 - Reach Nearly Met or Met on:
 - District literacy assessment OR
 - California Assessment of Student Performance and Progress (CAASPP)
- 3 ELA REPORT CARD OR TEACHER INPUT**
 - Elementary: English Language Arts Report Card (Using the highest grade)
 - Middle School: C-in ELA Course or B- in ELD when ELD is in lieu of ELA
- 4 CALL PARENTS**
 - Multilingual Department call parents to get consent for reclassification

