



Reclassification of English Learners

December 6, 2024

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Tex Acosta, Secondary Director

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 or 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

Ellevation 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

The student meets current grade level standards in:

- Reading
- Language Arts
- Mathematics
- Teacher's signature

Secondary

The student meets current grade level standards in:

- English/Language Arts: C or better **OR:**
- 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)						
	PER 1	PER 2	PER 3	PER 4	PER 5	PER 6
SUBJECT						
GRADE						

SUBJECT	PER 7	PER 8/0	Qualifying GPA:	COLLEGE OR CAREER GOAL:
GRADE				

FOR CONTINUATION HIGH SCHOOLS ONLY			
# OF CREDITS COMPLETED:		(Graduation = 22Q Note: minimum by grade level: 10 th = 55 11 th = 110 12 th = 165)	
# EXCUSED ABSENCES:	# UNEXCUSED ABSENCES:	# OF TARDIES:	# TRUANT:

SIGNATURES OF TEAM MEMBERS	Counselor _____	Other _____
	Administrator _____	English Learner Representative _____
	EL Facilitator _____	Intern _____
	Student _____	
	Next Step (if student is not making academic progress) _____	

Reclassification Form

For Elementary and
Secondary Level

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

1. Assessment of English Language Proficiency (ELPAC scores if available)

ELPAC Proficiency Level: Test date _____ Overall _____ (Must be at an overall **Level 4** proficiency)

2. Teacher Evaluation

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 _____

3. Parent Opinion and Consultation

Parent Notification of Reclassification letter sent to parent/guardian on _____
Date

4. 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 _____

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:

1. English Language Proficiency:

- ELPAC (English Language Proficiency Assessment of California)—Overall Level 4

2. 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.

3. 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

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


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

- Elementary Level
- Secondary Level

Once per year, for four (4) years



SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT

MONITORING FORM

FOR RECLASSIFIED FLUENT ENGLISH PROFICIENT (R-FEP) STUDENTS IN GRADES 1-12

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

☐ IEP ☐ 504

RECLASSIFICATION DATE _____
 First Follow-up Date _____
 Second Follow-up Date _____

Third Follow-up Date _____
 Fourth Follow-up Date _____

ELEMENTARY (Grades 1-6)

Student meets standards taught to date as noted:

1. Language Arts Yes ☐ No ☐

As determined by: _____
(Benchmark, CAASPP, Report Card)

2. Math Yes ☐ No ☐

As determined by: _____

SECONDARY (Grades 6-12)

Student meets monitoring criteria as noted:

1. ELA/English Grade "C" or higher Yes ☐ No ☐

2. Academic GPA of 2.0 or higher Yes ☐ No ☐

(Grades and academic GPA are based on the most current reporting data.)

Please check one:

☐ Student meets monitoring criteria.

☐ 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)**

☐ 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: _____ Date _____
 English Learner Programs Staff Member

White copy-CUM

Pink copy-English/Spanish-Parent

Goldenrod copy-English Learner Programs

EL-18 (Rev. August 2019)

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"/> PQ4R (Preview, Question, Read, Reflect, Recite, 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, ELF/student, ELF/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 _____	Translator/Intern/Other _____
	<i>"Mi firma indica que este documento, y su contenido se me ha traducido en su totalidad y demuestra mi aprobación"</i> * Parent signature if in attendance Intervention and Acceleration Plan completed by (print name/title): _____	

Thank You



Questions?