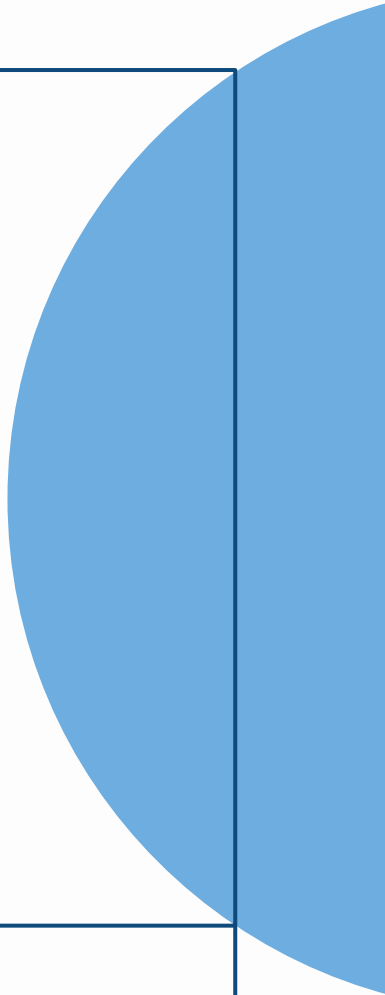


Reclassification of EL Students in Special Education

2025 - Special Education Department





SCHOOL CLUSTERS						
Coordinator Instruction 7-12 & Speech - Jessica Viall Coordinator Psych Services - Beverly McCarthy				Coordinator ECAT, Preschool & Elementary- Dr. Kathryn McClain Coordinator Transition & Related Services - Lisa Noe		
AREA #1 HOPE Dr. Michelle Cleveland	AREA #2 PACIFIC Amy Coker	AREA #3 SOUTHERN Mary Pierce	AREA #4 CENTRAL CITY Dr. Beatriz Gonzalez	AREA #5 HIGH SCHOOL Tex Acosta	AREA #6 NORTH END Sudha Venkatesan	AREA #7 WEST SIDE Dr. Marlene Bicondova
Point-of-Contact Brandy Sutton Katee Hosking (Mod/Severe)	Point-of-Contact Cecelia McKinley Katee Hosking (Mod/Severe)	Point-of-Contact Kathryn Sumners Katee Hosking (Mod/Severe)	Point-of-Contact Giovanni Nicolas	9th-12th+ Mild/Mod Point-Of-Contact: Ryan Harsch & Amy Ames 9th-12th+ Mod/Sev & Transition Point-Of-Contact: Natasha Holm (Mod/Severe)	Point-of-Contact Kayla Schrock Missy Haynes (Mod/Severe)	Point-of-Contact Yvette Pena Missy Haynes (Mod/Severe)
Belvedere ES Bonnie Oehl ES Cole ES *Cypress ES Emmertown ES Del Rosa ES *Highland-Pacific ES Lankershim ES Thompson ES	*Anton ES *Barton *Bradley ES Fairfax ES Del Rosa ES Hunt ES	*Bing Wong ES Dominguez ES *Jones ES Lytle Creek ES Monterey ES Roberts ES Urbita ES Warm Springs ES	Arrowhead ES Brown ES Davidson ES Lincoln ES Marshall ES Norton ES Parkside ES Riley ES Wilson ES	Arroyo Valley Cajon Indian Springs Pacific San Bernardino San Gorgonio (DHH) ICEC Middle College Sierra San Andreas *Anderson School	*Hillside ES Holcomb ES *Kendall Complex Kimbarb Newmark ES North Park ES *North Verdemont Palm ES (DHH) Vermont ES Paakuma	Alessandro Gomez *Henry ES Inghram ES Mt. Vernon ES Muscoy ES *Rio Vista ES *Roosevelt ES Salinas ES
INSPIRE Class: Highland Pacific (BEH)		INSPIRE Class: Urbita (BEH)	INSPIRE Class: Arrowhead (AUT), Wilson (AUT)			
Preschool & Early Child: Brandy Barbee						
Rodriguez *Serrano (DHH)	Del Vallejo	Curtis	Arrowview Golden Valley		Richardson *Shandin Hills	Chavez *King
Middle Schools Point-of-Contact: Carlos Negrete - Ka'ri Nelsen (Mod/Severe)						
Point-of-Contact: Nisha Cadena	ECATS			Point-of-Contact: Randy Stevens	NPS	
Point-of-Contact: David Portz	Home & Hospital & Virtual Academy			Point of Contact: Amanda Drake	DHH & Related Services	
Point-of-Contact: Anthony Becker	Charter Schools & Private Schools					

Joanna McCray,
Support Teacher,
Central City Cluster
[Visit My Virtual Office](#)



Ellie Legarda,
Program Specialist,
Hope Cluster
[Visit My Virtual Office](#)



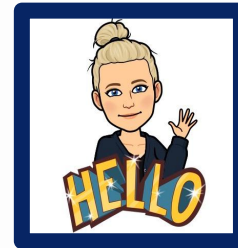
Violeta Hernandez
Program Specialist,
Southern Cluster



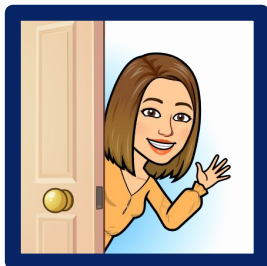
Noel Penunuri,
Program Specialist,
Westside Cluster



Jessica Serrao,
Program Specialist,
North End Cluster



Erendira Yopez,
Program Specialist ,
Biliteracy Programs
[Visit My Virtual Office](#)



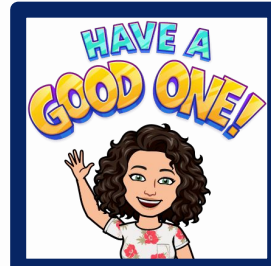
Camisha Richards,
Program Specialist,
Pacific Cluster
[Visit My Virtual Office](#)



Ana Kuhlman,
Program Specialist,
Biliteracy Programs



Gretty Sanguino,
Program Specialist,
Westside Cluster



Frank Silva,
Program Specialist,
Language Assessment
Center (LAC)





Program Specialists

Multilingual Programs Department - Secondary

(909) 891-1013



2024-2025

Gina Bottini gina.bottini@sbcusd.k12.ca.us Golden Valley Richardson Arroyo Valley San Andreas	William Chavez william.chavez@sbcusd.k12.ca.us Arrowview Indian Springs Virtual Academy - MS Virtual Academy - HS	Laura Schneider laura.schneider@sbcusd.k12.ca.us Alternative Learning Cajon Pacific King
Maritza Rodriguez maritza.rodriguez@sbcusd.k12.ca.us Paakuma' San Bernardino Shandin Hills Sierra	Koren Saenz koren.saenz@sbcusd.k12.ca.us Chavez Curtis Middle College	Oliver Williams oliver.williams@sbcusd.k12.ca.us Del Vallejo Rodriguez San Gorgonio

Reclassifications



Reclassification Criteria

(1)

Assessment of English Language Proficiency

ELPAC Overall 4

OR

Alternate ELPAC Overall 3

(2)

Teacher Evaluation

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

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

(3)

Parent/Guardian Opinion and Consultation

Parent Notification Letter

(4)

Comparison of Student Academic Performance


STAR Reading: 25th percentile rank or higher

OR

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

Reclassification Update

Clarification of Criterion 1

Summative ELPAC	Summative Alternate ELPAC
<ul style="list-style-type: none">• Overall Performance Level (PL) 4• English learner (EL) students with and without Individualized Education Plans (IEPs).• With or without designated supports and accommodations• In rare cases, may include domain exemption(s)	<ul style="list-style-type: none">• Overall PL 3• Only EL students with an active IEP and with the most significant cognitive disabilities• IEP team determines an individual student's eligibility to participate in an alternate assessment. 

In the past, IEP teams could make reclassification decisions if a disabled student did not meet criteria.

Per Federal and State law, since the State Board of Education has now approved the Summative Alternate ELPAC Overall PL 3 as a standardized score, IEP teams can no longer make independent determinations for reclassification Criteria 1.

Should The Student Be Reclassified?

If reclassification is being considered, the IEP team needs to ask the following questions:

- ❑ Is the student still benefiting from EL support and differentiation?
- ❑ **Has the student's EL proficiency level improved since last year? Is it trending upward or staying the same?**
- ❑ How is the student's disability specifically preventing them from achieving the reclassification requirements?
- ❑ **Have all of the required EL components been in place in the IEP (i.e., has the student been receiving EL support since they were initially identified? For how long?)**
- ❑ Is the student performing at the same level as similarly disabled non-EL students?
- ❑ **Has every possible measure been exhausted to develop the student's English language proficiency?**
- ❑ Did the student score an Overall ELPAC 4 or Overall Alternate ELPAC 3 on their most recent assessment?

Should The Student Be Reclassified?

Language Development Progression Timeline

Years in U.S. Schools	Emerging	Expanding	Bridging	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			

Reclassifying a Student with a Disability

Once your child scores a **Level 4 on the ELPAC**, and the **IEP team determines** that:

- The student **is not meeting other reclassification criteria due to their disability**, and
- The student is **no longer benefiting from English Learner (EL) support**,

The team **may recommend reclassification**.

Next steps:

- The **signed IEP** and **reclassification form** are submitted to the **Multilingual Programs Office**.
- The **Director of Multilingual Programs** will review and make the **final decision** on reclassification.

Questions to Address During Your EL Child's IEP Meeting to Ensure Required EL Components Are Addressed:

Questions to address during your EL child's IEP meeting

Information/Eligibility and Present Levels

- ☐ Is my child an English learner?
- ☐ What are my child's current ELPAC scores? (Overall, Reading, Writing, Listening, Speaking)

Primary/home language support

- ☐ My child needs primary language support because they respond better at home when spoken to in their home language. What supports can we have in place?
or
- ☐ My child does not understand another language and would not benefit from primary language support.

Special Factors

- ☐ Where will my child receive designated ELD?
- ☐ What language program does my child participate in? (SEI or Biliteryacy)

Statewide assessments

- ☐ What accommodations and supports can we include so that my child can be successful on the ELPAC?
- ☐ What accommodations have been included for CAASPP? Are they available for the ELPAC?
- ☐ Would any domain exemptions be appropriate?

Goals

- ☐ Does every academic goal (reading, writing, math) have a supporting ELD standard? Are they leveled correctly according to ELPAC scores and ELD portfolio?
- ☐ Considering my child's ELD level, what supports are you using to help my child reach their goals?



Questions?