

RECLASSIFICATION FOR MULTILINGUAL ENGLISH LEARNERS



Chula Vista Elementary School District
Language Development and Instruction
DAC/DELAC
October 12, 2021



Today's Goals

- Review the District's Reclassification Procedures
- Provide input on the District's Reclassification Criteria



Reclassification Signifies...

Multilingual English Learners (MELs) have the...



ability to meet State's proficient level of achievement on State assessments.



ability to successfully achieve in classrooms where the language of instruction is English.



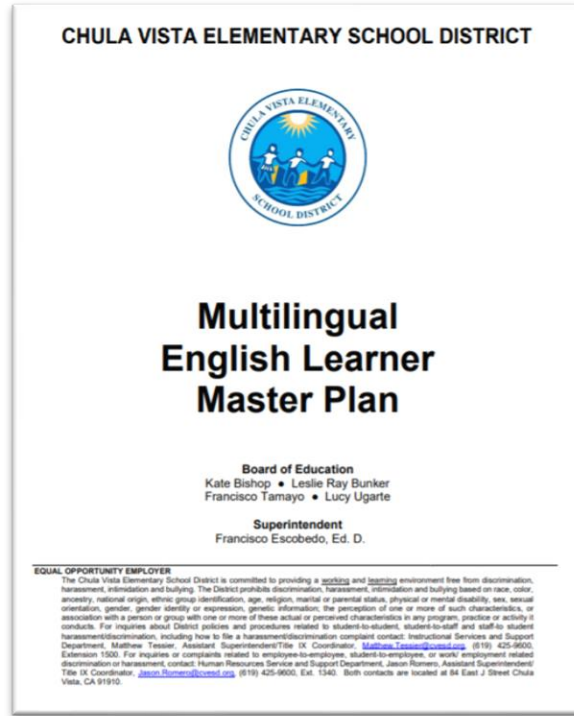
opportunity to participate fully in society in English.



Local Control Accountability Plan – Multilingual English Learner Goals

- Annual Progress in English Language Proficiency
- Academic Achievement in English Language Arts and Math
- Increase the Rate of Reclassification

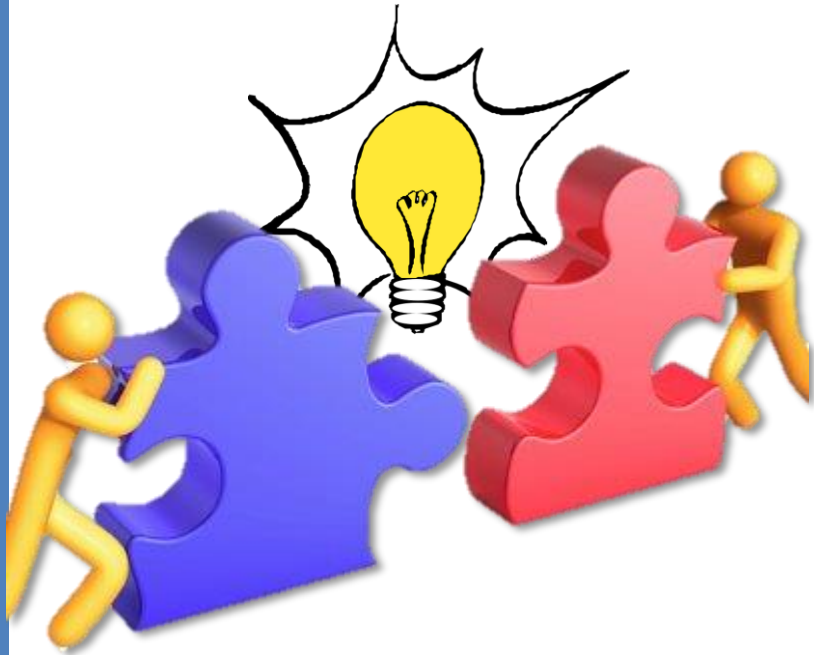
Multilingual English Learner Master Plan



Principle One: Assets Oriented and Needs-Responsive Schools

Principle Three: System Conditions that Support Effectiveness

Valuing our Multilingual Learners



- Value the ***Learner***
- Value their ***Language***
- Valuing their ***Learning experiences***

Valuing the Language

Integrated ELD
ELD Standards

BOTH



AND

Designated ELD
ELD Standards



2020-2021 Reclassification

- 477 Students



Achieving Reclassification

When an Multilingual English Learner no longer needs English language support, that student is no longer identified as a MEL.



Now that student is known as an R-FEP (Reclassified -- Fluent English Proficient)

Reclassification is the process whereby a student is reclassified from English learner status to fluent English proficient (RFEP) status. Local education agencies determine when the student has met the four criteria listed in *Education Code (EC)* [Section 313 \(f\)](#) , in accordance with the California Department of Education (CDE).

Reclassification Criteria

English Language
Proficiency

Academic
Achievement

Teacher Evaluation

Parent/Guardian
Opinion and
Consultation

CVESD Reclassification Criteria

English Language Proficiency

- ELPAC - Level 4

Academic Achievement

- Local Measures Reading: K-1 Met/Exceeded, Grades 2-6 Midpoint of Approaching and above for grade level
- CAASPP ELA: Grades 3-6 Midpoint of Standard Nearly Met and above for grade level

Teacher Evaluation

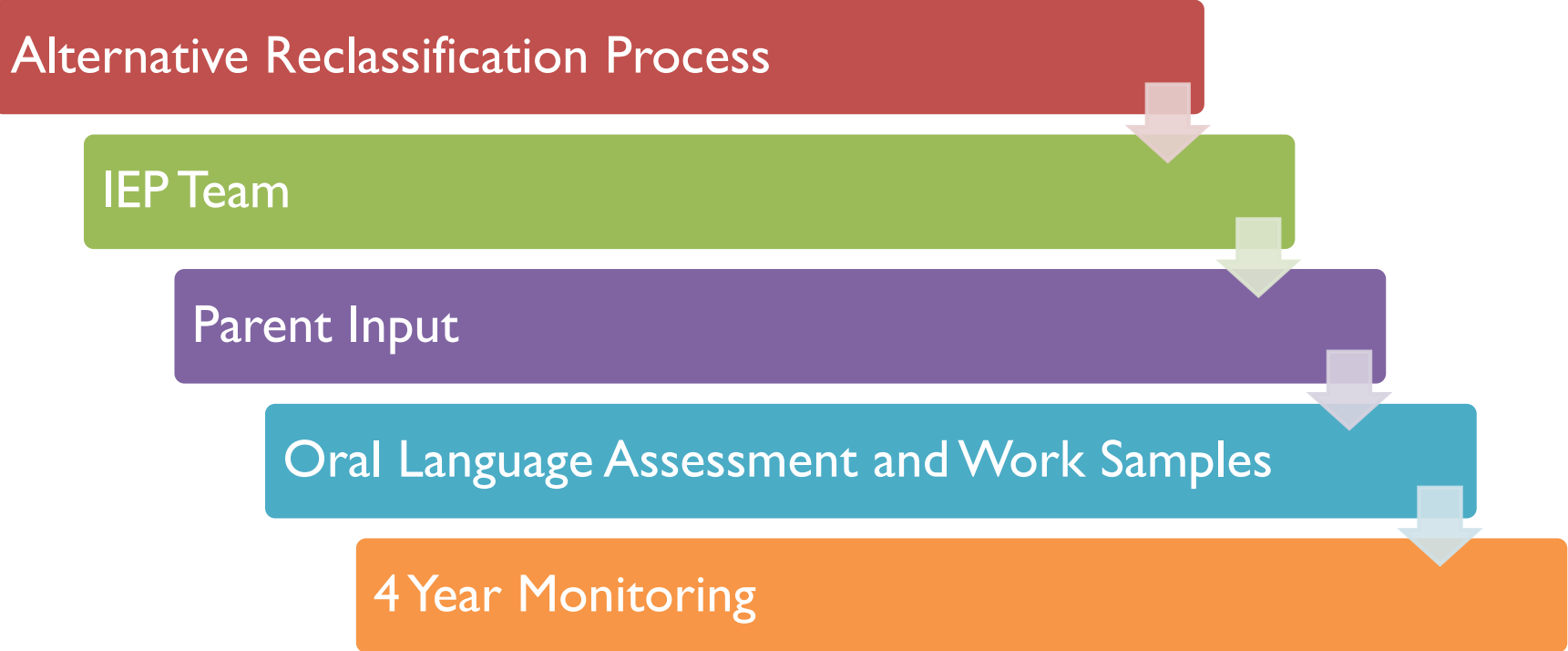
- Bridging Level on ELD Report Card

Parent/Guardian Opinion and Consultation

- Agrees reclassification is appropriate

Reclassification of Students with Disabilities

Alternative Reclassification Process



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graph TD; A[Alternative Reclassification Process] --> B[IEP Team]; B --> C[Parent Input]; C --> D[Oral Language Assessment and Work Samples]; D --> E[4 Year Monitoring];
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The diagram illustrates a five-step process for the reclassification of students with disabilities. It begins with the 'Alternative Reclassification Process', which leads to the 'IEP Team'. The process then moves to 'Parent Input', followed by 'Oral Language Assessment and Work Samples', and finally concludes with '4 Year Monitoring'. Each step is represented by a colored bar, and the steps are connected by downward-pointing arrows, indicating a sequential flow.

IEP Team

Parent Input

Oral Language Assessment and Work Samples

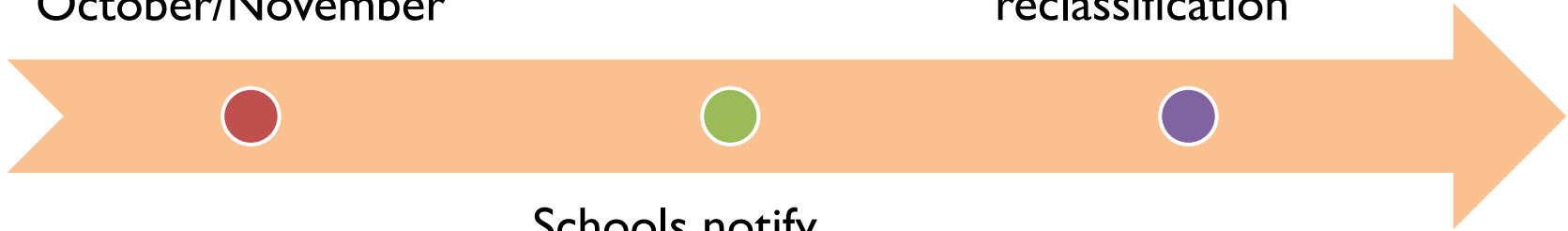
4 Year Monitoring

Timeline for Reclassification

October/November

Special attention is placed on students in sixth grade for reclassification

Schools notify parents when their child is a candidate for reclassification



What Happens After Reclassification?

15

Your child will
no longer take
the ELPAC

Teachers monitor
your child's
progress for 4
years and provide
continued support
as needed



CHECK FOR UNDERSTANDING

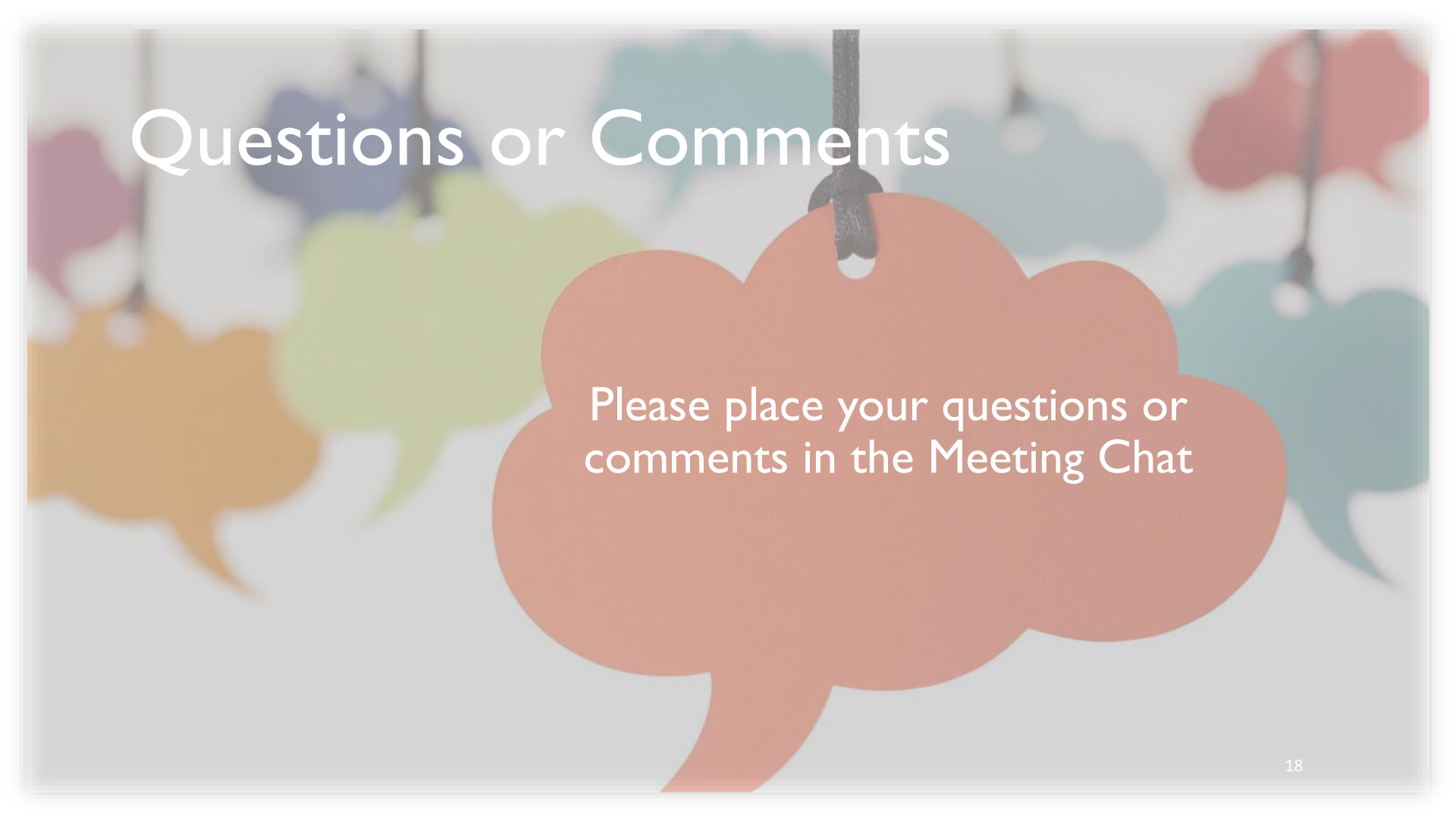
True or False

1. The District Reclassification Criteria consists of four components.
2. Attendance is part of the Reclassification Criteria.

1. What is happening in your child's classroom to ensure that your Multilingual English Learner is making progress in learning English?
2. How does your child's teacher monitor your MEL's learning of English Language Arts and Math?
3. Review 2020 and 2021 reclassification data, what can your school attribute to the rate of reclassification? What changes can be made to make certain the rate of reclassification increases yearly?

Collaborative Task

Questions or Comments

The background of the slide features several colorful, stylized speech bubbles in shades of purple, blue, green, orange, and red. A large, solid red speech bubble is prominently displayed in the foreground, hanging from a dark string. Inside this red bubble, the text 'Please place your questions or comments in the Meeting Chat' is written in white.

Please place your questions or
comments in the Meeting Chat



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Thank you for your
engagement!



REIMAGINING RELATIONSHIPS THROUGH

UNITY
AND
Grace