

RECLASSIFICATION & MONITORING GUIDE

SAN MATEO-FOSTER CITY SCHOOL DISTRICT



A LIVING DOCUMENT
CREATED BY THE SMFC
MULTILINGUAL LEARNER
SERVICES TEAM

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INTRODUCTION

This guide provides an overview of the reclassification process for Multilingual Learners (MLs) in our district, outlining the criteria and procedures for both General Education and Special Education (SPED) students used to determine when they are ready to transition from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status. It is designed to assist educators, administrators, and staff in understanding the steps involved in ensuring that students have acquired sufficient English language skills to engage fully in core academic learning and assessments without the need for specialized EL services.

In addition to reclassification criteria and basic skills requirements, this guide includes key tools and resources, such as:

KEY TOOLS	DESCRIPTION
ML Snapshot	Monitor students' English Language Development progress and criteria for Reclassification.
RFEP Monitoring	For a Multilingual Learner student who has been reclassified as English Proficient and needs to be monitored for 4 years.
ELPAC (English Language Proficiency Assessments for California) Resources	Provides additional materials and tools to support your teaching strategies and ensure that students are well-prepared for the ELPAC.



SECTION 1: RECLASSIFICATION

What is Reclassification?

“**Reclassification** is the process Local Educational Agencies use to determine whether or not an EL student has acquired sufficient English skills to successfully engage in classroom learning of the core academic curriculum taught in English, and to be accurately assessed in academic subject matter using English, without specialized EL services and support (CDE).”

Reclassification Criteria & Process

The criteria and procedures for reclassifying Multilingual Learners have been developed by the district’s EL Reclassification Committee using research and student data to guarantee a successful transition to fluent English proficiency (RFEP). All students with a Summative ELPAC Overall 4 or an Alternate ELPAC Overall 3 are eligible to be considered for reclassification in conjunction with other locally determined reclassification criteria outlined in state law under Education Code 313 (f).

Reclassification Criteria for General Education Students

In order to reclassify, students must meet four criteria as described below:

1. English Language Proficiency Assessment for California (ELPAC): Students who score at Summative ELPAC Overall 4.
2. Basic Skills Assessment: Nearly Meeting, Meeting or Exceeding established ELA assessment benchmarks (PAF, SBAC/CAASPP, or NWEA).
3. Teacher Input: For our district, the Teacher Input means having the classroom teacher fill out a Teacher Input Form on the ELlevation platform. In the absence of a Teacher Input Form, literacy grades can be used. Elementary students should have at least a 2 in ELA in any of the ELA markings. For middle school students, they must attain a C- in ELA or a B- in English Language Development (ELD) if ELD is in lieu of ELA.
4. Parent Consultation: Once students meet all the specified criteria, we proceed to contact their parents or guardians for a consultation.

RECLASSIFICATION EXIT CRITERIA FOR GENERAL EDUCATION STUDENTS

Reclassification Rainbow



Basic Skills Cut Scores for Reclassification of General Education Students

This page outlines the **Basic Skills Cut Scores** required for the reclassification of general education students. These scores serve as key benchmarks to determine whether a student has achieved grade-level proficiency in English Language Arts (ELA) and is ready to exit English Learner (EL) status.

Students are eligible for reclassification if they score “Nearly Met” or higher on one or more of the following assessments: Preventing Academic Failure (PAF), NWEA, or the California Assessment of Student Performance and Progress (CAASPP). Grade-level cut scores are shown in the charts below.



Kindergarten			
	Oct	Jan/Feb	May
Not Met	0-6	0-7	0-12
Nearly Met	7-9	8-10	13-16
Met	10-13	11-15	17-23
Exceeded	14+	16+	24+

1st Grade			
	Oct	Jan/Feb	May
Not Met	0-4	0-5	0-12
Nearly Met	5-10	6-13	13-32
Met	11-19	14-24	33-56
Exceeded	20+	25+	57+

2nd Grade			
	Oct	Jan/Feb	May
Not Met	0-20	0-27	0-40
Nearly Met	21-83	28-11	41-160
Met	84-104	112-139	161-199
Exceeded	105+	140+	200+



MAP Reading RIT Scores				
Fall				
Grade	Not Met	Nearly Met	Met	Exceeded
3	100-177	178-190	191-201	202-350
4	100-189	190-199	200-210	211-350
5	100-194	195-206	207-218	219-350
6	100-199	200-212	213-226	227-350
7	100-201	202-215	216-229	230-350
8	100-204	205-219	220-234	235-350

MAP Reading RIT Scores				
Winter				
Grade	Not Met	Nearly Met	Met	Exceeded
3	100-182	183-195	196-206	207-350
4	100-193	194-203	204-213	214-350
5	100-197	198-208	209-220	221-350
6	100-201	202-214	215-227	228-350
7	100-203	204-216	217-230	231-350
8	100-206	207-220	221-235	236-350

MAP Reading RIT Scores				
Spring				
Grade	Not Met	Nearly Met	Met	Exceeded
3	100-187	188-198	199-208	209-350
4	100-196	197-198	206-214	215-350
5	100-200	201-210	211-221	222-350
6	100-203	204-215	216-228	229-350
7	100-205	206-217	218-231	232-350
8	100-208	209-221	222-236	237-350



California Assessment of Student Performance and Progress				
Grade	Not Met	Nearly Met	Met	Exceeded
3	2115-2366	2367-2431	2432-2489	2490-2650
4	2140-2415	2416-2472	2473-2532	2533-2690
5	2200-2441	2442-2501	2502-2581	2582-2730
6	2230-2456	2457-2530	2531-2617	2618-2770
7	2260-2478	2479-2551	2552-2648	2649-2810
8	2290-2486	2487-2566	2567-2681	2682-2850

Reclassification Timeline for General Education Students

Students will have multiple opportunities to reclassify during the school year following the four criteria. Below is a summary of the reclassification cycles during the school year.

Summer	<ul style="list-style-type: none">• May–June: Reclassification begins for middle and elementary school students and for students for whom Summative ELPAC and Spring literacy scores have been received.• August: Reclassification continues for students in grades K-8 using the Spring Summative ELPAC and Spring literacy assessment scores.
Fall	<ul style="list-style-type: none">• October–November: Reclassification continues for students who got a 4 on the Spring Summative ELPAC but did not meet the literacy assessment criteria previously.
Winter	<ul style="list-style-type: none">• December–January: Reclassification continues for students who got a 4 on the Spring Summative ELPAC but did not meet the literacy assessment criteria previously.



Reclassification Pathways for Multilingual Students in Special Education (Dually Identified)

In the SMFCSD, students with Individualized Education Programs (IEPs) or a 504 are offered three distinct pathways to support their progress toward meeting the reclassification (see chart below). This page presents a visual representation of the pathways for students who are dually identified as English Learners (ELs) and receiving special education services.

RECLASSIFICATION PATHWAYS FOR DUALLY IDENTIFIED STUDENTS

Pathway 1 (Summative ELPAC)

Pathway 1 caters to ML learners with disabilities who exhibit proficiency across all four domains of language as listening, speaking, reading, and writing either with or without accommodations.

- Members of the student's IEP team should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall Summative ELPAC 4 or Alternate ELPAC 3.
- IEP teams are responsible for determining and ensuring appropriate accommodations are provided during state assessments. Parental participation is important.
- Particular attention should be given to Dually Identified students who have been classified as ML for 4 or more years.
- Identify universal tools, designated supports and accommodations using the [Accessibility Resources ELPAC Checklist & Accessibility Resources Planning Tool](#).

Pathway 2 (Alternate ELPAC)

Pathway 2 addresses the needs of ML learners facing significant cognitive impairments, necessitating an alternative assessment process for evaluating their English language proficiency. This pathway ensures that these students receive tailored support to reach their full potential.

- The members of the student's IEP team determine an individual student's eligibility to participate in an alternate assessment.
- To determine if the student is eligible for alternate assessment, use the [Alternate Assessment Participation Decision-Making Tool for California](#).

Pathway 3 (Summative ELPAC)

Pathway 3 is designed for ML learners with disabilities whose specific challenges prevent them from undergoing assessment in one or more language domains using conventional proficiency measures. In such cases, accommodations may not suffice, and a more customized approach is taken to address their learning needs.

- Each year, the Section 504 plan and the IEP teams determine if an ML student or a potential EL student has a disability that precludes meaningful participation in one or more of ELPAC domains (i.e., Speaking, Listening, Reading, and Writing).
- A student may only be exempted from one domain per area with a maximum of two domain exemptions allowed.
 - Oral Language areas. Choose ONLY 1 domain: Listening or Speaking
 - Written Language areas. Choose ONLY 1 domain: Reading or Writing
- To determine if the student is eligible, use the [Summative ELPAC Domain Exemption Decision-Making Tool](#).

OTHER RESOURCES

- [California Student Assessment Accessibility Graphic for the Computer-Based English Language Proficiency Assessments for California \(ELPAC\)](#)
- [California Student Assessment Accessibility Graphic for the Paper-Pencil English Language Proficiency Assessments for California \(ELPAC\)](#)
- [Accessibility Resources Matrix](#)
- [Accessibility Resource Demonstration Videos](#)

RECLASSIFICATION EXIT CRITERIA FOR DUALY IDENTIFIED STUDENTS



ELPAC ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

- 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



BASIC SKILLS ASSESSMENTS

- Reach Nearly Met or Met on:
 - District literacy assessment OR
 - California Assessment of Student Performance and Progress (CAAs) OR
 - IEP Goal Progress



TEACHER INPUT

- Teacher recommendation documented in Teacher Input Form for Elementary y Middle School Students



PARENT CONSULTATION

- Multilingual Team calls parents to inform them that their students have met the criteria to reclassify

Teaching
& Learning

Basic Skills Cut Scores for Reclassification of Dually Identified Students

This page outlines the **Basic Skills Cut Scores** required for the reclassification of dually identified students. Dually Identified Students eligible for reclassification are those who scored “Nearly Met” or higher on one of the following assessments: Preventing Academic Failure (PAF), NWEA, California Assessment of Student Performance and Progress (CAASPP), or California Alternate Assessment (CAA).

We have adjusted the cut scores for each basic skills assessment based on an analysis of English-only students with IEPs. The revised benchmarks reflect the average performance of this group to ensure that the standards are more representative of their achievement levels. This approach promotes a more accurate and equitable assessment framework for students receiving special education services.



Kindergarten				1st Grade				2nd Grade			
	Oct	Jan/Feb	May		Oct	Jan/Feb	May		Oct	Jan/Feb	May
Not Met	0-6	0-7	0-12	Not Met	0-4	0-5	0-12	Not Met	0-20	0-27	0-40
Nearly Met	7-9	8-10	13-16	Nearly Met	5-10	6-13	13-32	Nearly Met	21-83	28-11	41-160
Met	10-13	11-15	17-23	Met	11-19	14-24	33-56	Met	84-104	112-139	161-199
Exceeded	14+	16+	24+	Exceeded	20+	25+	57+	Exceeded	105+	140+	200+



Reading RIT Scores					Reading RIT Scores					Reading RIT Scores				
Fall					Winter					Spring				
Grade	Not Met	Nearly Met	Met	Exceeded	Grade	Not Met	Nearly Met	Met	Exceeded	Grade	Not Met	Nearly Met	Met	Exceeded
3	100-172	173-188	189-199	200-350	3	100-177	178-195	196-205	206-350	3	100-181	182-198	199-208	209-350
4	100-186	187-197	198-207	208-350	4	100-192	193-203	204-212	213-350	4	100-195	196-205	206-214	215-350
5	100-191	192-203	204-216	217-350	5	100-195	195-208	209-220	221-350	5	100-198	199-210	211-221	222-350
6	100-196	197-210	211-225	226-350	6	100-198	199-213	214-227	228-350	6	100-199	200-215	216-228	229-350
7	100-198	199-213	214-228	229-350	7	100-202	203-216	217-230	231-350	7	100-204	205-217	218-231	232-350
8	100-202	201-217	218-234	235-350	8	100-205	206-220	221-235	236-350	8	100-207	208-221	222-236	237-350



California Alternate Assessments (CAAs)				California Assessment of Student Performance and Progress				
Grade	Level 1: Limited Understanding	Level 2: Foundational Understanding	Level 3: Understanding	Grade	Not Met	Nearly Met	Met	Exceeded
3	300-344	345-359	360-399	3	2115-2364	2365-2431	2432-2489	2490-2650
4	400-444	445-459	460-499	4	2140-2372	2373-2472	2473-2532	2533-2690
5	500-544	545-559	560-599	5	2200-2409	2410-2501	2502-2581	2582-2730
6	600-644	645-659	660-699	6	2230-2434	2435-2530	2531-2617	2618-2770
7	700-744	745-759	760-799	7	2260-2453	2454-2551	2552-2648	2649-2810
8	800-844	845-859	860-899	8	2290-2466	2467-2566	2567-2681	2682-2850

Reclassification Timeline for Dually Identified Students

Students will have multiple opportunities to reclassify during the school year following the four criteria. Below is a summary of the reclassification cycles during the school year.

Summer	<ul style="list-style-type: none">• May–June: Reclassification begins for middle and elementary school students and for students for whom Summative ELPAC and Spring literacy scores have been received.• August: Reclassification continues for students in grades K-8 using the Spring Summative ELPAC and Spring literacy assessment scores.
Fall	<ul style="list-style-type: none">• October–November: Reclassification continues for students who got a 4 on the Spring Summative ELPAC or a 3 in the Alternate ELPAC but did not meet the literacy assessment criteria previously.
Winter	<ul style="list-style-type: none">• December–January: Reclassification continues for students who got a 4 on the Spring Summative ELPAC or a 3 in the Alternate ELPAC but did not meet the literacy assessment criteria previously.



Reclassification Process for General Education & Special Education Students

The reclassification process ensures that multilingual learners (MLs) who meet the necessary criteria are appropriately exited from EL status. Here's an overview of the process:

Step 1	<ul style="list-style-type: none">• Identify Eligible Students. Review Summative ELPAC scores (4) or Alternate ELPAC scores (3) to identify students who qualify based on Criteria 1. Review Basic Skills Assessments. Examine data from basic skills assessments to identify students who nearly met, met, or exceeded the standards for Criteria 2.
Step 2	<ul style="list-style-type: none">• Gather Teacher Input. Collect Teacher Input or review report cards to identify students who meet the necessary performance criteria for Criteria 3.
Step 3	<ul style="list-style-type: none">• Parent Consultation. Criteria 4.
Step 4	<ul style="list-style-type: none">• Update Student Status. Update the student's status from EL to RFEP in the relevant software systems (ELlevation, Aeries and CALPADS).
Step 5	<ul style="list-style-type: none">• Prepare Reclassification List, Certificates, and Placement. Compile the list of reclassified students and share it with school sites for appropriate placement. Prepare and send reclassification certificates to school sites, and ensure students are placed in the appropriate instructional setting.



Reclassification Workflow for the Multilingual Learner Team



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SECTION 2: STUDENT MONITORING FORMS



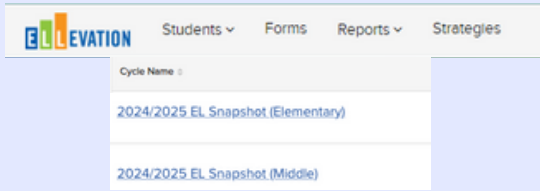
Comprehensive Assessment Program

San Mateo Foster City School District uses an asset-based approach in collaboration with students, teachers, support staff, administrators, and community partners to provide quality effective instructional programs for Multilingual Learners. In alignment with the California EL Roadmap Guiding Principles and Elements from the California Department of Education, SMFCSD uses multiple measures to assess and monitor Multilingual Learners while working towards reclassification as well as continued monitoring afterwards to ensure students are accessing grade-level content successfully.

The following tables include the ML Snapshot Monitoring Form and the RFEP Monitoring Form, along with their respective descriptions, access instructions, and timelines.

ML Snapshot Monitoring Form

The ML Snapshot Monitoring Form is completed annually for all Multilingual Learner students. This is an overview of the students' progress towards English language proficiency, along with progress in English Language Arts. Additionally, it informs specific achievement goals for the student which are constructed in consultation with families during parent- teacher conferences.

ML SNAPSHOT MONITORING FORM			
MONITORING FORM TYPE	WHEN?	WHO?	HOW TO ACCESS? HOW TO COMPLETE IT?
<p>ML SNAPSHOT MONITORING FORM</p> <p>Progress report on how EL/ Multilingual Students are doing toward meeting Reclassification Criteria</p> <ul style="list-style-type: none"> Used by teachers to create goals with EL/ Multilingual Students each year Monitor students' English Language Development progress and criteria for Reclassification ML Snapshot automatically included in the student profile. 	<p>September- November (due on parent- teacher conference week)</p>	<p>Elementary: Homeroom teacher Middle: ELD teachers</p>	<ul style="list-style-type: none"> Teachers receive an email from ELlevation to complete the form. Teachers can access and fill out the ML Snapshot Form in the ELlevation platform by following these steps: <ul style="list-style-type: none"> Click on the "smfc.k12.ca.us Bookmarks" tab in the upper left corner of Google Chrome. Click on "ClassLink"----->  https://launchpad.classlink.com/smfc Click on "ELlevation icon".  Once logged in, you'll be directed to the ELlevation dashboard. Look for the "Forms" tab and select the student.  <ul style="list-style-type: none"> Teachers should select the area (s) of strength, area (s) of growth, parent/guardian contact method and any note from the parent conference.

RFEP Monitoring Form

The RFEP Monitoring Form is used to monitor the academic progress of students who have reclassified as Fluent English Proficient (RFEP) for four years after reclassification. It provides an annual overview of the student’s progress in English language proficiency and English Language Arts (ELA). If a student’s achievement declines or they require additional support, the form helps identify areas of support.

RFEP MONITORING FORM			
MONITORING FORM TYPE	WHEN?	WHO?	HOW TO ACCESS? HOW TO COMPLETE IT?
<p>RFEP MONITORING FORM</p> <p>For a Multilingual Learner student who has been reclassified as English Proficient and needs to be monitored for 4 years</p> <ul style="list-style-type: none"> "Monitoring" must continue for four years after exiting the program. Students who are not progressing towards their academic goals, supports and interventions will be prompted to establish a support plan in the RFEP Monitoring form. 	<p>February- March of each academic year</p>	<p>Elementary: Homeroom teachers Middle: ELA</p>	<ul style="list-style-type: none"> Teachers receive an email from ELlevation to complete the form based on academic achievement. Teachers can access and fill out the RFEP Monitoring Form in the ELlevation platform by following these steps: <ul style="list-style-type: none"> Click on the “smfc.k12.ca.us Bookmarks” tab in the upper left corner of Google Chrome. Click on “ClassLink” -----> https://launchpad.classlink.com/smfcc <div data-bbox="1031 953 1268 1037" data-label="Image"> </div> <ul style="list-style-type: none"> Click on “ELlevation icon”. <div data-bbox="1089 1094 1208 1213" data-label="Image"> </div> <ul style="list-style-type: none"> Once logged in, you'll be directed to the ELlevation dashboard. Look for the "Forms" tab and select the student. <div data-bbox="982 1381 1435 1535" data-label="Image"> </div> <ul style="list-style-type: none"> Teachers should select in “Exit Monitoring Form” if the student needs or no additional support to make progress. If teachers select “Yes, additional actions are needed” a reason is required to be added in the box provided.

SECTION 3: ELPAC RESOURCES

This section includes the ELPAC Instructional Resources landing page, which provides additional materials and tools to support your teaching strategies and ensure that students are well-prepared for the ELPAC. These resources are designed to equip you with everything you need to integrate the ELPAC tasks into your daily teaching practices and support student achievement on the assessment.

Here, you will find a variety of resources to guide educators in planning instruction with the Summative ELPAC in mind, including:

- Why the ELPAC?
- Summary of ELPAC Task Types and Descriptions: A breakdown of the different task types on the Summative ELPAC to guide your instruction.
- ELPAC Tasks, Rubrics, and Slides: Detailed explanations of the tasks and rubrics used to assess students, along with slide presentations for clarity.
- ELPAC Videos for Teachers: Helpful videos that provide guidance on administering the ELPAC and supporting student success.
- Practice and Training Test Links: Access to practice tests and training materials to help both teachers and students prepare.
- Unpacking the ELPAC Tasks: Resources that break down the specific components of each ELPAC task for targeted instruction.
- Resources for Families: Tools and materials to help families understand the ELPAC and support their children’s language development.

Why the ELPAC?

Public school students in California are required to administer the English Language Proficiency Assessment for California (ELPAC). State and federal laws require the ELPAC assessment to be aligned with the state’s English language development (ELD) standards.

<h4 style="text-align: center;">Initial ELPAC</h4> <p style="font-size: x-small; text-align: center;">An Initial Assessment to newly enrolled students with a language other than English, as indicated on a home language survey.</p> <p style="font-size: x-small; text-align: center;"> Initial ELPAC Fact Sheet Initial ELPAC Test Administration Cheat Sheet for School Principals </p> <p style="text-align: center;">Timeline</p> <p style="font-size: x-small; text-align: center;">July 3, 2024, - June 30, 2025. Must be administered within 30 calendar days of enrolling in a California public school for the first time.</p>	<h4 style="text-align: center;">Summative ELPAC</h4> <p style="font-size: x-small; text-align: center;">A Summative Assessment administered annually to students who have been identified as English learners until reclassified.</p> <p style="font-size: x-small; text-align: center;"> Summative ELPAC Fact Sheet Summative ELPAC Test Administration Cheat Sheet for School Principals </p> <p style="text-align: center;">Timeline</p> <p style="font-size: x-small; text-align: center;">February 1 - May 31: ELPAC One-on-One Oral Testing February 1 - April 30: ELPAC Group Testing by the Classroom Teacher</p>
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Instructional Resources

Best Practice: Plan daily instruction with the Summative ELPAC in mind!

Get familiar with ELPAC Test Items

<h4 style="text-align: center;">Domain Information Sheets</h4> <p style="font-size: x-small; text-align: center;">Summary of ELPAC Task Types and Descriptions</p> <p style="font-size: x-small; text-align: center;"> Listening Speaking Reading Writing </p>	<h4 style="text-align: center;">ELPAC Videos for Teachers</h4> <p style="font-size: x-small; text-align: center;">These video clips outline task types and the behaviors students will need to apply in order to be successful on the ELPAC</p> <p style="text-align: center;"> Kinder 1st Grade 2nd Grade 3rd - 5th Grade 6th - 8th Grade </p>
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ELPAC Tasks & Rubrics

Take a "deep dive" into ELPAC Tasks and Rubrics

[Kinder](#) | [1st Grade](#)

[2nd Grade](#)

[3rd - 5th Grade](#)

[6th - 8th Grade](#)