

Reclassification of EL Students in Special Education

2026 - Special Education Department and Multilingual Programs





Special Education Department

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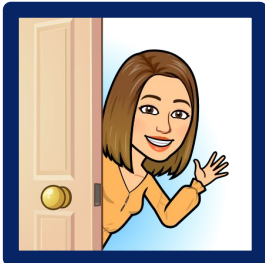
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2025-2026

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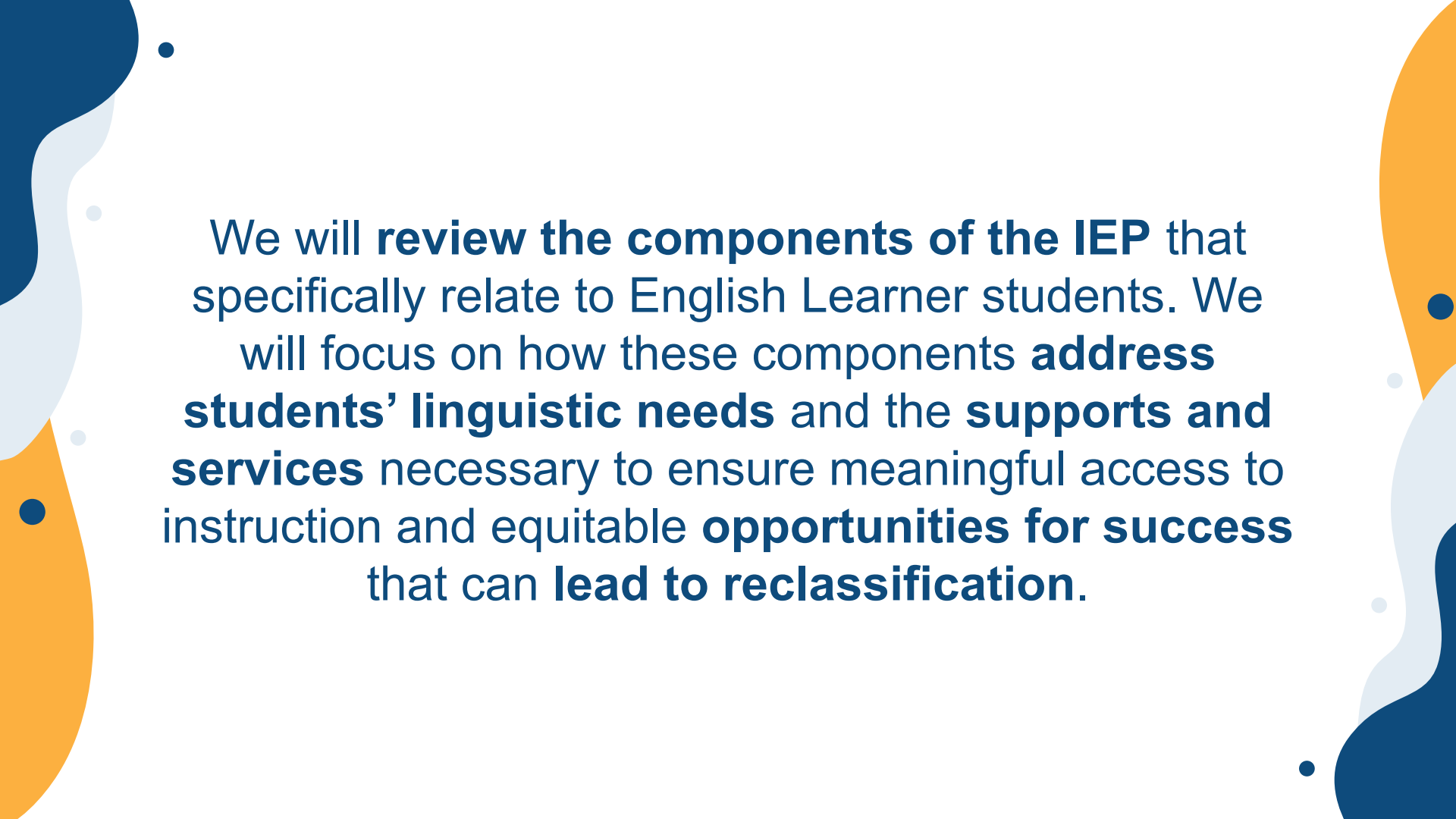
Agenda

01

IEPs for EL Students

02

Reclassification
Procedures



We will **review the components of the IEP** that specifically relate to English Learner students. We will focus on how these components **address students' linguistic needs** and the **supports and services** necessary to ensure meaningful access to instruction and equitable **opportunities for success** that can **lead to reclassification**.



IEPs for EL Students



Understanding Language Progression

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	<i>Long-term English Learner if not reclassified by end of 6th year</i>				

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 Biliteracy)

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?



IEP Pages with EL Components

Information/ Elegibility

See [SAR 2019-2020](#) for more information on the Statewide Assessment Program for English Language Learners.

Student Name: _____ Date of Birth: _____ IEP Date: _____
 District: _____ School: _____
 Student Number: _____
 Student Address: _____
 City: _____ State: _____
 Home Phone: _____
 Cell Phone: _____
 Email: _____
 Student of Special Education: _____
 Student of Gifted/Talented: _____
 Student of 504: _____
 Student of Homeless: _____
 Student of Foster Care: _____
 Student of Military: _____
 Student of Native American: _____
 Student of Other: _____

Present Levels

AN HERRINGHAM CITY UNIFIED SCLJA
 PRESENT LEVELS OF ACADEMIC PERFORMANCE AND FUNCTIONAL PERFORMANCE

Student Name: _____ Birthdate: _____ IEP Date: _____

Present Levels of Academic Performance and Functional Performance

Present Level and concerns relevant to educational progress

Specialized Balanced Assessment Consortium (SBAC)

English Language Arts

English Language Arts Domain

Reading Language Arts: _____
 Writing Language Arts: _____
 Speaking Language Arts: _____
 Listening Language Arts: _____

Math

Math Domain: _____
 Math Content: _____
 Math Skills: _____

California Alternate Assessments (CAA)

CAA Content: _____
 CAA Skills: _____

English Language Proficiency Assessments for English Learners (ELPAC)

ELPAC Content: _____
 ELPAC Skills: _____

Writing

Writing Content: _____
 Writing Skills: _____

Special Factors

AN HERRINGHAM CITY UNIFIED SCLJA
 SPECIAL FACTORS

Student Name: _____ Birthdate: _____ IEP Date: _____

Special Factors

Does the student require special technology services under section 504? _____

Does the student require low incidence services, equipment under section 504? _____

Does the student require low incidence services, equipment under section 504? _____

Considerations of the student's health or safety require:

If the student is an English Learner, complete the following section:

All students who are English Learners and receive Comprehensive English Language Development (ELD) are required to complete ELD components as part of their individualized program, based on assessed English language proficiency.

1. Does the student need primary language supports during integrated ELD process content areas? _____

2. Does the student need primary language supports during integrated ELD process content areas? _____

3. Does the student need primary language supports during integrated ELD process content areas? _____

4. Does the student need primary language supports during integrated ELD process content areas? _____

5. Does the student need primary language supports during integrated ELD process content areas? _____

6. Does the student need primary language supports during integrated ELD process content areas? _____

7. Does the student need primary language supports during integrated ELD process content areas? _____

8. Does the student need primary language supports during integrated ELD process content areas? _____

9. Does the student need primary language supports during integrated ELD process content areas? _____

10. Does the student need primary language supports during integrated ELD process content areas? _____

Statewide Assessments

AN HERRINGHAM CITY UNIFIED SCLJA
 STATEWIDE ASSESSMENTS

Student Name: _____ Birthdate: _____ IEP Date: _____

Present Levels of Academic Performance and Functional Performance

Present Level and concerns relevant to educational progress

Specialized Balanced Assessment Consortium (SBAC)

English Language Arts

English Language Arts Domain

Reading Language Arts: _____
 Writing Language Arts: _____
 Speaking Language Arts: _____
 Listening Language Arts: _____

Math

Math Domain: _____
 Math Content: _____
 Math Skills: _____

English Language Proficiency Assessments for English Learners (ELPAC)

ELPAC Content: _____
 ELPAC Skills: _____

Writing

Writing Content: _____
 Writing Skills: _____

Annual Goals

AN HERRINGHAM CITY UNIFIED SCLJA
 ANNUAL GOALS AND OBJECTIVES

Student Name: _____ Birthdate: _____ IEP Date: _____

Annual Goals and Objectives

Annual Goal 1: _____

Annual Goal 2: _____

Annual Goal 3: _____

Annual Goal 4: _____

Annual Goal 5: _____

Annual Goal 6: _____

Annual Goal 7: _____

Annual Goal 8: _____

Annual Goal 9: _____

Annual Goal 10: _____

Annual Goal 11: _____

Annual Goal 12: _____

Annual Goal 13: _____

Annual Goal 14: _____

Annual Goal 15: _____

Annual Goal 16: _____

Annual Goal 17: _____

Annual Goal 18: _____

Annual Goal 19: _____

Annual Goal 20: _____

Annual Goal 21: _____

Annual Goal 22: _____

Annual Goal 23: _____

Annual Goal 24: _____

Annual Goal 25: _____

Annual Goal 26: _____

Annual Goal 27: _____

Annual Goal 28: _____

Annual Goal 29: _____

Annual Goal 30: _____

Annual Goal 31: _____

Annual Goal 32: _____

Annual Goal 33: _____

Annual Goal 34: _____

Annual Goal 35: _____

Annual Goal 36: _____

Annual Goal 37: _____

Annual Goal 38: _____

Annual Goal 39: _____

Annual Goal 40: _____

Annual Goal 41: _____

Annual Goal 42: _____

Annual Goal 43: _____

Annual Goal 44: _____

Annual Goal 45: _____

Annual Goal 46: _____

Annual Goal 47: _____

Annual Goal 48: _____

Annual Goal 49: _____

Annual Goal 50: _____

Información/Elegibilidad

Is your student an EL?

Age: 0 year(s) 4 months

Grade:

EL: Yes No

District ID:

Native Language:

Redesignated: Yes No

SSID:

Interpreter Yes No

Has your student been redesignated?

Present Levels of Academic Achievement Page

What are my child's current ELPAC scores? (Overall, Reading, Writing, Listening, Speaking)

- Not Applicable
 ELPAC

Overall Score: 1524 Overall Performance Level: level 2 Oral Language Score/Level: 1523/3
Written Language Score/Level: 1525/2

Scores by domain

Listening: Well-Developed Speaking: Somewhat/Moderately Reading: Somewhat/Moderately Writing: Beginning

Performance by domain

Listening: Speaking: Reading: Writing:

Alternate English Language Proficiency Assessments for California (Alternate ELPAC):

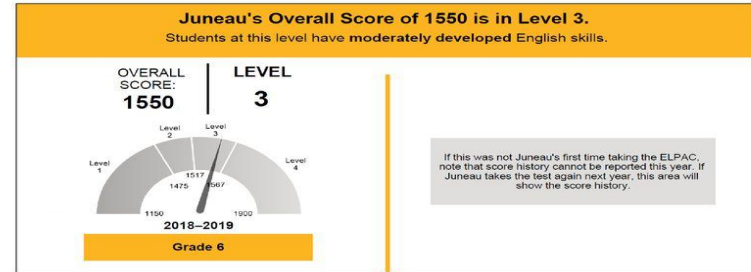
- Initial Alternate ELPAC
 Summative Alternate ELPAC

Overall Score: Overall Performance Level:

ELPAC Scoring

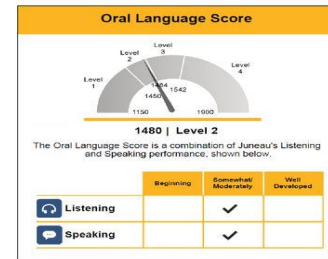
ELPAC Component Scores

- Overall
- Oral Language
- Written Language
- **Results:** Levels 1-4



ELPAC Domain Scores

- Speaking
- Listening
- Reading
- Writing
- **Results:** Beginning (1), Somewhat/Moderately (2), Well-Developed (3)



Alternate ELPAC Scores

- Overall
- **Results:** Emerging (1), Progressing (2), Proficient (3)

Special Factors Page

If the student is an English Learner, complete the following section:

1. All students who are English Learners must receive Comprehensive English Language Development (ELD) (designated and Integrated ELD instruction) as part of their core instructional program, based on assessed English language proficiency.

a. Does the student need primary language supports during integrated ELD (across content areas)? Yes No

If yes, please select:

- Oral clarification of directions in the primary language
- Illustrated glossaries in primary language
- Graphic organizer with key concepts translated to primary language
- Pair key text/words translated to primary language with visuals
- Pair key text/words translated to primary language
- Provide definitions in primary language in context of lesson
- Frontloading using primary language, to bridge new learning to previous knowledge
- Teach relationships between concepts in primary language
- Conduct frequent comprehension checks, allow for student response in primary language
- Bilingual dictionary
- Glossaries in primary language
- Other:

b. Where will the student receive Designated ELD? General Education Special Education

2. The student who is an English Learner is currently participating in:

- Structured English Immersion (SEI) or Other, parent selected multilingual/language acquisition program

Comments:

What language program does my child participate in? (SEI or Biliteracy)

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 would not benefit from primary language support.

Where will my child receive designated ELD?

What is Primary Language Support?

- Primary language support is **NOT** primary language instruction or bilingual education.
- Primary language support refers to a means of using the student's native language strategically to assist them in accessing the core curriculum. It should be noted on the IEP if a student requires primary language support and how it will be provided.

Statewide Assessments Page

- **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?**

- Initial ELPAC**
 - Without Designated Supports (All domains)
 - Designated Supports (All domains)
 - Without Accommodations (All domains)
 - Accommodations (All domains)
- Summative ELPAC Computer-based**
 - Without Designated Supports (All domains)
 - Embedded Designated Supports
 - Non-embedded Designated Supports
 - Without Accommodations (All domains)
 - Embedded Accommodations
 - Non-embedded Accommodations
- Domain Exemption:**
- Alternate ELPAC**
 - Alternate ELPAC Embedded Designated Supports
 - Alternate ELPAC Non-embedded Designated Supports
 - Alternate ELPAC Non-embedded Accommodations

Statewide Assessments Page

• What accommodations and supports can we

Summative ELPAC Computer-based

Without Designated Supports (All domains)

Embedded Designated Supports

Non-embedded Designated Supports Separate Setting (also includes: testing during the most beneficial time, special lighting or acoustics, and adaptive furniture), Simplified Test Directions

Without Accommodations (All domains)

Embedded Accommodations Text-to-Speech Items & Passages (only available for: Listening, Speaking & Writing domains)

Non-embedded Accommodations Breaks (available in the middle of domain-level test administration)

• Would any domain exemptions be appropriate?

Initial ELPAC

Without Designated Supports (All domains)

Designated Supports (All domains)

Domain Exemption:

Alternate ELPAC

Alternate ELPAC Embedded Designated Supports

Alternate ELPAC Non-embedded Designated Supports

Alternate ELPAC Non-embedded Accommodations

Domain Exemptions

- **A domain exemption can be used if an English learner has a disability that prevents them from being tested in one or more areas of the English language assessment, and there are no suitable accommodations for those areas.**
- The domain exemption(s) must be noted in the student's IEP or Section 504 plan.
- If the IEP team decides that the student needs exemptions in two or more areas, they should think about using the Alternate ELPAC instead of the ELPAC.

Examples:

- a nonverbal English learner who cannot take the Speaking domain of the assessment
- a student who has been deaf since birth and is not able to participate in the Listening or Speaking domain of ELPAC because of the disability
- a student who is blind and does not read braille who is not able to participate in the Reading or Writing domain of the ELPAC because of the disability.

Annual Goals and Objectives Page

SAN BERNARDINO CITY UNIFIED SELPA ANNUAL GOALS AND OBJECTIVES

Student Name Victor

Date of Birth 8/29/2005

IEP Date: 11/2/2017

Area of Need Reading

Measurable Annual Goal# 1

Does every academic goal (reading, writing, math) have a supporting ELD standard?

Are the goals 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?

*Goal: By 10/5/2018, Victor will delineate and evaluate the argument and specific claims in a text **in English** assessing whether evidence is relevant and sufficient and if the reasoning is valid **by comparing and contrasting a variety of grade-level texts** as measured by curriculum-based assessments and student work samples on 3 out of 4 trails with 80% accuracy.*

Enables student to be involved/progress in general curriculum/state standard
CCSS.RI.9-10.8; ELD.PI.B.9-10.6a.BR

Addresses other educational needs resulting from the disability

Linguistically appropriate

Transition Goal: Education/Training Employment Independent Living

Person(s) Responsible General education teacher, Special education teacher, Special Education Tutor,

Which Goals Should Be Supported by ELD Standards?

RSP and Mild/Moderate

Reading, Writing, and Math goals should all be leveled and supported by ELD standards

Moderate/Severe

At least one measurable annual goal should be marked “Linguistically Appropriate”

ELD support is embedded in the curriculum

Domain Score Check

Levels can change drastically between domains. Remember to check the student's ELPAC domain scores for appropriate level needed for each goal.

Domains

ELPAC		
Eng. Lang. Prof. Assessm. California	02/2022	Level 2 of 4
Oral Language	02/2022	Level 3 of 4
Written Language	02/2022	Level 1 of 4
Listening	02/2022	Somewhat/Moderately
Speaking	02/2022	Well Developed
Reading	02/2022	Beginning
Writing	02/2022	Somewhat/Moderately

- Expanding
- Bridging
- Emerging
- Expanding



Reclassification Procedures



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)

Reclassifying a Student with a Disability

Once your child scores a **Level 4 on the ELPAC** or a **Level 3 on the Alternate ELPAC**, and the **IEP team determines** that:

- The student **is not meeting other reclassification criteria due to their disability**,
- The student is **no longer benefiting from English Learner (EL) support**,
- The student is performing at the **same level as similarly disabled non-EL students**, and
- **Every possible measure has been exhausted** to develop the student's English language proficiency,

the team **may recommend reclassification**.

Reclassifying a Student with a Disability

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.
- After the reclassification is official, the school can **remove the EL supports** from the IEP.
- Students will be **monitored for four years** after reclassification.

What will change on the IEP once your child is reclassified?

EL: Yes No

Redesignated: Yes No

- **Information/Eligibility page**
 - EL - No
 - Redesignated - Yes
- **Present Levels page**
 - ELPAC scores remain
- **Special Factors page**
 - Student is no longer an English learner, so English learner section is blank
 - Primary language and designated ELD selections removed
- **Statewide Assessments page**
 - ELPAC selection removed
 - ELPAC supports/accommodations removed
- **Annual Goals and Objectives pages**
 - ELD standards removed
 - Goals do not need to be linguistically appropriate

You may be called in for an IEP amendment so these changes can be made.



¿Preguntas?
Questions?



¡Gracias!
Thank you!



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