

English Learner Reclassification
Reviewed by DELAC on November 9, 2022
Proposed to Board on November 14, 2022

Summary: America's Finest Charter School will use the following criteria to determine whether an English Learner (EL) should be Reclassified as Fluent English Proficient (R-FEP). The determination will be based on a review of the student's data in the following areas: English language proficiency via English Language Proficiency Assessments in English (ELPAC), basic skills assessment, and academic progress. Students must meet all 4 criteria in order to be reclassified.

Reclassification Criteria for Students who take the Summative ELPAC:

Criteria 1: Student scores an Overall Performance Level (PL) 4 score on the most recent administration of the Summative ELPAC. (no change)

Criteria 2: Student passes 2 out of 4 core courses (ELA, math, science, social science) in the most recently completed semester with a 2 /C or greater OR teacher observes and documents student language proficiency as bridging (no change)

Criteria 3: Parents/Guardians are involved in the reclassification process and consulted in the final determination decision. Every effort will be made to include parents/guardians whether in-person or through phone or virtual meetings. (no change in criteria, but re-worded)

Criteria 4: Student scores sufficiently proficient in a basic skills assessment including but not limited to ~~Track My Progress (49 or higher), I-ready (at grade level), ELA SBAC (standard met standard nearly met)~~, or other comparable basic skills assessment.

Reclassification Criteria for Students who take the Summative Alternate ELPAC:

Criteria 1: Student scores an Overall Performance Level (PL) 3 score on the most recent administration of the Summative Alternate ELPAC

Criteria 2: According to classroom performance as measured by observations, work samples, and teacher reports, the student is making progress toward their academic IEP goals.

Criteria 3: Parents/Guardians are involved in the reclassification process and consulted in the final determination decision. Every effort will be made to include parents/guardians whether in-person or through phone or virtual meetings.

Criteria 4: Student scores sufficiently proficient in a basic skills assessment including but not limited to California Alternate Assessment (CAA)- 3, Woodcock-Johnson Scales of Independent Behavior (SIB) ,or other comparable basic skills assessment.

Reclassification: Criteria and Process

The evaluation of a student for reclassification as a fluent English Proficient speaker relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average never English learner students within the district. Additionally, the student must show an achieving and sustaining level of academic achievement comparable with students whose native language is English. District reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified.

Please contact the English Learner Coordinator for any questions or concerns:

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Guidance used when creating proposed reclassification criteria *we will be getting parent feedback at the DELAC meeting on 11/9/22 so, some items may change slightly before the board meeting depending on parent feedback:

Guidance from the state for Alternate ELPAC Reclassification:

LEAs are required to use the following four criteria to establish reclassification policies and procedures:

1. Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP)
2. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
3. Parent or guardian opinion and consultation
4. Comparison of the performance* of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

*An assessment (e.g., Smarter Balanced Summative English language arts assessments) that is administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.

Follow the guidance below when applying the four criteria for reclassification decisions:

- **For Criterion 1, Assessment of ELP**
 - LEAs must use the Summative Alternate ELPAC results as the primary assessment of ELP. LEAs shall use Overall PL 3 as the determination that a student has met the ELP assessment criterion.
- **For Criterion 2, Teacher Evaluation**
 - LEAs must use the student's classroom performance information that is based on the student's IEP goals for academic performance and ELD per *EC* Section 56345(a)(2) and 34 CFR Section 300.160(a).
- **For Criterion 3, Parent Opinion and Consultation**

- LEA staff, inclusive of IEP team members, will initiate consultation with parents or guardians regarding their child's ELP status, present the data that indicates the student is ready for reclassification, and encourage them to participate in the decisions during the reclassification process. Every effort should be made to provide opportunities to consult with parents or guardians. These opportunities should include, but are not limited to, in-person, phone, or virtual meetings.
- **For Criterion 4, Comparison of Performance in Basic Skills**
 - LEA staff, inclusive of the IEP team, identify local or state alternate assessments to determine whether the student has reached the level of proficiency to meet alternate academic achievement goals that demonstrates the student has recouped any deficit while learning English.
- **For dually identified students**, the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). The IEP team may select any locally determined assessment that has technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility, such as the Woodcock-Johnson Scales of Independent Behavior (SIB), Vineland Adaptive Behavior Scale, the Developmental Profile II, etc.

Note: For dually identified students, their disability, as determined by the IEP team and not English language proficiency, precludes them from meeting the LEA's reclassification criteria.