

Overview of the Reclassification Process



Identifying Potential English Learners (ELs)

Step 1

Review the Home Language Survey



Student Identified as English Only

Potential English Learner

Step 2

Assess Potential EL With the Initial *ELPAC*



Initially Fluent English Proficient

English Learner

Step 3

Program Placement
•EL Programs and Services



15,582 ELs

SAUSD must offer EL services and programs, until ELs are proficient in English and can participate meaningfully in educational programs without EL support.

EL Programs and Services



We have the dual obligations to provide **support in curricular areas** to ensure ELs have equal opportunities to participate in the curriculum at the same time that we **support students in attaining English proficiency**.

Language programs:

- Dual language (English-Spanish)
- Immersion (English)

Monitoring the Progress of English Learners (ELs)

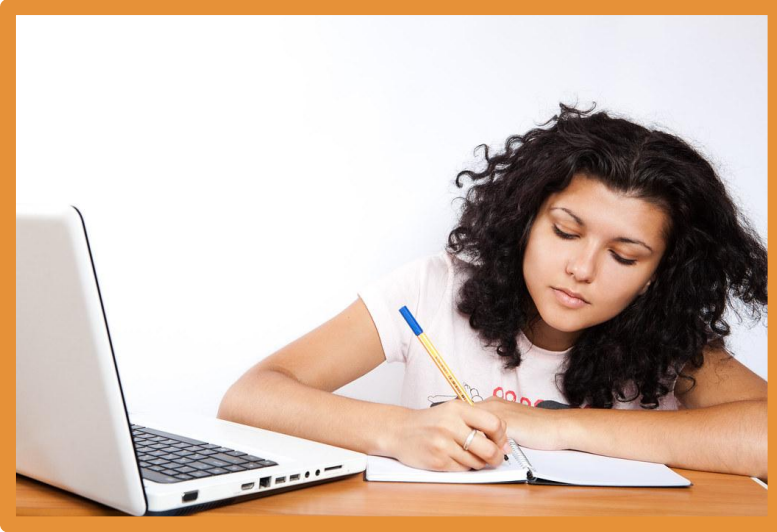
SAUSD must monitor the progress of all ELs in achieving English language proficiency (ELP) and in acquiring content knowledge to determine when students are not making appropriate progress, and provide additional support to enable ELs to reach English proficiency and gain grade-level content knowledge. This will ensure ELs are provided meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

In addition, schools continually monitor students' progress and adjust instructional strategies to target and support students' needs via their SPSA EL goals.

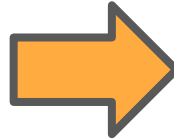


Exiting English Learners From EL Programs and Services Reclassification

Reclassification is the process whereby a student is reclassified from EL status to Fluent English Proficient (RFEP) status upon meeting a set criteria.



English Learner (*EL*)



Reclassified Fluent English Proficient (*RFEP*).

CDE Reclassification Criteria



**Assessment
of language
proficiency**



**Teacher
evaluation**




**Parent /
Guardian
opinion**



**Comparison of
performance
in basic skills**

Assessment of Language Proficiency

We must conduct an annual ELP assessment - Summative ELPAC



**Assessment
of language
proficiency**

Performance Areas

 Oral Language

 Written Language



Oral Language Performance Areas



Listening

Students can listen to a variety of scenarios, including conversations, presentations, and stories and answer questions about what they heard.



Speaking

Students can speak in English for a variety of purposes: to talk about an illustration or scene, support their opinion, retell a story and summarize an academic presentation.

Written Language Performance Areas



Reading

Students can read a variety of materials and answer questions about what they've read.



Writing

Students can write about a variety of topics for different purposes including giving their opinion, describing a picture, and writing about an experience or academic information.

ELPAC Overall Performance Level: 4 (Set by State Board of Education)

Comparison of Performance in Basic Skills



**Comparison of
performance
in basic skills**

Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Criterion locally determined

Grades	Assessment
K-3	<i>DIBELS MAP/Reading</i>
3-12	<i>DIBELS - 3rd grade MAP/Reading CAASPP/SBAC SAT/ PSAT</i>

Teacher Evaluation

Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery:

Sample Evidence of Academic Performance:

- Evaluation of student use of English
- Performance in content learning
- Teacher observations
- Formative Assessments

Criterion locally determined



**Teacher
evaluation**

Parent Consultation



**Parent /
Guardian
opinion**

Connect with families of English Learners to share student performance, discuss goals, and address parent concerns through consultation with parents.

Criterion locally determined



Reclassification Procedures

1. Identification of candidates

2. Teachers review candidate's data

3. Parent consultation

4. Reclassification

5. Monitoring

Monitoring After Reclassification

Students exiting from EL status must be monitored for at least four years, to ensure that (1) they have not been prematurely exited; and (2) they are meaningfully participating in the standard program of instruction comparable to their never-EL peers.



