



RECLASSIFICATION

February 27, 2024



California Department of Education RFEP Criteria

Reclassification is the process whereby a student is **reclassified** from an **English learner** to Fluent **English Proficient** (RFEP). Local districts 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).

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test (**ELPAC; Level 4**).
2. 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, that 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.
3. **Teacher evaluation**, including, but not limited to, a review of the pupil's curriculum mastery.
4. **Parental opinion and consultation**

2023-24 Reclassification Chart

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

English Language Development

Reclassification Chart for 2023-2024 School Year

Reclassification is the process that determines whether an English Learner (EL) should be reclassified as a Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district and is achieving and sustaining a basic level of academic achievement 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. Initial ELPAC candidates will be Initially Fluent English Proficient (IFEP) if they meet IFEP criteria.

| Grade Level | 1. Assessment of English Language Proficiency (ELPAC Performance Levels) | 2. Comparison Performance in Basic Skills | 3. Teacher Evaluation of Student Academic Performance | 4. Parent Opinion & Consultation |
|-------------|--|--|---|--|
| K | Summative ELPAC Overall Level 4 | Score of 3 in ELA Key Standards: <ul style="list-style-type: none"> Fluently names all upper and lowercase letters of the alphabet taught Blends sounds orally to make words Reads high-frequency words taught Speaks audibly and expresses ideas clearly | Elevation "Teacher Input Form called, Teacher Evaluation of Student Academic Performance" | Parent signature is documented on EL Annual Review Documents |
| 1 | | Score of 3 in ELA Key Standards: <ul style="list-style-type: none"> Know and apply grade level phonics skills Knows and reads high frequency words Blends word parts to say real words orally Expresses details, ideas, and feelings clearly | | |
| 2 | | Score of 3 in ELA Key Standards <ul style="list-style-type: none"> Reading & Literature Information Text: Identifies the main idea and details for grade level text Grade Level Phonics: Reads high frequency words Word Fluency: Reads grade level text fluently Listening & Speaking: Retells stories, factual information, and life experiences accurately and in proper sequence Writing: Writes in complete sentences | | |
| 3 | | 60% ELA District Benchmark or SRM 600 Lexile | | |
| 4 | | SRM 725 Lexile or 60% ELA District Benchmark or ELA SBAC Nearly Met | | |
| 5 | | SRM 840 Lexile or 60% ELA District Benchmark or ELA SBAC Nearly Met | | |
| 6 | | Gr. 6: SRM 920 Lexile or ELA SBAC Nearly Met | | |
| 7 | | Gr. 7: SRM 1000 Lexile or ELA SBAC Nearly Met | | |
| 8 | | Gr. 8: SRM 1045 Lexile or ELA SBAC Nearly Met | | |
| 9 - 12 | | SRI 925 Lexile | | |

*Scholastic Reading Inventory (SRI). Scholastic Reading Measure (SRM)

1. Assessment of English Language Proficiency: ELPAC

- Overall Level: 4
- Oral Language: 3 or 4
- Written Language: 3 or 4
- Each Domain: 2 or 3

Alternate ELPAC

FOR THE FAMILY OF:
FORT W. TEXAS
1234 MAIN STREET
UNIT 1234
YOUR CITY, CA 12345-1234

Student #: 9999999906
Date of Birth: 08/05/2009
Grade: 6
Test Date: 03/06/2021
School: California Elementary School
LEA: California Unified
CDS: 1234567000000

Overall Score

LEVEL 3 **1550**
Moderately Developed

Fort's overall score is Level 3 out of 4. More information on Fort's score is provided on page 2.

What is the ELPAC?

The Summative ELPAC measures how well students are learning the English language and determines what support they need to succeed in school. Students who are English learners will take the Summative ELPAC each year until reclassified. You and your child's teachers can use the ELPAC results and other measures of English language proficiency to help further your child's knowledge of English.

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to

- understand your child's score report,
- review sample test questions, and
- find free resources to support your child's learning.

What Students Can Do At Each Level

| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|---|---|---|--|
| (1150–1474) | (1475–1516) | (1517–1566) | (1567–1900) |
| Beginning to Develop | Somewhat Developed | Moderately Developed | Well Developed |
| May know some English words and phrases | Can often use English to communicate simple ideas | Can usually use English to learn new concepts in school | Can consistently use English to learn new concepts in school |

Summary results for schools, districts, and the state are available on the Test Results for California's Assessments website at <https://caaspp-elpac.cde.ca.gov/>.

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Fort W. Texas
SUMMATIVE ELPAC STUDENT SCORE REPORT
2021–22 | GRADE 6

English Language Proficiency Assessments for California

Fort also received scores for oral language and written language.

Oral Language
The oral language score includes Listening and Speaking.

LEVEL 3 **1520**
Moderately Developed

Listening
Beginning to Develop | Somewhat/Moderately | Well Developed

Speaking
Beginning to Develop | Somewhat/Moderately | Well Developed

Written Language
The written language score includes Reading and Writing.

LEVEL 3 **1580**
Moderately Developed

Reading
Beginning to Develop | Somewhat/Moderately | Well Developed

Writing
Beginning to Develop | Somewhat/Moderately | Well Developed

Your Child's ELPAC Score History

| Grade 4 | Grade 5 | Grade 6 |
|---------------------------------------|---------------------------------------|--|
| Incomplete test No score available | Incomplete test No score available | LEVEL 3 1550 Moderately Developed |

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2. Teacher Evaluation

- Collected via Ellevation: Teacher Evaluation of Student Performance for RFEP candidate
- Not to be interpreted as teacher opinion
- Should be based on data

Note: The school district is required to provide ongoing academic support for four years after the student reclassifies.

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RFEP Candidates: Teacher's Evaluation of Student's Academic Performance

Teacher Evaluation of Student Performance for RFEP Candidates • 10/22/2022
Student #:
Student:

| | |
|-----------------|----------------|
| Teacher Name | Due Date |
| Teacher Subject | Submitted Date |

This student is subject to occasional progress monitoring from the EL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

| | | |
|--------------|-------------|----------|
| First Name | Last Name | Local ID |
| Testing ID # | Grade Level | School |
| IEP | Entered EL | |

Monitoring Questions

1. Program Placement

| |
|--|
| <input type="checkbox"/> Structured English Immersion (SEI) Class/Clusters (EL 1-3) receiving 30-90 minutes of ELD instruction each day. |
| <input type="checkbox"/> English Language Mainstream classes (EL 4-5) receiving at least 30 minutes of ELD instruction each day. |
| <input type="checkbox"/> Alternative Primary Language Instruction |

2. Teacher's Evaluation of Student's Academic Performance

| | Satisfactory | Unsatisfactory |
|--|--------------|----------------|
| Student's study habits are | | |
| Student's academic performance is | | |
| Student's English language usage and production is | | |

Do you recommend this student to be Reclassified Fluent English Proficient (RFEP)?

Select one

| |
|---|
| <input type="checkbox"/> Yes - Student meets the academic and language criteria to participate effectively in the curriculum without substantial supports or at a level equal to that of English Only peers. |
| <input type="checkbox"/> No - Student still needs substantial academic and language supports in order to participate effectively in the curriculum. |

Signatures

Subject _____ Date: _____

3. Basic Skills Relative to English Proficient Students

Students of the same age: English proficient students who are enrolled in the same grade as the student who is being considered for reclassification

- Performance in Basic Skills
 - Grade 2 ELA Standards
 - Smarter Balanced Assessment System (SBAC) - Grades 4-8
 - ELA District Benchmarks - Grades 3-5
- Range of performance in Basic Skills
 - Lexile Scores - Grades 2-12

4. Parent Consultation

1. Bilingual Facilitator explains process to parent
2. Parent signs the RFEP meeting paperwork

4. Parent Opinion & Consultation (Opinión del padre y consulta)

Parent/Guardian will be given this EL Annual Review Report to acknowledge the student's status. Either the student will continue receiving EL Services or student has met all reclassifying criteria. See recommendation below. (Al padre / tutor se le dará este Informe de Revisión Anual del estudiante para informarle el nivel del estudiante. O el alumno continuará recibiendo los servicios de EL o el alumno cumplirá con todos los criterios de reclasificación. Ver recomendación a continuación)

Student met reclassification criteria and will be re-classified as RFEP. (El estudiante cumplió con los criterios de reclasificación y será reclasificado como RFEP.)

QUESTIONS?