

Reclassification and Written Notifications

Language Development and Instruction

DAC/DELAC

September 10, 2019



Reclassification: Fluent English Proficient



Reclassification Signifies...



English learners have the...

- ability to meet State's proficient level of achievement on State assessments.
- ability to successfully achieve in classrooms where the language of instruction is English.
- opportunity to participate fully in society in English.

Local Control Accountability Plan English Learner Goals



Annual Progress in English Language Proficiency
Academic Achievement in ELA and Math
Increase in the Rate of Reclassification



Achieving Reclassification...



- When an English Learner no longer needs English language support, that student is no longer called EL.
- Now that student is known as an R-FEP (Reclassified -- Fluent English Proficient)

**English Language
Proficiency**

**Academic
Achievement**

Teacher Evaluation

**Parent/Guardian
Opinion and
Consultation**

Reclassification Criteria

Reclassification Criteria

English Language Proficiency

- English Language Proficiency Assessments for California (ELPAC)



Academic Achievement

- District Local Measure Reading
- California Assessment of Student Performance and Progress (CAASPP)-English Language Arts



Parent/Guardian agrees reclassification is appropriate

- Parent/Guardian opinion, consultation, and involvement



Teacher Evaluation

- Proficiency Level Descriptors

Reclassification Criteria

English Language Proficiency

Overall Proficiency

Level 4 (Grades K-6)

Reclassification Criteria

Academic Achievement

Grade K Local Measure Reading	<ul style="list-style-type: none">• Accuracy 85-100%• Comprehension 3 correct• High Frequency Words Reading 45-50
Grade 1 Local Measure Reading	<ul style="list-style-type: none">• Reading Accuracy 95-100%• Comprehension 4-5 correct• Fluency 60+ words per minute
Grades 2-6 Local Measure/Level Set Reading	<ul style="list-style-type: none">• Midpoint of approaching and above for grade level
Grades 3-6 CAASPP-ELA	<ul style="list-style-type: none">• Midpoint of Standard Nearly Met and above for grade level

Reclassification Criteria

Teacher Evaluation

Teacher agrees
the student is
performing
successfully in all
academic areas

Student is at the Bridging
level on the English
Language Development
(ELD) report card

Reclassification Criteria

Parent/Guardian Opinion and Consultation

Parent/Guardian agrees that reclassification is appropriate

**Oral Language
Assessment &
Work Samples**

**4 Year
Monitoring**

Parent Input

**Alternative
Reclassification
Process**

IEP Team

Reclassification of Students with Disabilities

English Learner and Reclassified Fluent English Proficient Enrollment

	2016-17	2017-18	2018-19
Total R-FEP	1,756	595	2,022
Percent R-FEP	30	7	21

Collaborative Conversation

Review your school data and discuss the following:

1. What actions and services are in place to ensure English Learners are acquiring English?
2. How does the school monitor English Learners' progress in English Language Arts and Mathematics?
3. How will you share this information with your school's ELAC Committee?

Language Development Department
Reclassification 2018-2019

School	Enroll	Count	RFEP	RFEP %
Allen	355	86	21	24%
Arroyo Vista	971	153	47	31%
Camarena	1037	214	36	17%
Casillas	444	104	33	32%
Castle Park	388	199	33	17%
Chula Vista Hills	531	126	43	34%
Clear View	505	150	52	34%
Cook	353	126	36	29%
CYLCC	1574	646	194	30%
Discovery Charter	929	193	56	29%
Eastlake	559	83	21	25%
Feaster Charter	1213	704	95	13%
Finney	379	133	25	19%
Highland	100	100	20	10%

Timeline for Reclassification



- October/November
- Schools notify parents when their child is a candidate for reclassification
- Special attention is placed on students in sixth grade for reclassification

What Happens After Reclassification?



- Your child will not take the ELPAC
- Teachers monitor your child's progress for 4 years to see if support is needed



Thank you for your engagement



Written Notifications



Written Notifications



- Notify parents of their child's **initial** language classification and instructional program after administering the Initial ELPAC test (new students).
- Continue to notify parents of their child's **annual** progress on the Summative ELPAC test.

Initial Parent Notification Letter

Sent to parents/guardians 30 days after enrollment

Initial ELPAC test date and results

Current Language Instructional Program with descriptions

District Reclassification Criteria

Chula Vista Elementary School District
84 East J Street • Chula Vista, CA 91910
INITIAL PARENT NOTIFICATION OF LANGUAGE PROFICIENCY
Federal Title III and State Requirements

Dear Parent/Guardian of:

When you enrolled your child in school a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child in English and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition programs. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312(e)(3)(A)(i), (v), (vi)).

English Language Assessment Date:	8/6/2019	English Language Proficiency Assessment Overall Level:	Intermediate English Learner
Oral Level (Listening and Speaking):	Somewhat to moderately developed	Current Instructional Program:	SEI
Written Level (Reading and Writing):	Minimally developed	Individualized Education Program (IEP):	No

Based on results of the English Language Proficiency Assessment for California, your child has been identified as an ENGLISH LEARNER.

Language Acquisition Instructional Program

We are required to provide Structured English Immersion (SEI) services. These services are provided in the program options described below.

- **ENGLISH INSTRUCTIONAL PROGRAM:** All classroom instruction is provided in English with curriculum and a presentation designed for students who are learning English.
- **DUAL-LANGUAGE IMMERSION (DLI) INSTRUCTIONAL PROGRAM:** Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
- **TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAM:** A language acquisition program for English learners that provides instruction to students that utilizes English and student's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals.
- **CLASSROOM INSTRUCTIONAL PLAN (CIP/Charter Schools only):** Students receive all instruction in English. Primary language support may be provided. Modifications are made to ensure that instruction is meaningful to the student. Assistance may be provided by a bilingual paraprofessional.

Parent/Guardian may choose a language acquisition instructional program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310(a)).

Parent/Guardian may provide input regarding language acquisition instructional programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact the School administrator to ask about the process.

The goal of the Language Acquisition Instructional Programs and SEI services is to reclassify English Learners as Fluent English Proficient.

The District Reclassification (Exit) Criteria (EC Code [ED] Section 313(f)) is:	
English Language Proficiency	Most recent English Language Proficiency Assessments for California (ELPAC), Overall Proficiency Level 4.
Academic Achievement	Local Measures Reading, Accuracy 85-100%. Comprehension 3 correct. High Frequency Words Reading 45-50.
Teacher Evaluation	Teacher agrees the student is performing successfully in all academic areas and is at the Bridging Level on the English Language Development (ELD) Report Card.
Parent/Guardian Opinion and Consultation	Parent/Guardian agrees that reclassification is appropriate.

Please acknowledge receipt of this notification by signing below and returning this form to your child's homeroom.

Teacher Signature _____ Date _____ Parent/Guardian Signature _____ Date _____

SCHOOL _____ GRADE _____ ROOM _____ STUDENT ID _____

Printed on: 9/3/2019

Annual Parent Notification Letter

Sent to parents/guardians 30 days after school starts

Current Language Instructional Program with descriptions

Prior year Local Measures Reading

Prior year CAASPP results (grades 3-6)

Prior year ELPAC results

District Reclassification Criteria

Chula Vista Elementary School District
84 East J Street • Chula Vista, CA 91910
Annual Parent Notification of Language Proficiency
Federal Title III and State Requirements

Dear Parent/Guardian of:

Your child continues to be identified as English Learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English (20 United States Code (U.S.C.) Section 6312 (e)(3)(A)).

Current Instructional Program:	SEI	Individualized Education Program:	No
Local Measures Reading:	Below Grade Level / 463	ELPAC Overall:	3 - Moderately Developed / 1514
CAASPP English Language Arts:	Standard Nearly Met / 2446	ELPAC Oral:	3 - Moderately Developed / 1491
CAASPP Math:	Standard Nearly Met / 2438	ELPAC Written:	3 - Moderately Developed / 1536

Structured English Immersion (SEI):
We are required to provide Structured English Immersion (SEI) services to all English learners in all instructional programs. These language development services are designed to ensure English language acquisition occurs rapidly and effectively, and provides instruction to English learners based on the state-adopted academic content standards, and English language development (ELD) standards (EC Section 306(c)).

Description of Language Acquisition Instructional Programs:

- **ENGLISH INSTRUCTIONAL PROGRAM:** All classroom instruction is provided in English with curriculum and a presentation designed for students who are learning English.
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Parent/Guardian may provide input regarding language acquisition instructional programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact the School administrator to ask about the process.

The goal of the Language Acquisition Instructional Programs and SEI services is to reclassify English Learners as Fluent English Proficient.

The District Reclassification (Exit) Criteria (EC Section 313(f)) is:

English Language Proficiency	Most recent English Language Proficiency Assessments for California (ELPAC), Overall Proficiency Level 4.
Academic Achievement	Local Measure/Level Set Reading: Midpoint of approaching and above for grade 05 level. California Assessment of Student Performance and Progress (CAASPP)-English Language Arts: Midpoint of Standard Nearly Met and above for grade 05 level.
Teacher Evaluation	Teacher agrees the student is performing successfully in all academic areas and is at the Bridging level on the English Language Development (ELD) Report Card.
Parent/Guardian Opinion and Consultation	Parent/guardian agrees that reclassification is appropriate.

Please acknowledge receipt of this notification by signing below and returning this for to your child's homeroom.

Parent/Guardian signature

Date

SCHOOL _____ GRADE _____ ROOM _____ STUDENT ID _____

Printed on: 9/3/2019

Thank you for your engagement



*Each Child
is an Individual
of Great Worth*

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