



Reclassification Criteria

Bellevue Union School District



Reclassification is when an emerging bilingual student demonstrates English language proficiency sufficient to be successful in their academic classes.

A high level of English proficiency is necessary to provide access for college and career.



Parents answer these questions upon enrollment:

1. Which language did your son or daughter learn when he or she first began to talk?
2. Which language does your son or daughter most frequently use at home?
3. Which language do you use most frequently to speak to your son or daughter?





State law and federal laws require that local educational agencies (LEAs) administer a state test of English language proficiency.

- **Initial ELPAC**= taken by newly enrolled students whose primary language is not English
- **Summative ELPAC**= taken each spring by students who are English Learners (ELs) until reclassified

ELPAC Initial Assessment:

Administered within the first 30 days of school to students whose Home Language Survey has a language other than English listed to questions 1, 2, and/or 3

Not English Learners

Initial Fluent English Proficient (I-FEP):


Well Developed (NOT EL)

English Learners

Intermediate:

Somewhat or Moderately Developed (EL)

Novice: Minimally Developed (EL)

 **STUDENT SCORE REPORT** | 2018-2019
English Language Proficiency Assessments for California
Firstname E. Lastname
INITIAL ELPAC | Grade 5

Demo CDE District Four
Initial English Language Proficiency Assessments for California (ELPAC) Student Score Report

STUDENT #: 9999992005

FOR THE PARENT/GUARDIAN OF:
Firstname E. Lastname
310 DEMO ST
DEMOLAND, CA 93555

DATE OF BIRTH: 01/25/2007
TEST DATE: September 19, 2018
SCHOOL: Demo CDE School Four
LEA: Demo CDE District Four
CDS: 9999992999992

What is the Initial ELPAC?
The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English or as proficient in English.

Why do we administer the ELPAC?
Identifying students who need help learning English is important so students get the support they need to do well in school while receiving instruction in all school subjects. Every year, students who are English learners will take the Summative ELPAC to measure their progress in learning English, until they are reclassified as proficient in English.

Overall Performance Level:
Initial Fluent English Proficient (IFEP)
Overall Score: **600**

Oral Language (Listening and Speaking Skills)
Well developed

Written Language (Reading and Writing Skills)
Well developed

Note: The overall score is based on a combination of oral language (50%) and written language (50%).

	Initial Levels	Initial Descriptors
Your child is here. →	Initial Fluent English Proficient (IFEP) 450-600	Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
	Intermediate English Learner 370-449	Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
	Novice English Learner 150-369	Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

For more information about this assessment, visit the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/>. Contact your child's school for more information about these ELPAC results.

Definition of Emerging Bilingual Students

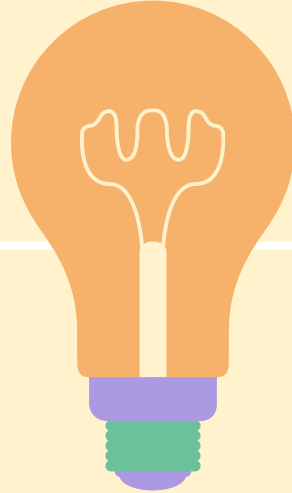
An English learner is a student who does not speak English or whose native language is not English and who is not currently able to perform *ordinary classroom work in English*.

(As per Education Code Section 306[a]).



2020-2021

Approximately
946 Students
of 1544



61.3%

Emerging Bilingual
Students

Goals of English Language Development (ELD) Program



Achieve English proficiency as effectively and as rapidly as possible.

Achieve



Achieve academic success

Achieve



Develop a positive self-image

Achieve



ELD Instruction

Designated ELD

Emphasis on developing **academic English** vocabulary and language structures through explicit language instruction for ***at least 30 minutes per day.***

Integrated ELD

Emphasis on developing **academic English** vocabulary and language structures through explicit language instruction in all content areas throughout the day.



(SAMPLE REPORT FOR STUDENT'S YEAR-TO-YEAR SCORES)
Anita's Grade 6 Results on the
English Language Proficiency Assessments for California

ELPAC

Summative Assessment

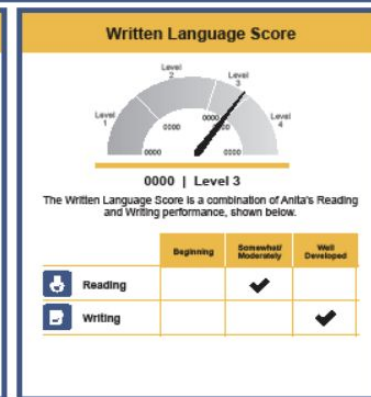
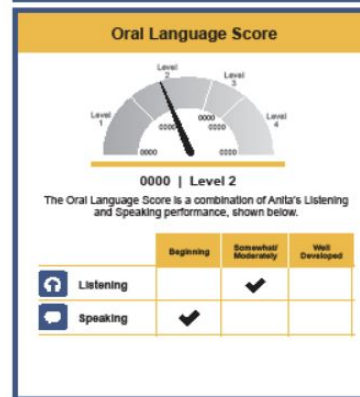
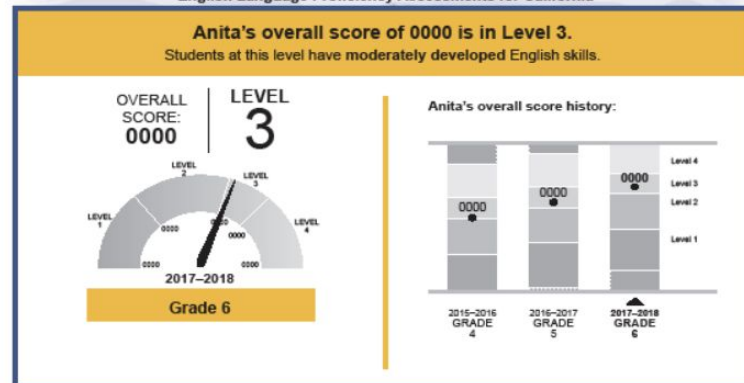
(Administered to ELs in the Spring yearly until student is reclassified)

4 = Well Developed

3 = Moderately Developed

2 = Somewhat Developed

1 = Beginning Stage



CRITERIA NEEDED FOR RECLASSIFICATION



**ASSESSMENT OF ENGLISH
LANGUAGE PROFICIENCY**



**COMPARISON OF PERFORMANCE IN
BASIC SKILLS**







TEACHER EVALUATION



PARENT OPINION AND CONSULTATION



BUSD's Current Reclassification Criteria

1. **The most recent assessment of English Language Proficiency Assessment for California (ELPAC) will be the primary criterion for Reclassification.** Students with an overall proficiency level of **Advanced** or **Intermediate** shall be considered for reclassification. 
2. **The comparison of student performance in Grade-Level Skills as measured by CAASPP.** Students whose overall performance on the CAASPP English Language Arts/Literacy test is 'Exceeded/Met' or 'Nearly Met' shall be considered for reclassification. If CAASPP scores are unavailable, Local Data shall be used. 
3. **Teacher evaluations and consultation.** Classroom teacher reports of academic performance, including local data such as RenLearn reading/literacy assessment and benchmarks shall also be considered for reclassification. 
4. **Parent consultation.** Parents or guardians shall be notified of their right to participate in The reclassification process and be informed of the reclassification criteria. They shall be Encouraged to request and attend a meeting to discuss the reclassification of their son or daughter. 

Current BUSD Reclassification Form



Bellevue Union School District
Achieving Excellence

Reclassification Notice

Notification of Recommended Reclassification of English Learner to Fluent English Proficient

To the Parents or Guardians of _____ Date _____

School: Bellevue Kawana Meadow View Taylor Mountain Grade _____

We have completed an annual evaluation of your child's English Language Proficiency and are pleased to recommend that your son or daughter be reclassified as **Fluent English Proficient**. He or she is now fluent in Listening, Speaking, Reading, and Writing in English with average native English speakers in the regular instructional program. We have used the following criteria to support our recommendation. We will continue to monitor his or her academic progress and placement. (A copy of the BUSD Reclassification policy can be found on the back of this document.)

1. The results of the English Language Proficiency Assessment for California (ELPAC) given on ____/____/____

	Overall	Listening	Speaking	Reading	Writing
Level	4				
Proficiency	Beginning Moderately Well Developed	Beginning Moderately Well Developed	Beginning Moderately Well Developed	Beginning Moderately Well Developed	Beginning Moderately Well Developed

2. The results of the CA ELA Assessment of Student Performance and Progress (CAASPP) given on _____

	Overall Score	Achievement of Standards
English Language Arts/Literacy		Exceeded / Met / Nearly Met

3. Teacher recommendations and/or other indicators, such as district wide reading/literacy scores and benchmark data.

Classroom performance is within average of EO peers per teacher consultation

EL/Student Services Coordinator _____ Telephone _____

Principal _____ Telephone _____

PARENT PARTICIPATION IN RECLASSIFICATION

Please check the appropriate box below and return the completed form to your son or daughter's school.

Student name _____

- I agree with this recommendation for reclassification.
- I would like to schedule a meeting to discuss this reclassification of my son or daughter.

Parent/Guardian Signature _____ Date _____ Telephone _____

BUSD's Current Form and Process

Proposed BUSD Reclassification Criteria

1. **The most recent assessment of English Language Proficiency Assessment for California (ELPAC) will be the primary criterion for Reclassification.** Students with an overall proficiency level of 4 will be considered for reclassification.
2. **The comparison of student performance in Grade-Level Skills as measured by CAASPP and/or either the Early Star Literacy Assessment or the Star Literacy Assessment.**
3. **Teacher evaluations and consultation.** An average score of 2 or better on the English Language Arts sections of the standards-based report card.
4. **Parent consultation.** Parents or guardians shall be notified of their right to participate in the reclassification process and be informed of the reclassification criteria at a parent conference, in a language understandable to the parents. The criteria are explained to the parent with supporting documents.

THANKS!

Do you have any questions?

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik.

