



RUSD

**RIVERSIDE UNIFIED
SCHOOL DISTRICT**



Reclassification

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What is Reclassification for English Learners?

Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Before Reclassification

How do we prepare students for reclassification?

- Daily English language development in an academic setting
- English Language Development Standards used in tandem with the CCSS for all subjects



English Language Development (ELD)

California requires two English Language Development programs to be implemented to support Multilingual learners learn English

1. Designated ELD

- Taught during a protected time within the school day
- Lessons designed in ways that build into and from content and aligned to the ELD standards
- Develop the critical academic language needed by ELs for content learning

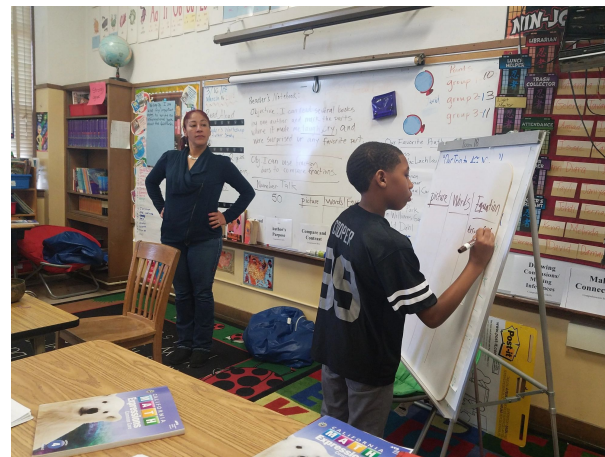


English Language Development (ELD)



2. Integrated ELD

- Throughout the day and across all subjects
- ELD/CCSS are taught in tandem to ensure students strengthen their abilities to use English as they simultaneously learn content through English
- Language clarification and language acquisition support



English Language Proficiency Assessment for California



- Required for all EL Students
- Once a year
- Measures the academic language growth
- In the four language domains
 - Reading
 - Writing
 - Listening
 - Speaking



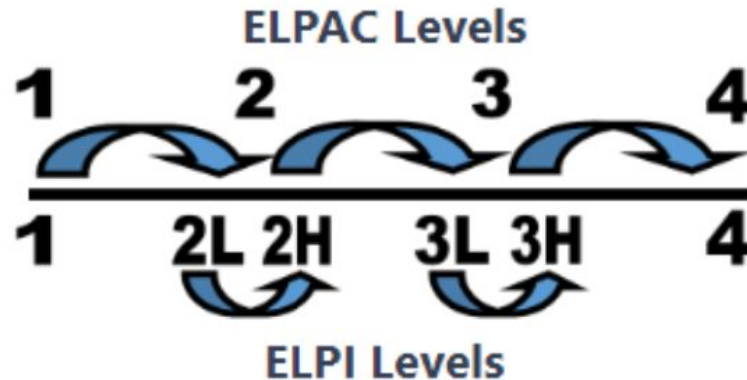
Four Reporting Levels

- Level 4: Well developed
- Level 3: Moderately developed
- Level 2: Somewhat developed
- Level 1: Beginning to develop



Time to Develop the English Language

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

English Language Level Proficiencies

Level 4/Bridging (Flower)

Speaks in complex sentences, using high vocabulary.

Example: "In order for flowers to bloom, they need an environment that provides nutrients in the soil, proper irrigation, and sufficient light."

Level 3/Expanding/Bridging (Leaves)

Speaks in sentences using high vocabulary.

Example: "Flowers bloom when they have rich soil and plenty of water."

Level 2/Expanding (Stem)

Speaks in phrases or simple sentences with basic vocabulary.

Example: "The flower grows." "The flower is red."

Newcomer/Emerging (Seed)

Points or gives one word responses.

Example: "Flower." "Dirt." "Leaf."

Level 1/Emerging (Roots)

Points or gives one word responses.

Example: "Flower." "Dirt." "Leaf."

English Language Learners



Preparing for Reclassification

- Criteria for reclassification is a collaborative effort between the state of California and school districts
- Exit criteria should be based on objective standards, like test scores
- Students should only exit English language development programs when they can speak, read, write, and comprehend English well enough to participate meaningfully in a school setting.
- School districts should monitor former ELs for four years after they are reclassified.

Level 4 on the ELPAC



- Identify all students who scored a 4 on the ELPAC
- Analyze data for all assessments on the criteria
- Notify sites of students who scored a 4 on the ELPAC and meet assessment criteria
- Sites notify parents and attain their recommendation
- If all steps are met and the student qualifies
 - Student is reclassified to Fluent English Proficient

This process is audited by the Federal Program Monitoring



Ellevation



- Once it is determined that the student meets all criteria for reclassification, the Ellevation data platform is used to process the reclassification paperwork
- A student is reclassified when the criteria is met and all parties agree and sign the form.
 - Parent
 - Teacher
 - School Administration



How can parents support?



- Read with or to your children
- **Speak in complete sentences**
- Use high level vocabulary
- Expose your child to
 - Science concepts
 - Nature
 - History
 - Libraries
 - Museums
- In person, virtually, video, pictures or books to build language and background
- Monitor their academic progress
- Make sure your child attends school daily

