



Re-launching Reclassification: Maintaining the Promise of California's Exit Criteria

September 26, 2024

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Objectives



Participants will:

- Review the reclassification process and its significance for California's 1.1 million English Learner (EL) students, including dually identified students (EL students with disabilities).
- Learn how the Observation Protocol for Teachers of English Learners (OPTTEL) can satisfy Criterion 2 and 3 for reclassification
- Gain insights into best practices for reclassification from experts in the field.

Agenda

- Introductions
- Grounding reclassification in the California EL Roadmap and California's multilingual student population
- Services for EL and dually identified students
- Deep dive into reclassification criteria
- Reclassification best practices for EL and dually identified students
- Resources





Introductions

Introductions (1)

Multilingual Support Division

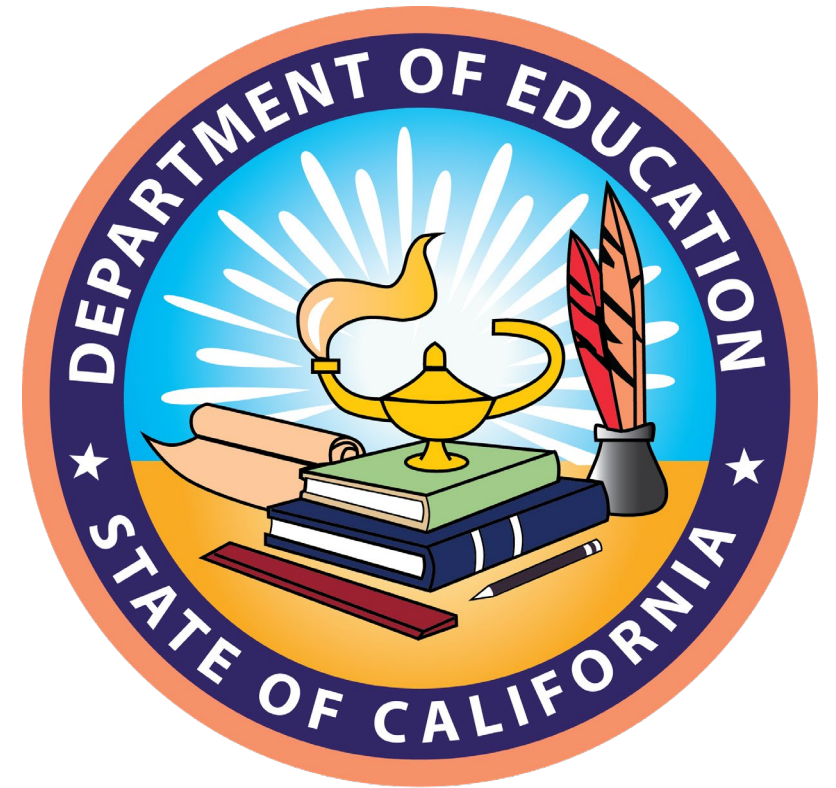
- Geqigula Dlamini, Ashley Metcalfe, Gustavo Gonzalez, and Cristina Echols Gollas

Special Education Division

- John Burch

Assessment Development and Administration Division

- Traci Albee and Charissa Kirk



Introductions (2)



Graciela García-Torres
Director, Multilingual
Education
Regional EL Specialist
EPICC Lead



Introductions (3)



Vanessa Lopez

Coordinator of Inclusive Practices

Coordinator of Project MuSE: Improving Outcomes for Multilingual Students with Exceptional Needs



Imperial County
SELPA



Improving Outcomes
For Multilingual Students
With Exceptional Needs

Opening Remarks (1)

Alesha Moreno-Ramirez

Director

Multilingual Support Division
(MSD)



Opening Remarks (2)

Sarah Neville-Morgan

Deputy Superintendent,
Opportunities for All Branch,
California Department of Education (CDE)

- Multilingual Support Division
- Expanded Learning Division
- Early Education Division
- Special Education Division
- Nutrition Services Division



California EL Roadmap Vision

All EL students, including dually identified students, "fully and meaningfully access and participate in a 21st-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages."

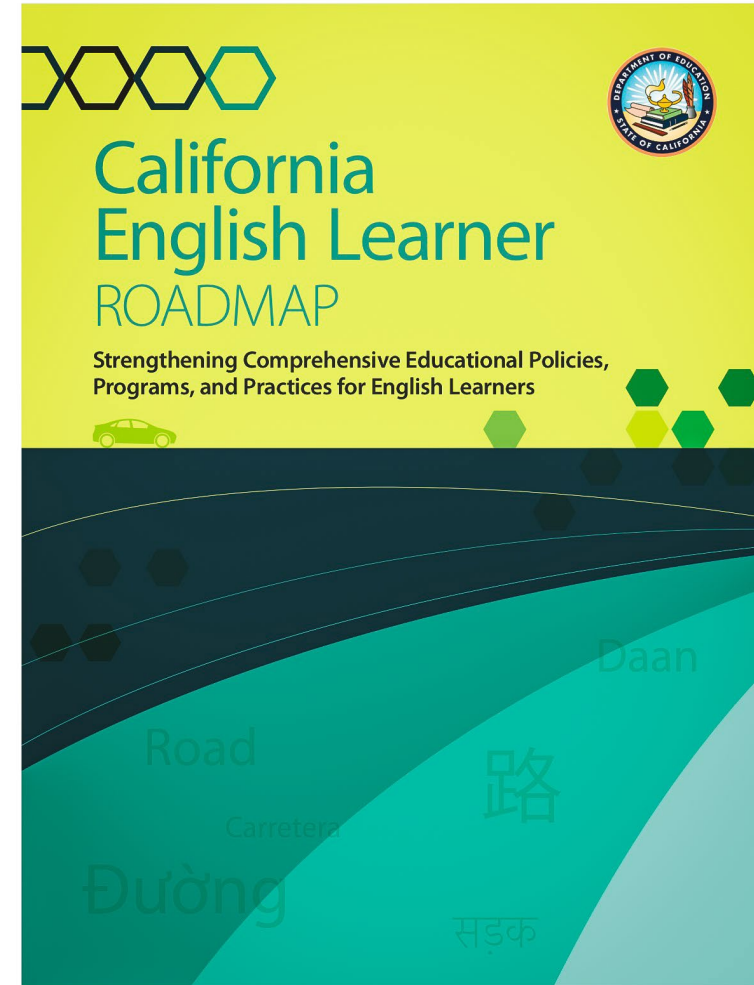
Scan QR Code to visit the
California EL Roadmap
Resource Hub



21st Century Education
Multilingual Proficiency
Meaningful Access

California EL Roadmap Principles

- **Principle One:** Assets-Oriented and Needs-Responsive Schools
- **Principle Two:** Intellectual Quality of Instruction and Meaningful Access
- **Principle Three:** System Conditions that Support Effectiveness
- **Principle Four:** Alignment and Articulation within and Across Systems



Principle Three: System Conditions that Support Effectiveness

Effective reclassification practices require robust systems and policies that support the equitable, consistent, and fair application of reclassification criteria across schools and districts. This principle highlights the need for systemic support to ensure that all EL students can be reclassified upon meeting the criteria.


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Principle Four: Alignment and Articulation Within and Across Systems

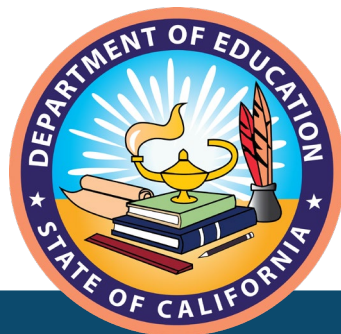
Reclassification is part of a broader effort to align educational practices and policies across different levels of the education system. This principle underscores the importance of coherence and continuity in the education of EL students, ensuring that reclassification decisions are informed by a comprehensive understanding of each student's educational journey.



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California's Multilingual Student Population



Multilingualism in California's Schools

- California is home to one of the largest populations of multilingual learners in the United States.
- Of California's 5.8 million students, 2.3 million (nearly 40 percent) bring the asset of a home language other than English¹. Of these:
 - 1.1 million currently identified as EL students (19 percent of the K-12 population; largest population in the nation)¹.
 - 1.2 million were either initially fluent English proficient (IFEP) or reclassified as fluent English proficient (RFEP)¹.
 - Of the 799,980 students with disabilities in grades TK–12, around 187,756, or 25 percent, are EL students with disabilities.

(Data Quest. September 20, 2024)



Services for EL Students and Dually Identified Students



English Learners Defined

EL students are those who enroll in a California school at any grade level, kindergarten through grade twelve, have a language other than English identified on the Home Language Survey, and, upon assessment, demonstrate a level of English language proficiency (ELP) that indicates EL programs and services are necessary. Students identified as English learners receive programs and services until they meet the reclassification criteria pursuant to California *Education Code (EC) Section 313*.

What are Language Acquisition Programs?

Legal Definition

Title 5 California Code of Regulations (5 CCR) Section 11300 (d) requires programs that lead to English acquisition as rapidly and effectively as possible, and academic content and English language development (ELD) standards-aligned instruction



What are the Requirements for Language Acquisition Programs?

Castañeda v. Pickard

(United States Court of Appeals for the 5th Circuit, 1981)

Dual Obligation

1. Program design to overcome language barriers
2. Meaningful access to core curriculum

Three-Prong Test

1. Evidence-based research
2. Sufficient resources
3. Lead to grade level proficiency and academic achievement.

Dually Identified Students Defined

Dually-identified students are:

- Students identified as English learners who are also “children with disabilities” under the Individuals with Disabilities Education Act, as defined in 20 U.S. Code 1401(3)(A).



Services for Dually Identified Students

- Entitled to all services & supports for students with disabilities
 - Individualized Education Programs (IEP) or Section 504 Plan
 - Inclusion & free appropriate public education
 - Least restrictive environment
- Entitled to all services & supports for EL students
 - Integrated ELD and designated ELD
 - Participation in annual language assessment
 - Goal/expectation of reclassification (exit from EL status)



Deep Dive into the Criteria

Reclassification Overview

- Reclassification is the process whereby a student is reclassified from EL status to RFEP status.
- Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.
- Each local educational agency (LEA) establishes a locally-approved reclassification process



Parent Engagement in Reclassification Process Setting

5 CCR Section 11308 (c)(6) (Advisory Committee) specifies that any local reclassification procedures must be reviewed and commented on by the school district advisory committee on programs and services for EL students, such as the District EL Advisory Committee or DELAC.



Reclassification Criteria Overview



1. Assessment of English Language Proficiency (ELP) with Summative English Language Proficiency Assessments for California (ELPAC) or Summative Alternate ELPAC
2. Teacher evaluation
3. Parent Opinion and Consultation
4. Basic Skills Relative to English Proficient Students



Criterion 1:
Assessment of English Language
Proficiency
EC Section 313(f)(1)

Criterion 1: Assessment of ELP with Summative ELPAC

- LEAs shall use ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion for students assessed with the Summative ELPAC.
 - All students with a score of Overall PL 4 on Summative ELPAC are eligible for reclassification.



Criterion 1: Assessment of ELP with Summative Alternate ELPAC

- LEAs shall use Summative Alternate ELPAC Overall PL 3 as the statewide standardized ELP criterion for student with the most significant cognitive disabilities.
 - All students with a score of Overall PL 3 on the Summative Alternate ELPAC are eligible for reclassification.



ELPAC Accessibility

The California Assessment Accessibility Resources Matrix contains all the:

- Universal tools
- Designated supports
- Accommodations
- Unlisted Resources



ELPAC Information Guide

- Provides guidance on ELPAC Administration for all students including those with disabilities.
- Provides detailed information domain exemptions including sample scenarios for each domain.
- Additional resources for dually identified students are also available in the guide.



Criterion 2:

Teacher Evaluation

EC Section 313(f)(2)

Criterion 2: Teacher Evaluation

- Teacher evaluation, including a review of the pupil's curriculum mastery
- 5 CCR 11303 (b) requires the participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil in the reclassification process.

OPTTEL

- Designed to promote equity in the reclassification process, the OPTTEL is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, per the requirements of *EC* Section 313.3.
- The OPTTEL tool is available on the [CDE OPTTEL web page](#).
- Some LEAs may already be able to access the OPTTEL through their student information system platform.

OPTEL for Criterion 2

- The California Department of Education (CDE) **strongly recommends** LEAs transition to the OPTEL, as California strengthens the standardization of reclassification criteria as required by Title III, Part A, of the Every Student Succeeds Act.
- Resources to support OPTEL implementation include:
 - Professional Learning Modules
 - OPTEL User Guide
 - Webinars
 - Frequently Asked Questions (FAQs)





Criterion 3:

Parent Opinion and Consultation

EC Section 313(f)(3)

Criterion 3: Legal Requirements for Parent Involvement

5 CCR 11303 (c) requires LEAs to seek parental involvement through:

- Notice to parent(s) or guardian(s) of language reclassification and placement, including a description of the reclassification process and the parent's opportunity to participate; and
- Encouragement of the participation of parent(s) or guardian(s) in the school district's reclassification procedure, including seeking their opinion and consultation during the reclassification process.



OPTEL for Criterion 3

- The Parent Consultation Form of the OPTEL tool is designed to guide educators in engaging with parents of EL students regarding their progress toward English proficiency as part of the reclassification process.
- Resources to support OPTEL implementation for Criterion 3 include:
 - Sample Parent Script
 - OPTEL User Guide
 - Professional Learning Modules
 - FAQs



Criterion 4:
Basic Skills Relative to English
Proficient Students
EC Section 313(f)(4)

Criterion 4: Basic Skills Relative to English Proficient Students

- Comparison of EL student performance to the performance of native English speakers of the same age in basic skills is locally determined.
 - 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.
- The LEA establishes the empirical range of performance in basic skills when setting the criteria for reclassification and considers the overall achievement goals set for all students.

Helpful Related Terms for Criterion 4

- **Performance in basic skills:** The score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks).
- **Range of performance in basic skills:** A range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
- **Students of the same age:** English-proficient students who are enrolled in the same grade as the student who is being considered for reclassification.

Reminder on RFEP Monitoring

After students have exited an EL program through the locally-approved reclassification process, LEAs must monitor the academic progress of those RFEP students **for at least four years** to ensure that:

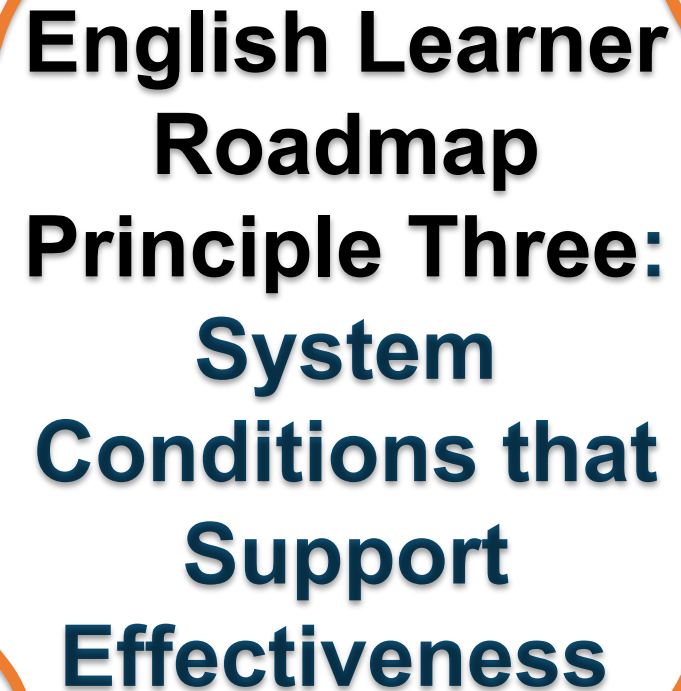
- The students have not been prematurely exited;
- Any academic deficit they incurred as a result of learning English has been remedied; and
- The students meaningfully participate in the standard instructional program, which is comparable to their English-only peers.



Best Practices

Best Practices on Reclassification (1)

- Systemic Approach
- Collaboration
- Communicated System
- Possibilities of Choice



**English Learner
Roadmap
Principle Three:
System
Conditions that
Support
Effectiveness**

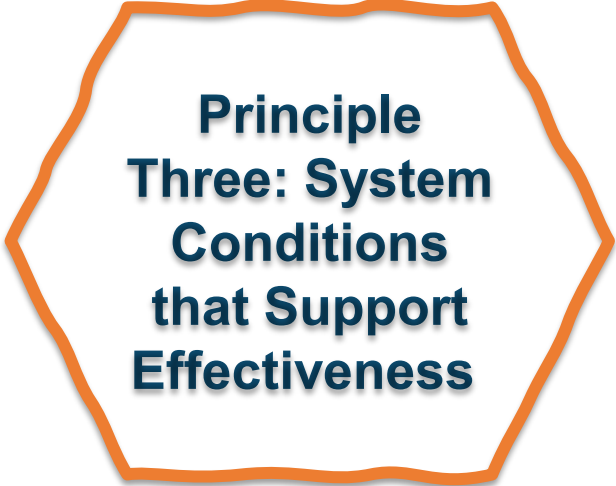
Best Practices on Reclassification (2)

Systemic Approach

- Ensure a cohesive system that integrates both language acquisition and special education needs.
- Establish clear, consistent procedures across schools and districts for reclassifying EL students, including those with exceptional needs.

Collaboration

- Promote collaboration between, for example, between EL specialists and special education teams.
- Encourage joint decision-making processes to address the unique needs of dually identified students.



**Principle
Three: System
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that Support
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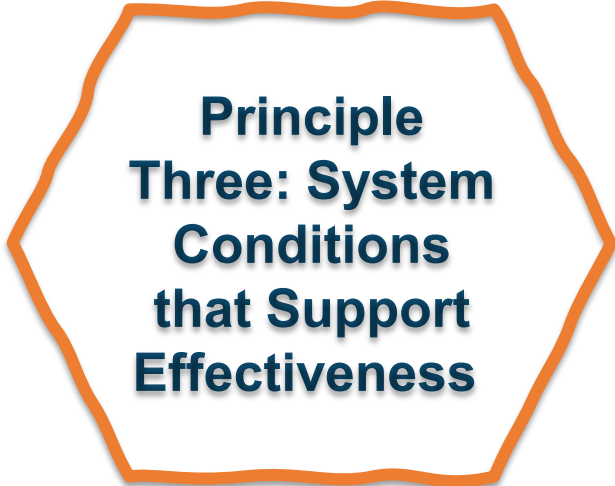
Best Practices on Reclassification (3)

Communicated System

- Clearly communicate the reclassification criteria and process to families and staff to ensure transparency and understanding.
- Provide ongoing updates on student progress, ensuring all understand the criteria and process and plan to support students moving forward toward meeting the exit criteria.

Possibilities of Choice

- Empower families and students with choices regarding program pathways and support structures.
- Tailor reclassification options to fit individual needs, offering the services available for students to optimally perform, such as accommodations and modifications.



**Principle
Three: System
Conditions
that Support
Effectiveness**

Best Practices on Reclassification (4)

ELP

- Determine the best pathway
- Well-articulated communication
- Delineated action steps between the EL and Special Education systems

Teacher Evaluation

- Progress monitoring data
- Present levels of academic and functional performance
- Student work samples

Parent Opinion and Consultation

- Meaningful parent involvement
- Parent opinion and consultation in the redesignation process

Basic Skills Relative to English Proficient Students

- Clearly outline the options in the system that meet this criterion
- Include multiple measure opportunities
- Tailor to grade-level standards

Best Practices for Dually Identified Students (1)

- Become familiar with the student's primary eligibility category and how it manifests across language domains and language composites.
 - If an additional disability(ies) exist, consider how the two intersect and manifest across language domains and language composites.



Best Practices for Dually Identified Students (2)

- **Accommodations**
 - Testing accommodations are part of the student's daily instruction and are provided across academic contexts
 - Student voice is part of the accommodation selection process
 - Accommodations are taught and practiced
- **Linguistically Appropriate Goals and Objectives**
 - Aligned to the student's ELP level with the appropriate embedded linguistic supports (light, moderate, substantial)
 - If the student participates in Alternate Assessments, goals and instruction are aligned to the alternate achievement standards – the Core Content Connectors

Best Practices for Dually Identified Students (3)

- For students with an IEP or a 504 plan:
 - During IEP team meetings for **dually identified students**, use the **CA Assessment Accessibility Resources Matrix** to guide team discussions and determine which Universal Tools, Designated Supports, and Accommodations would best support individual student needs by domain for the ELPAC



Best Practices for Dually Identified Students (4)

- For students with the most significant cognitive disabilities:
 - During IEP team meetings for dually identified students, use the **Alternate Assessment Participation Decision-Making Tool** to guide team discussions and determination of statewide assessment participation for students with significant cognitive disabilities.



Best Practices for Dually Identified Students (5)

- For students with an IEP or a 504 plan:

- During IEP team meetings for **dually identified students**, use the **Domain Exemption Worksheet** to guide team discussions and determination if a domain exemption(s) are appropriate should the team determine that assessing a particular domain(s) is tantamount to assessing the disability.



Best Practices for Dually Identified Students (6)

- **If the rare circumstance when a student has historically been unable to reach an overall PL 4, occurs :**
 - Confirm consistent provision of quality comprehensive ELD, both integrated and designated over the years
 - Review of historical ELPAC scores by domain
 - Review the eligibility assessment results (psychoeducational report) for insight into manifestation of the disability(ies)
 - Consider and implement all possible combinations of Universal Tools, Designated Supports, accommodations by domain

Best Practices for Dually Identified Students (7): Domain Considerations

(1) Comprehensive ELD

- Designated
- Integrated
- Quality
- Consistency

(2) Eligibility Report

- Disability category(ies)
- Manifestation
- Impact to domains
- Processing disorder(s)

(3) Historical Review of ELPAC Scores by Domain

- Historically suppressed domains
- Combination of UDAs
- ELD specialist

(4) Linguistically Appropriate Goals & Objectives (LAGOS)

- Intersection of disability and ELP
- Embedded language supports
- LAGOS met
- Adjustments

Questions



We will now answer questions from the Q&A.

You may also submit questions to LPLO@cde.ca.gov after the webinar.

We Value Your Input!

- To continuously improve upon our practice and to ensure future webinars meet your needs, please fill out this short survey.

Webinar Feedback Survey:



CDE Resources

- EL Roadmap
- Reclassification web page
- Regional County Office of Education English Learner Specialists web page
- OPTTEL web page
- ELPAC Information Guide web page
- California ELD Standards web page

Thank you!

