



**Office of Curriculum, Instruction and Professional Development**  
**Alternate English Learner Reclassification, 2022-2023**  
**for Students with Significant Disabilities**

The Long Beach Unified School District (District) annually reviews locally established English Learner (EL) Reclassification procedures and criteria, in order to maintain compliance with the [Guidelines established by the California Department of Education \(CDE\)](#). As modifications are made by the CDE, the District shares with our Local Board of Education (LBUSD Board) recommendations for updates to local procedure, for their review, input and approval. Currently, the CDE requires four Criteria for District consideration in the EL Reclassification process, to determine if ELs are ready to be *Reclassified to Fluent English Proficient* (RFEP).

An English learner with a disability may be unable to meet a particular reclassification criterion due to the specific nature of his disability, therefore will participate in an alternate reclassification for students with significant disabilities participating in alternate assessments (CAA, Alternate ELPAC). Students participating in the alternate assessment have a significant cognitive disability. IEP teams can utilize the [Alternate Assessment IEP Team Guidance](#) for considerations around alternate assessments.

**Criterion 1: Assessment of English Language Proficiency**

As established by the CDE, a minimum overall Performance level of *Fluent* on the Alternate English Language Performance Assessments for California (Alt-ELPAC).

**Criterion 2: Teacher Evaluations**

District staff at each site (Reclassification Team inclusive of IEP Team) review student linguistic and academic proficiencies with classroom teacher/s responsible for English Language Arts and/or English Language Development curriculums, to include achievement and learning in relation to grade-level standards of each eligible EL student, in order to evaluate if they are ready to be reclassified to RFEP. Incurred deficits in motivation and academic success, unrelated to English language proficiency, do not preclude a student from reclassification.

**Criterion 3: Parent/Guardian Consultation**

For eligible EL students determined ready to be reclassified to RFEP, the Reclassification Team will follow a comprehensive outreach protocol ensuring all efforts to obtain the opinion and consultation of parents/guardians have been made. This will include, but is not limited to:

- Notice of reclassification sent to parent/guardian household
- Parent/guardian invitation to attend a reclassification review meeting
- Documentation of process to request/obtain signature of parent/guardian

**Criterion 4: Basic Skills Relative to English Proficient Students**

The District evaluates EL students in Basic English skills, against an empirically established range of performance in Basic English skills in comparison to performance of English proficient pupils of the

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same age. Locally determined under guidance from the CDE, and with some variation dependent upon student grade level, the District evaluates EL student performance on the following (when available):

- Unique Learning System (ULS) Unit Checkpoints
- District Achievement Reports
- CAASPP Assessments (SBAC, CAA)

The District conducts three rounds of EL Reclassification each school year to coincide with data reporting windows of the above identified performance measures. A multi-round model establishes a basic framework to continuously monitor the linguistic and academic proficiencies of our EL students, and maximizes opportunity for their identification in meeting minimum eligibility requirements, as discussed above and detailed on the pages that follow. Each round of EL Reclassification evaluates the most recently available data measures in each category for CDE *Criterion 2* and *Criterion 4*.

### **Round 1: Previous Academic Year – Evaluation of Final Data (Fall)**

The first round of EL Reclassification begins when the CDE reports results for mandated accountability assessments (Alt-ELPAC, CAA), that were reported for the *previous academic year*. CDE timelines for return of data may vary – typically Round 1 begins in the *fall* of each year, with the evaluation of students eligible for EL Reclassification based upon previously collected local measures of achievement and learning, collected in the *spring of the previous academic year*.

### **Round 2: Current Academic Year – Evaluation of Fall Data (Winter)**

The second round of EL Reclassification continues with the CDE results for mandated accountability assessments (Alt-ELPAC, CAA), that were reported for the *previous academic year*. Typically Round 2 begins in the *winter* of each year, with the evaluation of students eligible for EL Reclassification based upon newly released local measures of achievement and learning, collected in the *fall of the current academic year*.

### **Round 3: Current Academic Year – Evaluation of Winter Data (Spring)**

The third round of EL Reclassification continues with the CDE results for mandated accountability assessments (Alt-ELPAC, CAA), that were reported for the *previous academic year*. Typically Round 3 begins in the *spring* of each year, with the evaluation of students eligible for EL Reclassification based upon newly released local measures of achievement and learning, collected in the *winter of the current academic year*.

The pages that follow provide a summary description, by grade level, of the [CDE established criteria \(Criterion 1–4\)](#) and LBUSD Board approved measures used in our District implementation of the EL Reclassification process. As previously mentioned, the District annually reviews EL Reclassification criteria and procedure in order to maintain compliance. As updates are made by the CDE, the District shares with the LBUSD Board necessary modifications to local procedure, for their review, input and approval.

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