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# ENGLISH LEARNER MASTER PLAN

## 2019-2020

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Mission Vista Academy





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## Master Plan for Services to English Learners

Mission Vista Academy aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

This plan describes how we identify, serve and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth five goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.

### Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders

### **Step 1: Registration, including Completion of the Home Language Survey**

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in an Inspire school and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3, and 4 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.



If Item 1, 2, 3, or 4 on the Home Language Survey is answered with a language other than English or ASL, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent’s response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student’s home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

**NOTE:** When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC , any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent’s or student’s observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

### **Assessment**

- Initial ELPAC, within 30 days of enrollment-- July 1- May 30
- Initial ELPAC score report and Notification Letter will be mailed, after testing. See Appendix 1(generic sample letter)
- Summative ELPAC, for current ELs-- Feb. 1-May 30

### **Step 2: English Language Proficiency Assessment**

State regulations require that if the student’s Home Language Survey indicates that a language other than English is used at home in Item 1, 2, 3, or 4 the student’s English language proficiency level must be assessed within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each

part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include: scale scores and proficiency levels.



School staff calculates a preliminary score for the purpose of determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Parent Notification of English Language Testing Form. The assessment is also forwarded to the test publisher for official scoring. These official results override the informal scoring if the scores differ. The official results are sent to the parent within 30 days of receipt by the school. ELPAC results are maintained in the student’s English Learner folder inside the cumulative folder, and in the school’s student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given a California Department of Education (CDE) approved alternative assessment. On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Level	Description
<b>Initial Fluent English Proficient (IFEP)</b>	Students at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the <i>2012 California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
<b>Intermediate English Learner</b>	Students at this level have <b>somewhat developed to moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the <i>2012 ELD Standards</i> .
<b>Novice English Learner</b>	Students at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the <i>2012 ELD Standards</i> .



NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students: the default program is Mainstream English. Placement is made on the same basis as for EOs.

*English Learners* proceed to primary language assessment. Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

### Step 3: Parent Notification of Results

#### Parent Notification of Initial Assessment Results and Program Placement (Appendix 1)

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC will receive official notification informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

#### Parent Notification of Annual Assessment Results and Program Placement

##### Program Placement/Instructional

- English Language Mainstream (ELM)—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any



academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

- Core Instruction in English
- Daily Leveled ELD for 30 – 60 minutes based on the student need and level independently at home through English at a Flash (STAR360) program with teacher monitoring progress.
- SDAIE strategies/vocabulary development will be embedded in curriculum and enhanced with teacher support in person or online sessions. One to three, half hour sessions. (SDAIE Strategies for English Learner Intervention is attached).
  
- Monitor student progress and evaluate program regularly.
- Optional ELD class (virtual).
- Pathblazer for math and reading supports.
  
- Reading Horizons—this program provides an assessment of your student, then offers differentiated and individualized assignments to help them build foundational skills in English language.

#### Step 4: Program Placement

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the criteria for “Probably English Proficient” in the ELPAC Scoring Guide. They include:

1. Student’s *overall* proficiency level is Early Advanced or higher, *and*
2. Proficiency in *each* skill area is Intermediate or higher. The skill areas are Listening, Speaking (Kindergarten through 12th grade), Reading, Writing, (2nd through 12th grade).

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- McGraw Hill Flex Curriculum (EL supports based on Level)





## **PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT**

Our school provides ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, Enrichment Center staff, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

### **INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS (Appendix 2)**

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC starting in February.

If a student was tested with the initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
3. HST and family review the examples of possible evidence for student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, to the school's EL Designee or coordinator.





## **RECLASSIFICATION**

Our school reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their

educational careers. However, the academic progress of RFEP students must be monitored for a minimum of two years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition, common, grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

### **Reclassification Policy, Criteria, and Process:**

The EL Designee or coordinator, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon release of ELPAC scores by the state.

Per California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

- 1) ELPAC Score - Student must have an Overall Performance Level score of 4 (the statewide standardized ELP criterion), with no more than one subscore of 2.
- 2) Teacher Evaluation - Student progress as observed by the teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
- 3) Parent Opinion and Consultation - Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in Parent Notification Letter of Reclassification.
- 4) English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores. The cut score requirements/criteria is indicated in the chart below.

Grade	Minimum ELA SBAC Score	Minimum Reading Score on STAR360	Minimum Math SBAC Score	Minimum Math Score on STAR360
TK/K	n/a	50	n/a	n/a
1st	n/a	71	n/a	240
2 <sup>nd</sup>	n/a	182	n/a	396
3 <sup>rd</sup>	Standard nearly met	323	Standard nearly met	482
4 <sup>th</sup>	Standard nearly met	424	Standard nearly met	567
5 <sup>th</sup>	Standard nearly met	525	Standard nearly met	634
6 <sup>th</sup>	Standard nearly met	626	Standard nearly met	699
7 <sup>th</sup>	Standard nearly met	713	Standard nearly met	736
8 <sup>th</sup>	Standard nearly met	847	Standard nearly met	767
9 <sup>th</sup>	n/a	925	n/a	780
10 <sup>th</sup>	n/a	981	n/a	782
11 <sup>th</sup>	Standard nearly met	1026	Standard nearly met	803
12 <sup>th</sup>	n/a	1141	n/a	817

### Process

1. The EL Designee or coordinator will complete the Reclassification Form for students who meet the first criteria. See Appendix 2
2. Form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to a phone conference where they can consult with the EL Designee or coordinator and/or teacher, and their child. (See Appendix 3)
4. At this point, if everyone is in agreement, the student is then redesignated RFEP.
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.



### **RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES**

The reclassification criteria and process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student’s disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the

responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Designee or coordinator to consider the alternative reclassification criteria and form. The IEP team, to include parent and the EL Designee or coordinator, will discuss and complete the form. If the student is found to meet this criteria, he/she will then be reclassified to RFEP and two year monitoring will commence, as with all other RFEP students. See (Appendix 5)

### **RFEP Monitoring**

Per California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continued monitoring of that student.

Our school will monitor RFEPs once per year over the course of the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

### ***RFEP Monitoring Schedule***

<b>Student’s Last Name</b>	<b>Monitoring Month, Annually for Four Years</b>



A-C	October
D-F	November
G-H	December
I-L	January
M-O	February
P-R	March
S-V	April
W-Z	May

If at any point the student is scoring below grade level, intervention measures will be put in place, so as to ensure that the student is receiving as much support as possible, toward maintaining English language proficiency and academic growth. (See Appendix 6)



## Appendix 1

# Mission Vista Academy

## INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of: <Last\_Name>, <First\_Name>    Date: <Date\_Testing\_Completed>

SSID: <SSID>                      Date of Birth: <Date\_of\_Birth>    Grade: <Tested\_Grade>

**Dear Parent(s) or Guardian(s):** When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. In California, the name of the test is the Initial English Language Proficiency Assessments for California (ELPAC). This letter also explains the criteria for a student to exit, or reclassify out of, the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

### Language Assessment Results

See enclosed Student Score Report

**Based on the results of the English language proficiency assessment, your child has been identified as an <Calculated\_ELAS> student.**

### Program Placement



If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note, that this does not change your student’s homeschool teacher.

If your student was identified as an **English Learner (EL)**, he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school’s academic curriculum. Instructional support is added by your child’s teacher as needed, according to the ELPAC results. Please note, that this does not change your student’s homeschool teacher.

### Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below.

(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	LEA Criteria <b>Inspire Charter Schools EL Master Plan</b>
English Language Proficiency Assessment	Overall Performance Level score of 4 (the statewide standardized ELP criterion) with no more than one subscore of 2 in the domains of reading, writing, listening, and speaking.
Teacher Evaluation	Student progress as observed by the teacher, as well as student’s grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student’s English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.



## Intervention and Support Options

In addition to the instructional support provided by your homeschool teacher, Inspire offers other programs to help your student with their English fluency and academic achievement goals. Below is a list of options, which you can discuss with your teacher, if interested.

1. **English in a Flash**—is an intervention component of Star 360. All students who are designated EL have automatic access. Students access this program through Renaissance Place (same platform as Star 360); the username and password are also the same as that for Star 360.
2. **Curriculum supplemental support**—check with student’s chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.
3. **Pathblazer**—this program can be used for intervention in math and reading. This eligibility is dependent on their star360 scores and is only given to students who score in the yellow intervention or red urgent intervention categories.
4. **Learning Ally**—this program is an audio book program which reads books to students, so that they can hear what it should sound like, as it is read by an English fluent person. Should you have questions regarding these programs, test results or your child’s instructional placement, please contact your child’s teacher, or me, at the number or email listed below.





## Appendix 2

### Evidence Form

#### Initial ELPAC Correction: Correcting ELAS from EL to IFEP

Complete all information below and email along with evidence documentation to the EL Designee or coordinator of your school.

HST Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

SSID: \_\_\_\_\_ Scope: \_\_\_\_\_

#### **List of evidence attached:**

1. Reading:

2. Writing:

3. Listening:



4. Speaking:

**Additional teacher comments and observations:**

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Final Outcome:** Student ELAS will be corrected to IFEP:      Yes              No

EL Designee/coordinator: \_\_\_\_\_

Date: \_\_\_\_\_



## English Language Learner Reclassification Form

Student Name:	Grade:
Teacher Name:	Date:

### 1. ELPAC Scores

### 2. English Language Proficiency/ Academic Performance

Overall Score		Comparison Data	English	Math
Subscores: Reading		Grades/Progress Indicators		
Writing		SBAC Scores		
Listening		Star 360 Scores		
Speaking		Other:		

### 3. Teacher Evaluation

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### 4. Parent Opinion

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**Final Outcome:** Student will be reclassified: Yes No

Teacher Signature: \_\_\_\_\_

Director of ELD: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Official RFEP Date: \_\_\_\_\_



## Mission Vista Academy

350 Brookside Ave, Beaumont, CA 92223

Ph (626) 317-0112 | Fax (626) 932-8094

### Parent Notification Letter of Reclassification

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English Learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC. Scores are in and based on your child's performance on this test, your child may be reclassified as fluent English proficient (RFEP). In addition to the ELPAC scores, criteria used to make this decision include: an evaluation of your child's academic performance by the teacher, your child's English proficiency as measured by the SBAC, Star 360, and/or iReady assessments, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be reclassified.

You are invited to contact me at the number below for a phone conference, so that we may discuss and decide on your child's readiness and overall qualification for reclassification. Questions about the ELPAC or your child's results can also be directed to me as well.

We urge you to make this contact and hold this conference as soon as possible, so that you can continue to be actively involved in your child's learning, and together we can make decisions that are in the best interest of your child.

Sincerely,

Lisa Dushaj Mesa, M. Ed.  
Director of English Language Development  
Mission Vista Academy  
951-642-3795  
[lisam@inspireschools.org](mailto:lisam@inspireschools.org)

## Reclassification Form For English Learners with Disabilities

*Policy, from Inspire EL Master Plan:*

### RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the Director of ELD or EL Designee to consider the alternative reclassification criteria and form. The IEP team, to include parent and the Director of ELD/EL Designee, will discuss and complete the form. If the student is found to meet this criteria, he/she will then be reclassified to RFEP and two year monitoring will commence, as with all other RFEP students.

Student Name:	Grade:
Teacher Name:	Today's Date:
Primary Disability:	Date of last IEP:
Secondary Disability:	

**1. Indicate which assessment the student took:**      ELPAC \_\_\_\_\_      Alternate version \_\_\_\_\_

**2. ELPAC Scores**

**3. English Language Proficiency/  
Academic Performance**

Overall Score		<i>Comparison Data</i>	<i>English</i>	<i>Math</i>
Subscores: Reading		Grades/Progress Indicators		
Writing		SBAC Scores		
Listening		Star 360 Scores		
Speaking		Other:		

**4. Has student met language proficiency criteria as assessed by ELPAC?**      Yes \_\_\_      No \_\_\_

**5. Does the IEP/reclassification team believe the student's disability impedes the student's ability**



## Reclassification Form For English Learners with Disabilities

**6. If so, in which domains? Reading \_\_\_ Writing \_\_\_ Listening \_\_\_ Speaking \_\_\_**

Provide an explanation below by using the following criteria to help determine if factors other than English language proficiency are responsible for limited achievement on ELPAC and/or ELA:

- Student's performance is commensurate with his/her ability, due to his/her disability.
- Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners.
- Student's errors are indicative of a student with his/her disability versus a language barrier.
- Other/also:

**7. Was an English proficiency goal written into the student's IEP? Yes \_\_\_ No \_\_\_**

**8. Did the student meet the English proficiency goal? Yes \_\_\_ No \_\_\_**

**9. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified? Yes \_\_\_ No \_\_\_**

### **10. Teacher Evaluation**

### **11. Parent Opinion**



## Reclassification Form For English Learners with Disabilities

**Final Outcome:** Student will be reclassified: Yes No

Teacher Signature: \_\_\_\_\_ Director of ELD: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Official RFEP Date: \_\_\_\_\_

Case Carrier: \_\_\_\_\_ IEP Team Member: \_\_\_\_\_

IEP Team Member: \_\_\_\_\_ IEP Team Member: \_\_\_\_\_





## English Language Learner RFEP Monitoring Form

Student Name:	Grade:	Evaluation Interval: Year 1    Year 3 Year 2    Year 4
Teacher Name:	Date:	RFEP Date:

<b>Academic Achievement</b>		
	<i>English</i>	<i>Math</i>
<b>Classroom Grades</b>		
<b>SBAC Scores</b>		
<b>Star 360 Scores</b>		
<b>Other:</b>		

Was academic performance satisfactory?    Yes        No

Are intervention strategies necessary?    Yes        No

<b>Targeted Intervention (if required)</b>		
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):

**Additional Comments/Information**

Teacher Signature	Date	Parent Signature	Date
Director Signature	Date		