



MONARCH RIVER ACADEMY

ENGLISH LEARNER MASTER PLAN
2022-2023

Monarch River Academy

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Master Plan for Services to English Learners

Monarch River 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 (HLS) as required by state law. This survey is completed the first time the parent enrolls the child in Monarch River Academy 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 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, or 3 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, or 3, 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 use the official results in determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Initial ELPAC Notification Letter (See Appendix 1). 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 may 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
Initial Fluent English Proficient (IFEP)	Students at this level have well developed 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 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
Intermediate English Learner	Students at this level have somewhat developed to moderately developed 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 2012 <i>ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed 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 2012 <i>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 – The parents of ELs will be notified of the results and instructional support program placement based on the results. 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

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. This information shall include the Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.
- 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

Parents of EL students who do not reclassify to Fluent English Proficient will receive annual notification of their child’s continued identification as an English Learner. The parent will receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program. This information shall include the Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.
- 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

Step 4: Program Placement

Program Placement

The following process is used to identify the most appropriate program for English Learners at our school. ELPAC results indicate whether the student is *reasonably fluent in English* or not. The criteria for reasonable fluency in English include:

1. Student’s *overall* proficiency level is Level 3 or higher.
2. Student’s Oral Language and Written Language scores are Level 3 or higher, with each skills area or domain is Somewhat/Moderately or higher. The skill areas or domains are Listening, Speaking, Reading, and Writing.

Instructional Programs

Our instructional programs to support English Learners are based on the 2012 CA English Language Development (ELD) Standards. Because our school allows for wide differences in student learning styles, abilities, and interests, independent study teachers will work with parents to tailor the learning plan to the individual needs of each student. The ELD curriculum is based on the CA ELD Standards and may include state-adopted programs, as well as supplemental ELD materials. All EL students will receive both Designated ELD instruction and Integrated ELD instruction in each program.

- Core Content Instruction in English with Integrated ELD instruction.
- Designated ELD virtual synchronous instruction for 60 minutes weekly. 120 minutes asynchronous instruction completed at home with teacher progress monitoring.
- SDAIE strategies/vocabulary development will be embedded in curriculum and enhanced with teacher support in person or online sessions.
- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- Monitor student progress and evaluate program regularly.

The following is the curriculum our credentialed teachers utilized in the virtual synchronous English Language Development classes:

Dataworks Educational Research:	Dataworks offers a Designated ELD Curriculum broken down into levels based on a student’s English proficiency. The complete curriculum has an intensive online component, as well as a number of resources for students to extend their learning in independent practice.
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Launch to Literacy:	Launch to Literacy (Levels A, B, C) is for the beginning English Proficiency levels. English Learners learn phonemic awareness, phonics, spelling, fluency, vocabulary, reading comprehension, and writing.
Link to Literacy:	Link to Literacy (Levels D, E, F) are for your English Learners who are at the emerging, expanding, and bridging English proficiency. The students receive intensive instruction in language, vocabulary, reading comprehension, and writing.

The following is a listing of some of the supplemental curriculum used to support EL students at our school:

BrainPOP ELL	Brain Pop is a web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing.
<i>Wonders for English Learners:</i> A K-6 ELL Program by McGraw-Hill	<i>Wonders for English Learners</i> offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize the building of speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.
<i>StudySync 6-12 ELA Curriculum:</i> Support for English Learners by McGraw-Hill	<i>StudySync</i> supports literacy and skills development for all 6–12 students, including beginner, intermediate, and advanced English Learners. All lessons include resources, such as sentence frames, graphic organizers, glossaries, and tools for use in whole group, small group, and one-on-one instruction.
Reading Eggs or Reading Eggspress	Comprehensive learn to read program to help children become fluent and proficient readers. It supports core literacy based on the five essential pillars of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency), explicitly teaches letters and sounds, and includes online reading games and activities that are easy to follow, self-paced, and highly engaging for grades students.
<i>Language for Learning</i> McGraw-Hill PreK-5	<i>Language for Learning</i> provides young learners with the knowledge and understanding of language they need to achieve proficiency and reading comprehension. This oral language program teaches children the words, concepts, and statements important to both oral and written language, and helps enable them to extend this knowledge to other areas of their development.

Our instructional programs to support EL students include:

- **Structured English Immersion (SEI)**—An instructional program for English learners with less than reasonable fluency in English in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with integrated ELD.
- **English Language Mainstream (ELM)**—An instructional language for English learners who have acquired reasonable fluency in English, as defined by the school, or at the request of the parent or guardian.

In addition to ELD instruction, English learners continue to receive additional and appropriate services and support in order to meet the requirements to be reclassified as Fluent English Proficient.

Should the parents or guardians of 30 or more students or the parents or guardians of 20 or more students in any grade request an alternative language acquisition program, the school will make every effort to provide an alternative program that would be better suited for the overall educational development of the students.

Parents may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan.

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 school 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, 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

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 IST can request a status correction to IFEP (Initially Fluent English Proficient).

1. IST 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, IST will receive an Evidence Form and info sheet. See Appendix 2.
3. IST and family review the examples of possible evidence for student's grade span.
4. IST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by IST 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, Scores from Smarter Balanced Assessments (SBA) in English-Language Arts, Star Reading, or Star Early Literacy, 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 four 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.

The ELPAC and grade-level basic skills assessments are examined to determine if the student is able to function at a level commensurate with their English Proficient peers.

Reclassification Policy, Criteria, and Process

The EL 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. **English Language Proficiency Assessment for California (ELPAC)**

The student must achieve an Overall Performance Level (PL) 4 on the Summative ELPAC for grades K-12.

2. **Teacher Evaluation**

The student must receive English Language Arts progress report card mark of Meets Expectations or higher or English grade of C or higher. The teacher may provide additional data including student work or Ed Plan completion in ELA to support reclassification recommendation.

3. **Parent Opinion and Consultation**

Parent is consulted via the Parent Notification Letter of Reclassification. See Appendix 4.

4. **Grade-level Basic Skills Assessment**

EL student's performance level in basic skills assessment will be compared with that of English Proficient peers. The Star Reading (K-12) or Star Early Literacy (grades K-1 only) or the ELA Smarter Balanced Assessment (3-8, 11) will be used to determine whether EL students meet academic measures and are ready to be reclassified. The minimum requirements for criterion 4 are indicated in the chart below.

Criterion 4					
Grade	SBA (ELA) Performance Level		Star Reading (Star Enterprise Scale Score)	Star Early Literacy (Star Enterprise Scale Score)	
TK/K	N/A		N/A	or	752
1	N/A		835	or	852
2	N/A		919	N/A	
3	Standard Nearly Met	or	967	N/A	

4	Standard Nearly Met	or	1003	N/A
5	Standard Nearly Met	or	1024	N/A
6	Standard Nearly Met	or	1039	N/A
7	Standard Nearly Met	or	1059	N/A
8	Standard Nearly Met	or	1069	N/A
9	N/A		1075	N/A
10	N/A		1081	N/A
11	Standard Nearly Met	or	1090	N/A
12	N/A		1110	N/A

**For Grades K-6 Star CBMs can be used as an additional measure of reading ability. Star CBM Reading begins by assessing students’ understanding of letters and their sounds, moves on to basic phonological awareness and early decoding, and progresses to passage reading.

Reclassification Process

1. The EL Coordinator will complete the Reclassification Form for students who meet the first criteria. See Appendix 3.
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 consult with the EL Coordinator and/or teacher. See Appendix 4.
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 are 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 Coordinator to consider alternative reclassification criteria and form. The IEP team, including parent and the EL Coordinator, will discuss and complete the form. If the student is found to meet the alternative criteria, they will then be reclassified to RFEP and four-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

Student’s Last Name	Monitoring Month, Annually for Four Years
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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.

Monarch River Academy

INITIAL ELPAC NOTIFICATION LETTER FOR STUDENT IDENTIFIED AS ENGLISH LEARNER

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. We are required to inform you of the language acquisition program options available from which you may choose the one that best suits your child (California Ed Code [EC] Section 310). 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
(20 U.S.C Section 6312[e][3][A][ii])

See enclosed Student Score Report

Based on the results of the English language proficiency assessment, your child has been identified as an **English Learner** student.

Your child will be 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 independent study teacher.

Your child is participating in an Individualized Education Program (IEP), which is on file. A description of how your child’s program and placement will be determined by the IEP team. [\(only include if applicable\)](#)

Choosing a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (*EC* Section 306[c]). Our instructional programs to support EL students include:

Structured English Immersion (SEI)—An instructional program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with integrated ELD.

English Language Mainstream (ELM)—An instructional language for English learners who have acquired reasonable fluency in English, as defined by the school. In addition to ELD instruction, English learners continue to receive additional services and support needed for them to be reclassified as Fluent English Proficient.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (*EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact our school to ask about the process.

Parents or guardians of English learners have a right to decline or opt their children out of a school’s EL program or out of particular EL services within an EL program. However, the school remains obligated to provide the student with meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 CCR Section 11302)

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

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 school’s exit (reclassification) criteria are listed below:

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	LEA Criteria Monarch River Academy EL Master Plan
English Language Proficiency Assessment	The student must achieve an Overall Performance Level (PL) 4 on the Summative ELPAC for grades K-12.
Teacher Evaluation	The student must receive English Language Arts progress report card mark of Meets Expectations or higher or English grade of C or higher. The teacher may provide additional data including student work or Educational Plan Completion in ELA to support reclassification recommendation.
Parental Opinion and Consultation	Parent will be consulted via Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student’s performance level in basic skills assessment will be compared with that of English Proficient peers. The Star Reading or Star Early Literacy (grades K-1 only) or the ELA Smarter Balanced Assessment (SBA) will be used to determine whether EL students meet academic measures

and are ready to be reclassified. The minimum requirements for criterion 4 are indicated in the chart below.

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is [Graduation_Rate] percent. The graduation rate displayed on the Graduate Data report, is available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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 email listed below.

Sincerely,

Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

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

IST 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 Coordinator: _____

Date: _____

English Language Learner Reclassification Form



Student Information			
Student Name:		Grade Level:	
Teacher Name:		Date:	
ELPAC Scores		English Language Arts Basic Skills/ Academic Performance	
Overall Score:		<i>Comparison Data</i>	<i>Scores</i>
Subscores: Reading		ELA Grades/Progress Report Card Mark	
Writing		ELA Smarter Balanced Assessment (SBA)	
Listening		Star Reading (K-12) or Star Early Literacy (K-1)	
Speaking		Other:	
Teacher Evaluation			
Comments: _____ _____ _____			
Parent Opinion/Consultation			
*to be completed by the EL Coordinator/HST/designee conducting parent conference			
<p>_____ I have received an explanation of my child's performance and progress in learning English.</p> <p>_____ I have received an explanation about my child's performance and progress in class work or other state tests.</p> <p>_____ I have received an explanation of the redesignation process and understand the school will continue to follow my child's progress if he/she is reclassified.</p> <p>_____ I understand and agree my child no longer needs support services as an English Learner.</p>			
<p>Check one of the following:</p> <p>_____ I support the school's plan and recommendation.</p> <p>_____ I do not agree with the school's plan and recommendation.</p>			
Final Outcome			
Student will be reclassified: Yes No			
Teacher Signature:		EL Coordinator:	
Parent Signature:		Official RFEP date:	



Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 316-0157 | Fax (626) 631-6040

Parent Notification Letter of Reclassification

<Date>

Dear Parents or Guardians of _____:

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 for this year and we have received those scores. We reviewed your child's performance on this test and took into consideration the following criteria: an evaluation of your child's academic performance by the teacher, your child's performance on a basic skills assessment as measured by the Smarter Balanced Assessment for English Language Arts, Star Reading, or Star Early Literacy, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be reclassified. Based on all of this data, your child qualifies for reclassification out of the program. We will reclassify your child as Fluent English proficient (RFEP).

We thank you for your input and involvement in this process and congratulate your family on this achievement. If you have questions about the ELPAC or this letter, you can ask your IST, or they can also be directed to me as well.

Sincerely,

<Name of EL Coordinator>
EL Coordinator
Monarch River Academy
<Phone Number>
<Email>

Reclassification Form For English Learners with Disabilities



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 Coordinator to consider the alternative reclassification criteria and form. The IEP team, including parent and the EL Coordinator, will discuss and complete the form. If the student is found to meet the alternative criteria, they will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students.



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

Alternate ELPAC Scores		English Language Arts Basic Skills/ Academic Performance	
Overall Score:		<i>Comparison Data</i>	<i>Scores</i>
		ELA Grades/Progress Report Card Mark	
ELA California Alternate Assessment			Other:

Indicate which assessment the student took: ELPAC ___ Alternate version ___

Has the student met language proficiency criteria as assessed by ELPAC? Yes ___ No ___

Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes ___ No ___

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:

Was an English proficiency goal written into the student's IEP? Yes No
 Did the student meet the English proficiency goal? Yes No
 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

Teacher Evaluation

Comments:

Parent Opinion/Consultation

***to** be completed by the EL Coordinator/HST/designee conducting parent conference

I have received an explanation of my child's performance and progress in learning English.
 I have received an explanation about my child's performance and progress in class work or other state tests.
 I have received an explanation of the redesignation process and understand the school will continue to follow my child's progress if he/she is reclassified.
 I understand and agree my child no longer needs support services as an English Learner.

Check one of the following:

I support the school's plan and recommendation.
 I do not agree with the school's plan and recommendation.

Final Outcome (will be completed by EL Coordinator)

Student will be reclassified: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Teacher Signature:	EL Coordinator:
Parent Signature:	Official RFEP date:
Case Manager:	IEP Team Member:
IEP Team Member:	IEP Team Member:

English Language Learner RFEP Monitoring Form



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

Current Academic Achievement							
If not applicable write N/A							
ELA Grade		STAR 360		CAASPP		Other	

HST Evaluation of Student's Progress		
The student is meeting grade Level ELA standards	True	False
The student's current academic performance is satisfactory	True	False
Intervention Strategies are not necessary at this time.	True	False

Targeted Intervention (if required)		
Specific Academic Need	Description of Intervention	Performance Target (Goal)

Additional Comments/Information

Teacher Signature	Date	Parent Signature	Date
EL Coordinator Signature		Date	