

TITLE: Reclassification Procedures for English Learners with Disabilities

NUMBER: BUL-6890.6

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ROUTING
All Employees
All Locations

POLICY: This bulletin provides the guidelines and the process for Individualized Education Program (IEP) teams to follow when making the recommendation to be reclassified as Fluent English Proficient (RFEP) for an English Learner (EL) who has completed four or more years of English Language Development (ELD) services and is eligible for Special Education services. This policy is inclusive of students on the alternate curriculum and considers the impact of the student's disability on English Language Proficiency (ELP).

MAJOR CHANGES: This bulletin replaces BUL-6890.5 of the same title dated January 29, 2024, and incorporates the following changes:

- Requires a Summative ELPAC level 4 or Summative Alternate ELPAC level 3 for recommendation for reclassification.
- Includes the use of the Observation Protocol for Teachers of English Learners (OPTTEL) tool to meet criterion 2.
- Updates secondary ELD course names.

PURPOSE: This bulletin delineates the IEP guidelines and procedures for the reclassification of ELs with disabilities.

BACKGROUND: California Education Code Section 313(f) identifies four required criteria for reclassification but also allows for other measures to be included.

The four required criteria are:

1. Assessment of English language proficiency (using the state's ELP assessment).

2. Teacher evaluation (including but not limited to, a review of the student's curriculum mastery).
3. Parent opinion and consultation.
4. Comparison of student performance in basic skills (compared an empirically established range of performance in basic skills based on the performance of English proficient students of the same age).

The District's IEP reclassification process and procedures follows guidelines approved by the California Department of Education (CDE) and the State Board of Education (SBE).

GUIDELINES:

The following guidelines need to be adhered to reclassify ELs with disabilities. EL students with disabilities (SWDs), including those on the alternate curriculum, are to be provided with the same opportunities to be reclassified as EL students without disabilities. When a student attains an ELP level of 4 on the Summative ELPAC or 3 on the Summative Alternate ELPAC, IEP teams may consider relevant performance measures in basic skills and teacher evaluations. To determine the student's readiness for reclassification, these measures should align with those expected of native English-speaking peers with similar disabilities in the same grade level.

I. English Language Proficiency Assessments for California (ELPAC), Accessibility Tools and Domain Exemptions

To ensure students with disabilities have access to grade level instruction and assessments (such as the ELPAC), IEP teams are encouraged to consider the embedded and non-embedded universal tools, designated supports and accommodations from the California Assessment Accessibility Matrix at every IEP. If there are no available resources or appropriate accommodations that provide access to the Summative ELPAC domain(s), IEP teams may choose to exempt a student from no more than one domain per composite score (e.g. the student might be exempted from Listening OR Speaking domain in the Oral Composite and/or exempted from Reading OR Writing domain in the Written Composite. Teams may utilize the Initial and Summative ELPAC Domain Exemption Decision Making Tool to support them in this decision. Most students with disabilities should be able to be accommodated by the tools in the accessibility matrix; domain exemptions are for cases in which there are no appropriate accommodations for the student to access the domain. Tools recommended from the California Assessment Accessibility Matrix

and/or domain exemptions should be added in Section K of the IEP. There are no exemptions available for students assigned to the Summative Alternate ELPAC.

II. IEP Reclassification Guidelines

When considering reclassification eligibility for English Learners with disabilities, IEP teams are authorized to follow the guidelines outlined in this bulletin when English Learners with disabilities meet all of the following criteria:

- Students have achieved ELPAC level 4 on the Summative ELPAC or a level 3 on the Summative Alternate ELPAC.
- Student has completed four (4) full years of U.S. schooling.
- Students are in the 3rd grade or above.
- Students have had the benefit of and completed four (4) or more years of ELD services.
- Students have an active IEP and are eligible for special education services at the time the reclassification process is initiated. The IEP in which the reclassification is determined must be in at least pending status.

When students in 3rd grade or above meet the ELPAC criterion for reclassification but do not meet Criterion 2 (teacher marks or grades) and/or Criterion 4 (basic skills score) for reclassification as established by the school district, it is recommended for the IEP team to consider reclassification based upon the process outlined in this bulletin. In this process, the IEP team considers how the student's disability impacts the student's ELP.

NOTE: If the IEP team determines that a student still benefits from ELD services because they have not fully developed English language proficiency, reclassification may not be appropriate.

III. Reclassification Procedures

Reclassification may not take place during an initial IEP team meeting. Additionally, it is recommended that IEP teams wait at least one year to consider reclassification after a student's initial IEP team meeting and implementation of special education services. This is to ensure that the student has been provided full access to both the ELD and the English language arts (ELA) curriculum. All accommodations, services and support provided to the student should be documented in Attachment B, Records Review, of this bulletin.

In accordance with federal and state laws, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). These four criteria are the minimum required components that Districts must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure an informed decision is made for each student. However, at no time does the IEP team have the authority to omit any of the four required criteria or substitute them with alternative criteria. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will provide the student with access and academic progress. The following questions will support IEP teams in filling out Attachment C, IEP Team Worksheet to Determine Reclassification of ELs with IEPs. For additional guidance on the steps to follow during the IEP team reclassification process, see Attachment A, The School Checklist and Attachment D, Reclassification Documentation Process.

- A. Criterion 1: Assessment of English Language Proficiency (ELP)
Did the student attain an overall ELPAC 4 or overall Alternate ELPAC 3 on the most recent Summative ELPAC assessment (must be from Spring of the previous or current year)? If yes, the student may be recommended for reclassification. Fill out the appropriate information on Attachment C, IEP Team Worksheet to Determine Reclassification of ELs with IEPs.

Note: To meet the reclassification criteria, students must take the Summative ELPAC or Summative Alternate ELPAC if the IEP team's recommendation for reclassification has not been processed prior to the closing of the current ELPAC testing window. Once the recommendation for reclassification is processed, the ELPAC Coordinator is then responsible for completing a Security and Test Administration Incident Reporting System (STAIRS) report to delete the ELPAC score in the state's score file. ELPAC Coordinators may contact the Student Testing Branch for support on completing the STAIRS report.

- B. Criterion 2: Teacher Evaluation
Did the student attain overall grade of 3 for English Language Arts (elementary) or a 'C' or better in either their grade-level English or ELD course (secondary)? Or did the student receive a 3 or 4 in both the receptive and expressive skills sections of the OPTTEL? Fill out

the appropriate information on Attachment C, IEP Team Worksheet to Determine Reclassification of ELs with IEPs.

C. Criterion 3: Parent/Guardian Opinion and Consultation

Did the parent/guardian participate in the IEP and agree with the recommendation for reclassification? Fill out the appropriate information on Attachment C, IEP Team Worksheet to Determine Reclassification of ELs with IEPs.

D. Criterion 4: Comparison of Performance in Basic Skills

Did the student meet the grade level skills criteria using the acceptable assessments? Fill out the appropriate information on Attachment C, IEP Team Worksheet to Determine Reclassification of ELs with IEPs.

IV. Submission of Attachments B and C and Timelines (3-4 weeks)

The submission of reclassification documents to the Region Multilingual Multicultural Academic Language Team (MMALT) staff must be done in a timely fashion. For detailed guidance reference Attachment D, Reclassification Documentation Process, section 5.

Note: Once the reclassification recommendation has been made, the process must be completed, even if the student has left the school or District.

V. Monitoring EL Students with Disabilities

Principals, EL Designees, teachers, and Special Education teams must monitor the linguistic and academic progress of ELs throughout the academic year, utilizing the processes and procedures delineated in REF-070901.2: ETK-12 English Learners Academic Progress Monitoring and Supports, dated January 6, 2025. EL designees at the school site should sit in as consultants to ensure that students receive appropriate designated and integrated ELD services. It is critical that schools employ a variety of measures to identify, target, support, and monitor EL students' progress during the IEP and SSPT meetings. For additional guidance on monitoring ELs refer to the above-referenced REF-070901.3 and BUL-6730.1: A Multi-Tiered System of Support Framework for the Student Support and Progress Team.

Failure to implement the District's policy and notification procedures in this area could subject the school to complaints under the District's

Uniform Complaint Procedures and/or findings of non-compliance by the District, State, or Title III reviewers/auditors.

AUTHORITY: This is a policy of the Los Angeles Unified School District that is in alignment with the guidelines outlined by the California Department of Education.

RELATED RESOURCES:

- [EC Section 313 \(f\)](#)
- [BUL-5619.13, *Reclassification of English Learners*, dated February 24, 2025](#)
- [REF-070901.2, *ETK-12 English Learners Academic Progress Monitoring and Supports*, dated October 24, 2022](#)
- [BUL 6730.1, *A Multi-Tiered System of Support Framework for the Student Support and Progress Team*, July 13, 2017](#)
- [BUL-5159.13, *Uniform Complaint Procedures*, dated July 1, 2024](#)
- [California Assessment Accessibility Matrix](#)
- [Initial and Summative ELPAC Domain Exemption Decision Making Tool](#)

ATTACHMENTS: Attachment A – School Checklist
Attachment B – Records Review
Attachment C – IEP Team Worksheet to Determine Reclassification of ELs with IEPs
Attachment D – Reclassification Documentation Process

ASSISTANCE: For assistance or further information please contact your Regional Special Education Support Provider, Regional Multilingual Multicultural Academic Language staff or the Multilingual Multicultural Education Department at (213) 241-5582.

SCHOOL CHECKLIST

ELD Representative Checklist:	Special Education Representative Checklist:
☐ Attachment B is complete ☐ Attachment C student demographic information is complete and accurate ☐ The IEP Date is listed on page 1 ☐ IEP Determination signatures are evident ☐ Attachment C is complete ☐ Notes:	☐ Attachment B is completed and uploaded* ☐ Attachment C is uploaded* ☐ FAPE 2 Part 4 has a reclassification statement and IEP team's determination (e.g., <i>"A discussion was held regarding reclassification and the IEP team determined that the student no longer needs ELD services and can reclassify. See Attachment C in IEP Management section."</i>) ☐ ELD Goal page includes a reclassification statement in the text section, rather than a goal (e.g., <i>"Student has reclassified per BUL-6890.6, Reclassification Procedures for English Learners with Disabilities."</i>) ☐ Notes:
	* Attachments B and C are to be uploaded into the "Attached Documents" section in Welligent.

RECORDS REVIEW

School: _____ Student Name: _____ Student ID: _____

Name(s) of EL Representative(s) completing this section: _____	Name(s) of SPED Representative(s) completing this section: _____
ELD course student is currently taking:	Student's primary eligibility:
ELD curriculum used:	How does the disability impact the student's language acquisition? (be specific):
Instructional strategies used in ELD class:	Most recent ELD goal:
Observations on overall student performance in ELD class:	Instructional accommodations and/or modifications used in ELD class:
ASSESSMENTS/MEASURE USED	ASSESSMENTS/MEASURE USED
ELPAC:	Alternate Assessment (Alternate ELPAC):
Basic Skills:	KTEA-3 Reading Composite:
SBA ELA:	WJ-IV Broad Reading:
ELA/ELD/LTEL Course Grade:	Other measure:
Other measure:	Other measure:

NOTE: Submit completed document with Attachment C to the Region Multilingual Multicultural Academic Language staff and file a copy in the cumulative folder.



IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ELs WITH IEPs

Student Name: _____ Student ID#: _____

School: _____ Location Code: _____

Date of IEP Meeting: _____ Grade: _____ Years in EL Program: _____

Current Master Plan Program: _____ IEP Case Manager: _____

Consideration of the four criteria for reclassification [EC 313(F)]:

Criterion 1: Assessment of English Language Proficiency Using an Objective Assessment Instrument	
A. Current School Year Data (must be the most recent Spring of the previous or current year)	
Assessment Date: _____ Choose Assessment Provided ☐ ELPAC or ☐ Alternate ELPAC	
Overall ELPAC/ Alternate ELPAC Performance Level: _____	
B. Did the student meet Summative ELPAC Overall performance level of 4, or Alternate Summative ELPAC level 3 (check applicable boxes below)?	
☐ Yes (If yes, proceed to Criterion 2)	☐ No The process must stop and goals and supports should be reviewed to discuss how the student can be supported to meet the Criteria 1.
Criterion 2: Teacher Evaluation of Student Academic Performance	
A. Grades (must be the most recent results and must be within 12 months prior to the IEP meeting)	
Last Reporting Period: _____ English/ELA Course Grade*: _____ ELD Course Grade: _____	
Alternate Curriculum ELD A/B Course Grade**: _____	
OPTTEL Date: _____ Expressive Skills Mark: _____ Receptive Skills Mark: _____	
<i>*NOTE: Students must earn a 3 (elementary)/ C or better (secondary) in grade-level English or ELD course.</i>	
<i>**NOTE: Alternate Curriculum passing grade will not meet Criterion 2; check "No" below and continue to Part B.</i>	
B. Did the student attain overall grade of 3 for English Language Arts (elementary) or a 'C' or better in either their grade-level English or ELD course (secondary)?	
☐ Yes (If yes, proceed to Criterion 3)	☐ No (If no, complete the determination below) ☐ The IEP team has determined the student has demonstrated an appropriate level of <u>academic performance</u> commensurate with their abilities when compared to English proficient students with similar disabilities in the same grade level; therefore, proficiency was determined using other indicators as follows (check one or more): ☐ Progress towards meeting ELA/ELD goals as determined in the student's IEP. ☐ Progress on curriculum-based measures or formative assessments. ☐ Student artifacts/work samples.

Criterion 3: Parent/Guardian Opinion and Consultation (Check one box only.)

- ☐ The parent/guardian participated in this discussion.
☐ Student is 18+ years old, has educational rights and participated in this discussion.

Parent/Student comments, if applicable _____

Criterion 4: Comparison of Performance in Basic Skills

A. Assessment: (Complete all that apply below. At least one row below must be fully complete. Must be the most recent results and must be within 12 months prior to the IEP meeting)

- ☐ Basic Skills Date: _____ Basic Skills Score/Level: _____
☐ SBA ELA Date: _____ SBA Score/Level: _____
☐ CAA Date: _____ CAA Score/Level: _____ Other Alternate Assessment: _____
(Alternate curriculum only, use most recent CAA test data and/or basic skills assessment for alternate curriculum being used check "No" below + continue to Part B.)

B. Student met academic performance indicators set by District (check applicable boxes below)?

- | | |
|--|--|
| ☐ Yes
(If yes, proceed to the last section) | ☐ No (If no, complete the determination below)
☐ The IEP team has determined the student has received ELD services for more than four years and has demonstrated an appropriate level of performance in ELA basic skills commensurate with their abilities when compared to native English-speaking peers with similar disabilities in the same grade level. |
|--|--|

IEP Team Determination *(This section can only be completed at the IEP meeting.)*

- ☐ The members of the IEP team have determined that the student is proficient in English based upon review of reclassification criteria and other data sources. The student demonstrates skills commensurate with their abilities when compared to native English-speaking peers with similar.

Parent/Guardian/18+ Student Name: _____ Signature: _____

School Team	Name	Signature
IEP Case Manager		
EL Representative		
Administrator		

**Must have provided input for this discussion at the IEP meeting.*

- ☐ I certify that the completed attachments B and C have been uploaded into Welligent and the appropriate reclassification statement has been added to FAPE Part 2 and the ELD Goal.

Upload completed Attachment B and signed Attachment C into the Welligent Scanned Documents section.
 Submit completed Attachment B and Attachment C to the Regional MMALT staff.

Note: Please ensure that all needed boxes are checked, prior to upload and submittal.

Definition of terms:

ELPAC: English Language Proficiency Assessments for California
Alternate ELPAC: Alternate English Language Proficiency Assessments for California
SBA: Smarter Balanced Assessment **CAA:** California Alternate Assessment

Reclassification Documentation Process

Prior to Recommendation for Reclassification IEP teams review and Document: - Specific instructional strategies used - Targeted instructional interventions formal and informal Assessments - ELD accommodations and/or modifications provided * All required information is to be filled out in Attachment B	IEP Meeting Participants: - Parent/ guardian - Student - EL Representative - Special Education Teacher - General Education Teacher - School Administrator * Each participant may only serve in one role.			
Requirements: - IEP must be in "Active" or "Pending" status (not In Process or Recessed) - ELD PLP addresses all 4 language domains - ELD Goal page includes statement regarding reclassification, rather than goal (ex: "<i>Student has reclassified per Bul. 6890.6, Reclassification Procedures for English Learners with Disabilities</i>"). - Parent participation must be indicated in Section Q of IEP. - FAPE 2, Part 4 (Additional Discussion) must include statement regarding reclassification and IEP team's determination (ex: "<i>A discussion was held regarding reclassification and the IEP team determined that the student no longer needs ELD services and is recommended for reclassification.</i>") - Page 11, meeting sign in reflects EL Representative's participation in IEP meeting. - Scanned copy of Attachment B and signed Attachment C are titled "Reclassification by IEP Attachments" and are uploaded into the Attached Documents section of the IEP Management screen in Welligent.				
Completing Attachment C: IEP Team Worksheet to Determine Reclassification of ELs with IEPs After it has been determined that a student may be fluent English proficient compared to peers who are native speakers of English with similar disabilities, the IEP team shall meet to discuss the completion of Attachment C.				
Demographic Information: Name, Student ID, School, Location Code, IEP Meeting Date, Grade, Years in EL Program, Master Plan Program, Case Manager	Criterion 1 Enter current ELPAC information. Mark box according to if student met Criteria 1. If "No" box is marked, stop the IEP reclassification.	Criterion 2 Enter current grades as indicated. Mark box according to if student met Criteria 2. If "No" box is marked, complete information contained in that box.	Criterion 3 Mark appropriate box to indicate if parent participated in meeting, or if student is over 18 and participated.	Criterion 4 Indicate and enter assessment used for Criterion 4. Then mark box according to if student met Criteria 4. If "No" box is marked, complete information contained in that box.
IEP Team Determination This entire section must be filled out during the IEP meeting. All sections and signatures are required.				
Submission of Attachments B and C and Timelines (4 weeks) Submit a signed copy of Attachments B and C via OneDrive or school mail to the Region Multilingual Academic Language Coordinator within 5 days of IEP meeting to ensure reclassification can be processed within the academic year. Students cannot reclassify if they are not currently in-seat (e.g., over the summer). Therefore, documents must be completed and dated prior to the end of the academic year. Once the reclassification has been processed by the central office staff, the EL Designee will be responsible for printing the reclassification letter and completing the documentation process delineated in Bul. 5619.13, Reclassification of English Learners. The IEP reclassification will take approximately 4-6 weeks to be processed from the date it was submitted to the Regional Multilingual Multicultural Academic Language staff.				