

TITLE: Reclassification of English Learners

NUMBER: BUL-5619.13

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POLICY: This policy provides guidelines and procedures for reclassifying English Learners (ELs), including ELs with disabilities, based on current California Department of Education (CDE) guidelines. Reclassification is a process in which an EL student is Reclassified Fluent English Proficient (RFEP) after meeting four linguistic and academic criteria set by the CDE and the District. The District will reclassify ELs upon meeting the reclassification criteria outlined in this policy.

MAJOR CHANGES: This bulletin replaces bulletin 5619.12 of the same title dated October 23, 2023, and incorporates the following changes:

- Universal Transitional Kinder (UTK) students will no longer be assessed for the initial English Language Proficiency Assessment for California (ELPAC) or summative ELPAC.
- Criterion 2: Teachers may now use the K-12 Observation Protocol for Teachers of English Learners (OPTTEL) as another method of evaluating students for reclassification.
- New 8-12 grade i-Ready criteria for reclassification.

PURPOSE: This policy provides the District's guidelines and procedures for the reclassification of ELs to RFEP.

BACKGROUND: California *Education Code* (EC), section 313(f) and Title 5 California

ROUTING

All Schools
Region Superintendents
Administrators of Instruction
Directors
Region Coordinators
School Site Administrators
UTLA Chapter Chairs
English Learner Designees
TSP Advisors
Instructional Coaches
School Administrative
Assistants

Code of Regulations (5 CCR), section 11303 set forth the four criteria required for reclassification:

- **Criterion 1: Assessment of English Language Proficiency (ELP)**
The Summative English Language Proficiency Assessment for California (SELPAC) is the state-required English Language Proficiency assessment for EL students. An Overall Performance Level 4 is required to meet Criterion 1 for reclassification. ELs with moderate to severe disabilities who take the Alternate SELPAC as specified in their Individualized Education Program (IEP) need an Overall Performance Level 3 to meet this criterion.

According to Education Code sections 313 and 60810, Transitional Kindergarten students will no longer be assessed with the initial ELPAC/Alternate ELPAC or the SELPAC/Alternate ELPAC.

- **Criterion 2: Teacher Evaluation**
Teacher evaluation that includes, but is not limited to, the student's academic performance.
- **Criterion 3: Parent Consultation**
Parent/guardian consultation and opinion, not consent, is required (EC Section 313 (f)(3)) to discuss the student's readiness for reclassification and provide the opportunity to understand their student's progress and current data. This parent consultation must occur to finalize the reclassification process.
- **Criterion 4: Performance in Basic Skills**
Students' performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. Meeting this criterion will demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

GUIDELINES: The following are the guidelines and procedures for the reclassification of English Learners.

I. RECLASSIFICATION CRITERIA FOR GRADES KINDERGARTEN THROUGH GRADE 12

ELs in Kindergarten through grade 12 are considered RFEP when they meet the following four reclassification criteria:

A. Criterion 1: Assessment of ELP

To meet the ELP assessment criterion, an EL must achieve an Overall SELPAC Performance Level 4 or Overall Summative Alternate ELPAC Performance Level 3.

B. Criterion 2: Teacher Evaluation

1. Elementary: Grades K-5

To meet the teacher evaluation measure for reclassification in grades K-5/6, students must receive:

- A composite mark of 3 or 4 in their English Language Arts (ELA) subject progress report or
- Achieve a performance level of 3 or 4 in receptive and expressive skills on the K-12 OPTTEL.

The OPTTEL is a standardized observation protocol designed to evaluate ELs' use of receptive and expressive English language skills during academic content learning. Teachers must ensure students are provided with opportunities to engage in interactive, rigorous, grade-level activities to demonstrate these skills. The OPTTEL scores could be used in place of the student's ELA mark if the student does not obtain a qualifying ELA mark for reclassification. Refer to Attachment K, *K-12 Observation Protocol for Teachers of ELs (OPTTEL)*.

2. Secondary: Grades 6-12

To meet the teacher evaluation measure for reclassification in grades 6-12, students must receive:

- a. A final semester grade of C or better in one of the following qualifying courses:
 - Grade-level ELA course.
 - Grade-level English Language Development (ELD) course.
 - Credit recovery or adult school core English course.
- Or
- b. Achieve a performance level of 3 or 4 in both receptive and expressive skills on the K-12 OPTTEL.

Note: Passing grades in the International Newcomer ELD A/B courses do not fulfill the requirements for the teacher evaluation measure. Students must have a Student Support

and Progress Team (SSPT) reclassification recommendation to be reclassified.

C. Criterion 3: Parent Consultation

To meet the parent/legal guardian opinion, consultation, and involvement criterion during the reclassification process refer to consultation procedures in Attachment H, *Reclassification Parent Consultation Procedures*.

D. Criterion 4: Performance in Basic Skills

1. Elementary: Grades K-5

- a. ELs in grades K-2 must achieve Benchmark or Above Benchmark scores in all Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8 assessed measures in the current school year. Refer to Attachment B, *Basic Skill Assessment Criteria, Grades K-2, DIBELS 8 Assessment*.
- b. ELs in grades 3-5 must achieve an Overall Approaching Grade Level Performance Level or higher in the established i-Ready Reading Diagnostic in the current school year's Beginning of Year (BOY), Middle of Year (MOY), or End of Year (EOY) administration. Refer to Attachment C, *Basic Skill Assessment Criteria, Grades 3-12, i-Ready Reading Diagnostic*.
- c. ELs in grades 3-5 can also meet this criterion by achieving a performance level of Standard Met or Standard Exceeded in the Smarter Balanced Assessment (SBA) in ELA (within the last 12 months). Refer to Attachment A, *Reclassification Criteria Chart*.
- d. Reclassification for K-1 ELs in a 90/10 Two-Way Immersion (TWI)/World Language Immersion (WLI) or 70/30 One-Way Immersion (OWI) program will be reviewed on a case-by-case basis via the SSPT process. If the student has met criteria 1 for reclassification, the school should do the following:
 - Administer the DIBELS 8 during the BOY, MOY, or EOY window. Students must score Benchmark or Above Benchmark on all the measures assessed in the DIBELS 8 assessment.

- Administer a grade-level ELA writing on-demand assessment with a grade-level rubric. Students must score a mark of 3 or 4.
- Refer the student to the SSPT for reclassification consideration.

The school must follow SSPT reclassification procedures, submit the scoring rubric along with the sample on-demand ELA writing assessment as part of the SSPT reclassification documentation to the Region Multilingual Multicultural Academic Language Team Coordinator (MMALT Coordinator hereafter), and file a copy in the student's cumulative record.

2. Secondary: Grades 6-12

- a. Grades 6-7: Students must achieve an Overall Approaching Grade Level or higher in the i-Ready Reading Diagnostic in the current school year's BOY, MOY, or EOY administration.
- b. Grades 8-12: Students must achieve two grade levels below or higher in the i-Ready Reading Diagnostic during the current school year's BOY, MOY, or EOY administration. Refer to Attachment C, *Basic Skill Assessment Criteria, Grades 3-12, i-Ready Reading Diagnostic*.
- c. Grades 6-8 and 11: Students can meet this criterion by achieving a performance level of Standard Met or Standard Exceeded on the SBA. The ELA assessment must be within the last 12 months. Refer to Attachment A, *Reclassification Criteria Chart*.
- d. All EL students in grades 6-12 must be assessed in the district's approved reading diagnostic at every administration period (BOY, MOY, and EOY).
- e. i-Ready Testing Requirement: All ELs must take the i-Ready Reading Diagnostic assessment (BOY, MOY, and EOY). i-Ready exceptions do not apply to ELs student who have not achieved the i-Ready Reading Diagnostic cut scores for reclassification.

- f. All 12th grade ELs who have not met the i-Ready cut score for reclassification in BOY or MOY must take the EOY i-Ready Reading Diagnostic assessment.
- g. Reading diagnostic data will be used with first/second semester ELA/ELD course grades, see Attachment C, *Basic Skills Assessment Criteria, Grades 3-12, i-Ready Reading Diagnostic*.

II. RECLASSIFICATION PROCEDURES FOR GRADES K-12

EL Designees must adhere to the District's reclassification procedures.

A. EL Progress Monitoring

EL Designees must monitor the *Ready to Reclassify Roster* and the *Mass Reclassify Screen* frequently, particularly before and after progress report card marks and/or assessment data are available in My Integrated Student Information System (MiSiS).

B. Parent Consultation

ELs eligible to reclassify must first have a parent reclassification consultation date entered via the MiSiS *Mass Notification Date Entry Screen* or *Parent Notification Date Screen* (for individual student).

1. Log the consultation date in Attachment F, *Reclassification Parent Consultation Log*.
2. Enter the date in MiSiS in the Parent Notification Dates screen (refer to Attachment D, *Reclassification Process*).

A reclassification MiSiS Job Aid is available on the MiSiS [website](#).

III. SSPT RECLASSIFICATION RECOMMENDATIONS

Profile B ELs must be referred to SSPT for review and reclassification recommendation. Profile B ELs are students in grades K-12 who have met the following criteria except teacher marks/OPTTEL:

- Criterion 1: Assessment of ELP
- Criterion 4: Performance in Basic Skills

A. SSPT Referral

Profile B students must be referred to the SSPT for a reclassification recommendation. The SSPT may recommend reclassification during an individual meeting, ensuring decisions

are based on a documented and objective review of the students' linguistic and academic data.

B. Special Considerations for International Newcomers

Students enrolled in an International Newcomer ELD A/B program may be considered for reclassification through the SSPT if they meet:

1. Criterion 1: Assessment of ELP
2. Criterion 4: Performance in Basic Skills

To fulfill Criterion 2, Teacher Evaluation, the SSPT must:

1. Review the students' language samples.
2. Review the OPTEL scores for both receptive and expressive skills.

C. Parent Involvement

The parent/guardian must be invited to the SSPT reclassification recommendation meeting. If the school cannot contact the parent/guardian, the EL Designee must:

1. Document at least three attempts to engage the parent in the process.
2. Record the date of the last attempt to notify and consult with the parent on the SSPT Sign-in Form (the date must occur before the SSPT reclassification recommendation date).

Note: Parent consultation cannot occur after the SSPT reclassification recommendation has been finalized.

D. Documentation Requirements

The SSPT reclassification recommendation process must be documented in the MiSiS Support>SSPT Referrals screen. For detailed instructions, refer to Attachment E, *SSPT Reclassification Recommendation Process*.

IV. EL STUDENTS WITH DISABILITIES

EL Students with Disabilities (SWD) will be provided with the same opportunities for reclassification as students without disabilities if they meet the criteria described in this bulletin. EL SWDs who do not meet the four criteria may be recommended for reclassification through the SSPT or the IEP process. If submitting reclassification through the IEP process, students must meet Criterion 1, Assessment of ELP.

The IEP teams may determine appropriate measures of Criterion 4: Performance in Basic Skills minimum levels of proficiency on this measure that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level. For the complete reclassification process via IEP, refer to [Bulletin 6890.6, Reclassification Procedures for English Learners with Disabilities, dated March 10, 2025.](#)

A. English Learners with Disabilities Participating in the Alternate Assessment System

The Summative Alternate ELPAC (ALT ELPAC) results will be used to determine how well EL students with the most significant cognitive disabilities progress annually toward English language proficiency and will assist the District and schools in the ongoing progress monitoring and evaluation of students' English language proficiency until reclassification.

B. IEP Reclassification Requirement

EL students who took the ALT ELPAC per IEP must complete the reclassification process by following the procedures in [Bulletin 6890.6, Reclassification Procedures for English Learners with Disabilities, dated March 10, 2025.](#) For these students, the same reclassification criteria apply, considering the student's disability.

1. Criterion 1: English Language Proficiency Assessment

For an EL with disabilities taking the ALT ELPAC to meet the ELP criterion, an EL must achieve an Overall Performance Level 3.

2. Criterion 2: Teacher Evaluation

Teacher evaluation includes, but is not limited to, the student's academic performance in ELA/ELD or the OPTEL. The IEP team must review the extent to which the student is mastering their IEP's ELA/ELD goal(s) as evidenced by their progress mark.

a. Elementary: Grades K-5/6

Students must receive a composite mark of 3 or 4 on their ELA subject progress report or achieve a score of 3 or 4 on the receptive and expressive skills of the OPTEL.

- b. Secondary: Grades 6-12
Students must receive a semester grade of C or better on the grade-level ELA/ELD course or achieve a score of 3 or 4 on the receptive and expressive skills of the OPTTEL.
3. Criterion 3: Parent Consultation
Parent opinion, consultation, and involvement in the reclassification process must occur during the IEP meeting. For detailed parent consultation procedures, refer to Attachment H, *Reclassification Parent Consultation Procedures*.
4. Criterion 4: Performance in Basic Skills
Students with excessive support needs who use alternate measures (California Alternate Assessment (CAA), Unique assessments, SANDI/Brigance) must score basic, benchmark or above benchmark to meet criterion 4.

V. END OF YEAR RECLASSIFICATION PROCEDURES

In the event that the CDE releases ELPAC scores in late May or June, schools must think strategically about connecting with parents/legal guardians via direct phone calls, one-on-one conferences, and/or alternative means (e.g., virtual platforms) to engage parents in a reclassification pre-consultation for students most likely to reclassify after the SELPAC scores are received. The pre-consultation for reclassification must only occur for those students who have met the grade-level skills and teacher evaluation measures (Profile E) and are most likely to reclassify. Schools can use end-of-year (May or June) individual EL Monitoring Roster or Individual Reclassification Acceleration Plan (IRAP) follow-up meeting dates as pre-consultation dates for reclassification. For detailed instructions on the reclassification pre-consultation process, refer to Attachment I, *Reclassification Pre-Consultation Process*.

The school must secure and document the pre-consultation prior to the end of the current school year in Attachment G, *Reclassification Parent Pre-Consultation Log*. Evidence of the pre-consultation will be shared with the Region MMALT Coordinator.

The Region MMALT Coordinator will:

- Share with the school's Principal/EL Designee the list of Profile E students.
- Facilitate the collection of pre-consultation dates for Profile E students.

- Review submitted pre-consultation list for accuracy.
- Forward the list of pre-consultation dates to the MMED central office who will review the submitted student information and reclassify eligible students.
- Distribute MMED-generated reclassification letters and labels to schools.

VI. MONITORING EL PROGRESS

To ensure that all eligible students are reclassified promptly and responsibly, schools must closely monitor ELs' linguistic and academic progress as measured by the reclassification criteria. For information, refer to the monitoring procedures and processes described in [REF-070901.2, *ETK-12 English Learner Academic Progress and Monitoring*, dated October 24, 2022](#), and [BUL 6730.1, *A Multi-Tier System of Support Framework for the Student Support and Progress Team*, dated July 13, 2017](#).

Failure to implement the District's reclassification policy and related procedures may 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/Federal Program Monitoring (FPM) reviewers.

VII. RECLASSIFICATION RATE CALCULATION

Currently, the reclassification rate is calculated by dividing the number of reclassified ELs from July 1 to June 30 by the total number of ELs identified in the current year's Census Day (first Wednesday in October).

Note: The California Department of Education may change the reclassification rate calculation methodology, which might impact reclassification rates. The official counts are typically released early in spring and are available on the CDE's DataQuest website at <https://dq.cde.ca.gov/dataquest/>. Reclassification reports are available in Open Data in mid-December.

AUTHORITY: [California Education Code, Section 313](#)

[California Education Code, Section 60810](#)

RELATED RESOURCES: [2018 Master Plan for English Learners and Standard English Learners](#)

[BUL-6890.6, Reclassification Procedures for English Learners with Disabilities, dated February 24, 2025](#)

[REF-070901.2, ETK-12 English Learner Academic Progress and Monitoring, dated October 24, 2022](#)

[BUL 6730.1, A Multi-Tier System of Support Framework for the Student Support and Progress Team, dated July 13, 2017](#)

[MEM-6700.7 2024-2025 LAUSD Comprehensive Assessment Program, dated November 04, 2024](#)

[REF-152112, 2024-25 State and National Mandated Testing Calendars, dated May 20, 2024](#)

[REF-073510.1, Monitoring the Academic Progress of Reclassified to Fluent English Proficient \(RFEP\) Students, K-12, dated August 30, 2021](#)

[BUL-5159.13, Uniform Complaint Procedures \(UCP\), dated July 01, 2024](#)

ATTACHMENTS:

Attachment A – Reclassification Criteria Chart
Anexo A – Criterio de reclasificación
Attachment B – Basic Skills Assessment Criteria, Grades K-2
Attachment C – Basic Skills Assessment Criteria, Grades 3-12
Attachment D – Reclassification Process
Attachment E – SSPT Reclassification Recommendation Process
Attachment F – Reclassification Parent Consultation Log
Attachment G-Reclassification Parent Pre-Consultation Log
Attachment H – Reclassification Parent Consultation Procedures
Attachment I– Reclassification Pre-Consultation Process
Attachment J – Sample Reclassification Parent Notification Template (English and Spanish)
Attachment K – Sample K-12 Observation Protocol for Teachers of ELs (OPTEL)

ASSISTANCE:

For further information, please contact the Region’s Multilingual Multicultural Academic Language Team Coordinator or MMED at (213) 241-5582.

**MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT
RECLASSIFICATION CRITERIA CHART**

Criteria	Kindergarten Through Grade 2	Grades 3-5 Elementary	Grade 6 Elementary	Grades 6-7 Secondary	Grade 8 Secondary	Grades 9- 12 Secondary
ELPAC	Overall Summative ELPAC Performance Level 4 or Alternate ELPAC Performance Level 3					
Teacher Evaluation	English Language Arts composite score of 3 or 4 or 3 or 4 on OPTEL			Grade-level ELA or Grade- level ELD course grade of C or better or 3 or 4 on OPTEL	Grade-level ELA or Grade- level ELD course grade of C or better or 3 or 4 on OPTEL	
Basic Skills Assessment	DIBELS 8 scores of Benchmark or Above Benchmark in all DIBELS 8 grade-level assessed measures	Grades 3-5/6 i-Ready Reading Diagnostic Score an Overall Approaching Grade Level Performance Level or higher Or Score of Standard Met or Standard Exceeded on the SBA ELA		Grades 6-7 i-Ready Reading Diagnostic Score an Overall Approaching Grade Level Performance Level or higher Or Score of Standard Met or Standard Exceeded on the SBA ELA	Grades 8-12 i-Ready Reading Diagnostic Score Two Grade Levels Below or higher Or (Grades 8 and 11) Score of Standard Met or Standard Exceeded on the SBA ELA	
Parent Consultation	Parent Opinion and Consultation					
SSPT*	When a student has met the Summative ELPAC and grade-level basic skills criteria for reclassification and has not met the teacher evaluation criterion, the SSPT must review the student’s English proficiency for reclassification readiness.					

*Student Support and Progress Team

DEPARTAMENTO DE EDUCACION MULTILINGUE MULTICULTURAL
CRITERIO DE RECLASIFICACION

Criterio	Jardín de infantes (Kinder) hasta Segundo grado	Grados 3º - 5º	Grado 6º Primaria	Grados 6º - 7º Secundaria	Grados 8º Secundaria	Grados 9º - 12º Secundaria
ELPAC Pruebas de Suficiencia en el Idioma Inglés de California	Nivel de rendimiento general 4 del ELPAC Sumativo o rendimiento general 3 en el ELPAC Alternativo Sumativo					
Evaluación del Maestro	Puntuación compuesta de 3 o 4 en artes de lenguaje en inglés O 3 o 4 en el OPTEL			Calificación de C o superior en un curso de ELA o ELD de nivel de grado O 3 o 4 en el OPTEL	Calificación de curso de ELA o ELD de nivel de grado C o superior O 3 o 4 en el OPTEL	
Evaluación de Habilidades Básicas	DIBELS 8 con calificación de Por encima de punto de Referencia en todas las áreas de habilidades de la prueba	Grados 3 a 5/6 Diagnóstico de lectura i-Ready Obtener un nivel de desempeño general cercano al nivel de grado o superior O Obtener un puntaje de Estándar cumplido o Estándar superado en ELA SBA		Grados 6 y 7 Diagnóstico de lectura i-Ready Obtener un nivel de desempeño general cercano al nivel de grado o superior O Obtener un puntaje de Estándar cumplido o Estándar superado en ELA SBA	Grados 8 a 12 Diagnóstico de lectura i-Ready Un puntaje de dos niveles de grado por debajo o superior O (8.º y 11.º grado) Obtener un puntaje de Estándar cumplido o Estándar superado en ELA SBA	
Consulta de Padre	opinión y consulta de padre					
SSPT	Cuando un estudiante ha cumplido con los criterios de ELPAC Sumativo y las habilidades básicas de nivel de grado para la reclasificación y no ha cumplido el criterio de evaluación del maestro, el dominio del inglés del estudiante debe ser revisado por el SSPT para determinar la preparación del estudiante para la reclasificación.					

*Comité de apoyo y progreso estudiantil

Basic Skills Assessment Criteria, Grades K-2
DIBELS 8 Assessment

All ELs in grades K-2 must be assessed with DIBELS 8 BOY, MOY, and EOY Benchmark assessments by grade level per chart below:

DIBELS 8 Grade-Level Assessment								
Grade	Benchmark Window	PSF	NWF CLS	NWF WRC	WRF	ORF	ORF ACC	MAZE
K	BOY	√	√	√	√			
	MOY	√	√	√	√			
	EOY	√	√	√	√			
1	BOY	√	√	√	√	√	√	
	MOY	√	√	√	√	√	√	
	EOY	√	√	√	√	√	√	
2	BOY		√	√	√	√	√	√
	MOY		√	√	√	√	√	√
	EOY		√	√	√	√	√	√

The Composite and Letter Naming Fluency (LNF) scores are not used for reclassification. Only the first DIBELS 8 assessment administered within the BOY, MOY and EOY benchmark testing window will be used for reclassification purposes. DIBELS 8 benchmark assessments are used during the following Progress Report Card windows for reclassification:

DIBELS BOY	DIBELS MOY	DIBELS EOY
1 st and 2 nd Report Card	1 st , 2 nd and 3 rd Report Card	2 nd and 3 rd Report Card

**Basic Skills Assessment Criteria, Grade 3-12
i-Ready Reading Diagnostic**

All ELs in grades 3-12 must be assessed with the i-Ready Reading Diagnostic. The following are the overall i-Ready Reading Diagnostic scale scores for reclassification at each grade level:

Grades 3-7: Students achieve an Overall Approaching Grade Level Performance Level* or higher on the i-Ready Diagnostic during the fall, winter, or spring administration of the current school year.			
Grades	Overall Scale Score	Grades	Overall Scale Score
3	474 or higher	6	566 or higher
4	496 or higher	7	583 or higher
5	542 or higher		

*This performance description corresponds to One Grade Level Below performance level on the overall i-Ready Reading Diagnostic Placement Chart.

Grades 8-12: Students must achieve an Overall Two Grade Levels Below or higher on the i-Ready Diagnostic during the fall, winter, or spring administration of the current school year.			
Grades	Overall Scale Score	Grades	Overall Scale Score
8	583 or higher	9	594 or higher
		10	605 or higher
		11	625 or higher
		12	637 or higher

i-Ready Reading Diagnostic overall cut scores will be used as follows:

School Level	BOY	MOY	EOY
Elementary	1 st reporting marks	1 st reporting marks 2 nd reporting marks	2 nd reporting marks 3 rd reporting marks
Secondary*	1 st semester grades	1 st semester grades 2 nd semester grades	1 st semester grades 2 nd semester grades

*For reclassification purposes, secondary grades need to be final semester grades.

Reclassification Process

EL Designees should monitor the *Ready to Reclassify Roster* and the *Mass Reclassify Screen* frequently. When students have met the reclassification criteria, include the parent consultation date in MiSiS. A reclassification MiSiS Job Aid is available on the MiSiS [website](#).

Parent Notification Dates

Notification:* Reclassification Consultation

Parent Notification Date:* 11/15/2024

Parent Notification School Year:* 2024-2025

Attempt Number* 1

Update Cancel

Reclassification Process: Follow these steps to complete the reclassification process for qualifying ELs:

Steps to Complete the Reclassification Process	
Step 1	Generate and print the <i>Ready to Reclassify Roster</i> .
Step 2	Hold the parent consultation and discuss with the parent that the student has met the reclassification criteria and share the student's current data (from the <i>Ready to Reclassify Roster</i>).
Step 3	Log the parent consultation date in the <i>Reclassification Parent Consultation Log</i> (Attachment F).
Step 4	Add the parent consultation date in the <i>Parent Notification Dates</i> section in MiSiS (select <i>Reclassification Consultation</i>).
Step 5	Reclassify the student using the <i>Mass Reclassify</i> screen in MiSiS.
Step 6	Generate and print the <i>Notification of Reclassification</i> and reclassification label from MiSiS. Ensure that the parent consultation date is populated in the letter.
Step 7	Have the Principal sign the <i>Notification of Reclassification</i> .
Step 8	Copy the notification letter and send the original notification to the parent for their signature (to acknowledge the child's change in language classification).
Step 9	File the signed notification letter permanently in the blue Master Plan folder located in the student's cumulative record.
Step 10	File an additional copy of the <i>Notification of Reclassification</i> in a separate file at the school site, for a minimum of five years.
Step 11	Affix the reclassification label to the appropriate section of the cumulative record. For additional information, refer to BUL-3448.4, Master Plan Blue Folder Documentation for English Learners ETK-12, dated June 05, 2023 .
Step 12	Enter the parent notification date (the date the notification was sent to the parent) in the <i>Mass Notification Date Entry</i> or the <i>Parent Notification Dates</i> screen in MiSiS.

SSPT Reclassification Recommendation Process

EL students in grades Kindergarten through 12 in Profile B (did not meet Criterion 2 Teacher Evaluation) must be referred to the SSPT for a reclassification recommendation.

Criterion SSPT Reclassification	Met/Not met
Criterion 1 Assessment of ELP	Met
Criterion 2 Teacher Evaluation	Not met
Criterion 3 Parent Consultation	Met
Criterion 4 Basic Skills	Met

Submit documentation to the Region MMALT Coordinator for processing. The following documentation for SSPT reclassification recommendations must be submitted via OneDrive for review and processing. Ensure to keep a copy for your records. Documents include:

1. MiSiS generated [SSPT Reclassification Recommendation Form](#)
2. MiSiS generated SSPT Reclassification Meeting Form
3. MiSiS generated SSPT Follow-Up Meeting Notes (if applicable)
4. SSPT Sign in
5. Additional supporting grade level data reports

Note: Other needed SSPT forms are available on the MMED [website](#).

Upon receiving the SSPT reclassification recommendation documents, the Region MMALT Coordinator will:

- Inform the principal/EL Designee of receipt of the documentation via email.
- Review and evaluate the SSPT reclassification recommendation and supporting documentation to determine the student's readiness for reclassification.
- If the student's reclassification recommendation is approved, forward the student information to MMED and the State Reporting Services Branch (SRSB).

SSPT Reclassification Timelines for SSPT Document Review:

Department	Timeline
Schools to Regions	1 week
Regions to MMED Central	1 – 2 weeks
MMED & State Reporting Services Branch (SRSB)	2 weeks

NOTE: If the SSPT reclassification recommendation forms are incomplete and supporting documents are not attached, the documentation will be returned to the school site via OneDrive and notified via email.

Once eligibility verification is determined and the documentation has been centrally approved, the Region MMALT Coordinator will notify the school site that the student has been reclassified.

Upon receipt of the notification that the student has been reclassified, the EL Designee will complete the following steps to complete the reclassification process in a timely manner:

Steps to Complete SSPT Reclassification (Grades 1-12)	
Step 1	Log the parent consultation date in the <i>Reclassification Parent Consultation Log</i> , Attachment F.
Step 2	Generate and print the <i>Notification of Reclassification</i> letter and reclassification label in MiSiS.
Step 3	Write the parent consultation date in the <i>Notification of Reclassification</i> .
Step 4	Have the principal sign the <i>Notification of Reclassification</i> .
Step 5	Copy the notification and send it to the parent/legal guardian or educational rights holder for their signature to acknowledge the change in their child's language classification to RFEP.
Step 6	File the signed notification permanently in the blue Master Plan folder located in the student's cumulative record.
Step 7	File an additional signed copy of the <i>Notification of Reclassification</i> in a separate file at the school site for a minimum of five years.
Step 8	Affix the reclassification label to the appropriate section of the cumulative record.



ATTACHMENT F
LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Reclassification Parent Consultation Log

Los Angeles Unified School District

School: _____ Location Code: _____

School Year: _____

Instructions: The EL Designee or school site personnel must consult with the parent/legal guardian/educational rights holder (parent) of an English Learner who qualifies for reclassification before the student is reclassified in MiSiS. Each reclassification parent consultation must be logged herein.

Parent Consultation Date	Student Name	District ID #	Grade	Parent Name	Consultation (e.g., phone call, in person, Zoom Meeting)	Comments



ATTACHMENT G
LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Reclassification Parent Pre-Consultation Log

Los Angeles Unified School District

School: _____ Location Code: _____

School Year: _____

Instructions: The EL Designee or school site personnel must consult with the parent/legal guardian/educational rights holder (parent) of an English Learner who qualifies for reclassification before the student is reclassified in MiSiS. Parent pre-consultations for reclassification must be logged herein.

Parent Pre-Consultation Date	Student Name	District ID #	Grade	Parent Name	Consultation (e.g., phone call, in-person, Zoom)	Comments

Reclassification Parent Consultation Procedures

Schools must think strategically about connecting with parents via direct phone calls, one-on-one conferences, and alternative means (e.g., virtual platforms) during the reclassification parent consultation process. After consulting with parents, schools need to log the date of the parent consultation on the *Reclassification Parent Consultation Log*, Attachment F, and document the consultation in the My Integrated Student Information System (MiSiS). Related flyers, agendas, and consultation logs must be maintained for a minimum of five (5) years.

If the school is unable to contact the parent, the school must document their due diligence to engage the parent (minimum three attempts) in the *Reclassification Parent Consultation Log* (Attachment F). In this scenario, the date of the last effort will be entered in the *Mass Notification Date Entry* screen in MiSiS. The California Department of Education- EC Section 313(f)(3), states that parental consultation and opinion are required during the reclassification process, but parental consent is not.

Parent/ legal guardian consultation must include the following:

- Share data that demonstrates that the student is eligible for reclassification.
- Inform the parent/guardian that the child has met the reclassification criteria and will reclassify.
- Describe the support the student will receive to succeed in rigorous, grade-level learning from the time of reclassification and beyond.
- Discuss how the school will monitor the student's progress and take steps to support their academic needs.
- Share how the school's mainstream instructional program will support the student's academic success.
- Inform the parent/guardian that the *Notification of Reclassification* will be sent for their signature and needs to be returned to the school site.

If the CDE releases Summative ELPAC scores late in the academic year, please refer to pages 8-9, *End-of-Year Reclassification Procedures*, of this bulletin for additional guidance and procedures on the parent consultation and opinion process.

Reclassification Pre-Consultation Process

When engaging the parents in a pre-consultation for reclassification, schools must do the following:

- Use applicable data reports.
 - English Learner Progress Profile.
 - PLTEL/LTEL- Individual Reclassification Acceleration Plan (IRAP).
- Review student data (basic skills, teacher evaluation marks).
- Share that the students may be eligible for reclassification pending an overall Summative ELPAC score of 4 or an Alternate Summative ELPAC score of 3.
- Discuss the support that the student will receive to succeed in rigorous, grade-level learning from the time of reclassification and beyond.
- Discuss how the school will monitor the student's progress and take steps to support their academic needs.
- Share how the school's mainstream instructional program will support the student's academic success.
- Inform the parent/legal guardian that reclassification will be finalized when the summative ELPAC score has been met along with all other measures.
- Inform the parent/legal guardian that the *Notification of Reclassification* will be sent for their signature when the student is reclassified and needs to be returned to the school site.

If the school is unable to contact the parent/legal guardian, the school must document their due diligence (minimum 3 attempts) directly on the applicable data report:

- English Learner Progress Profile.
- PLTEL/LTEL- Individual Reclassification Acceleration Plan (IRP).

Note: This Reclassification Pre-Consultation process is only applicable for Profile E students who have met Criterion 2: Teacher Evaluation and Criterion 4: Basic Skills.



Sample Reclassification Parent Notification Template

In accordance with EC Section 313(f)(3), parental consultation and opinion are required during the reclassification process, but parental consent is not. Additionally, 5 CCR Section 11303 emphasizes the importance of parental involvement, encouraging parents or guardians to actively participate in the school District's reclassification procedures by offering their opinions and consultations. Please note that while parent input is highly valued, parental consent is not mandatory for the reclassification to proceed. In the event that parents choose not to sign the reclassification letter or object to the reclassification of a student who qualifies for reclassification, send the following via email or letter.

Greetings Ms./Mr. _____,

Thank you very much for taking my call/meeting me on _____. We would like to congratulate you once again on _____ (first name of child) meeting the reclassification criteria.

Per our phone conversation on _____, _____, we were glad to hear that you are as excited as we were about your child meeting the reclassification criteria. During our conversation, I shared that ____ (add first name of child) had met the reclassification criteria as follows:

- Summative ELPAC score of 4,
- Basic skills measure (add performance level score here), and
- Teacher Evaluation (add qualifying marks/grades here)

On _____, your son/daughter was reclassified. On _____, I sent you a reclassification letter for your review and signature. Please return the signed reclassification letter to the school, attention _____, EL Designee. Please let us know if you have not received it.

Per the California of Education guidelines, as a District we must encourage "the participation of parent(s) or guardian(s) in the school District's reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required." Please note that once a student has met the reclassification criteria, the California Department of Education requires that schools consult with the parent/guardian; however, parental consent is not required to reclassify a student.

Our school will continue to monitor _____'s (add first name of child) progress and be available as needed. I am happy to schedule a meeting with you soon to review any further information you might need. Please let me know any times/dates that work for you.

Again, thank you for all you do to support _____'s (add first name of student) academic progress. If you would like to contact me, please call me at _____.

Sincerely,
(Principal name and signature)

Sample Reclassification Parent Notification Template, Spanish

In accordance with EC Section 313(f)(3), parental consultation and opinion are required during the reclassification process, but parental consent is not. Additionally, 5 CCR Section 11303 emphasizes the importance of parental involvement, encouraging parents or guardians to actively participate in the school District's reclassification procedures by offering their opinions and consultations. Please note that while parent input is highly valued, parental consent is not mandatory for the reclassification to proceed. In the event that the parents choose not to sign the reclassification letter or object to the reclassification of a student who qualifies for reclassification, send the following via email or letter.

Saludos Sra./Sr.,

Muchas gracias por atender mi llamada/reunión conmigo el _____. Nos gustaría felicitarlo una vez más por el cumplimiento de los criterios de reclasificación de (nombre del niño) _____. Según nuestra conversación telefónica del ____, nos alegramos de saber que está tan entusiasmado como nosotros por el cumplimiento de los criterios de reclasificación de su hijo. Durante nuestra conversación, compartí que (agregué el nombre del niño) había cumplido con los criterios de reclasificación de la siguiente manera:

- Puntaje sumativo ELPAC de 4,
- Medición de habilidades básicas (agregue el puntaje del nivel de desempeño aquí), y
- Evaluación del maestro (agregue las calificaciones/notas de calificación aquí)

El (agregue fecha) su hijo/hija fue reclasificado. Le envié una carta de reclasificación para que la revise y la firme. Devuelva la carta de reclasificación firmada a la escuela, a la atención de (nombre del Designado EL). Infórmenos si no la ha recibido.


De acuerdo con las pautas de Educación de California, como Distrito debemos alentar "la participación de los padres o tutores en el procedimiento de reclasificación del Distrito escolar, incluida la búsqueda de su opinión y consulta durante el proceso de reclasificación, pero no se requiere el consentimiento". Tenga en cuenta que una vez que un estudiante haya cumplido con los criterios de reclasificación, el Departamento de Educación de California exige que las escuelas consulten con los padres o tutores; sin embargo, no se requiere el consentimiento de los padres para reclasificar a un estudiante.

Nuestra escuela continuará monitoreando el progreso de (agregar el nombre del niño) y estaré disponible según sea necesario. Me complace programar una reunión con usted pronto para revisar cualquier información adicional que pueda necesitar. Infórmeme sobre los horarios y las fechas que le resulten convenientes.

Nuevamente, gracias por todo lo que hace para apoyar el progreso académico de (agregar el nombre del estudiante). Si desea comunicarse conmigo, llámeme al (número de teléfono).

Atentamente,
(Nombre y firma del director)

Sample K-12 Observation Protocol for Teachers of ELs (OPTEL)



Reclassification Form

K-12 Observation Protocol for Teachers of English Learners (OPTEL)*

This document fulfills requirements in Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria.

Student Name: _____

Grade Level: _____

Date:** _____

sELPAC Date	sELPAC Level Receptive Skills		sELPAC Level Expressive Skills	
sELPAC Level:	Listening	Reading	Speaking	Writing

☐ IEP
☐ 504 Plan
☐ Gifted
☐ DLE Program


☐ PLTEL
☐ LTEL
☐ International Newcomer

A. Receptive Skills: Listening and Reading Comprehension (Select level)

K-12 ELD Standards: Part I 1-8, Part II 1-7

☐ **Level 1: Emerging**
Substantial linguistic support needed to engage in grade-level learning

- The student **rarely** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with **substantial** teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
- The student **rarely** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.


RECEPTIVE SKILLS

☐ **Level 2: Early-Mid Expanding**
Moderate linguistic support needed to engage in grade-level learning)

- The student **sometimes** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With **moderate** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
- The student **sometimes** appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

Instructional Setting(s):
☐ Designated ELD (*dELD*)
☐ Integrated ELD (*iELD*)

- ☐ ELA
- ☐ History/Social Studies
- ☐ Mathematics
- ☐ Science
- ☐ Other: _____

☐ **Level 3: Late Expanding-Early Bridging**
Light linguistic support needed to engage in grade-level learning)

- The student **often** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With **light** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student **often** appears to comprehend conversations, discussions and complex and occasionally relies on varying linguistic supports.

Interaction Type(s):
☐ Whole Group
☐ Small Group
☐ Pairs
☐ Other: _____

☐ **Level 4: Mid-Late Bridging**
Minimal linguistic support needed to engage in grade-level learning)

- The student **consistently** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With **minimal** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student **consistently** comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

Task/Observation Notes:


What did you consider that led you to mark the level above for reclassification?

Notes:

*CDE, November 2023, MIMD Adopted June 2024, Observation and Monitoring Protocol.

**Observations should occur at least once per period: Aug. -Nov., Dec. - Mar., Apr.- June.

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2024



Reclassification Form
K-12 Observation Protocol for Teachers of English Learners (OPTL)*

This document fulfills requirements in Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria.

B. Expressive Skills: Speaking and Writing (Select level)

K-12 ELD Standards: Part I 1-4 & 9-12, Part II 1-7

☐ **Level 1: Emerging**
Substantial linguistic support needed to engage in grade-level learning

- The student **rarely** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support.
- Only with **substantial** teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary.
- The student **rarely** expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.

☐ **Level 2: Early-Mid Expanding**
Moderate linguistic support needed to engage in grade-level learning


- The student **sometimes** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With **moderate** teacher support, the student **sometimes** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers.
- The student **sometimes** expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.

☐ **Level 3: Late Expanding–Early Bridging**
Light linguistic support needed to engage in grade-level learning

- The student **often** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With **light** teacher support, the student **often** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers.
- The student **often** expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.

☐ **Level 4: Mid–Late Bridging**
Minimal linguistic support needed to engage in grade-level learning

- The student **consistently** expresses thoughts and ideas in speaking and writing at a level of parity with English-proficient grade-level peers.
- The student **consistently** uses grade-appropriate discipline-specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers.
- The student **consistently** expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.



EXPRESSIVE SKILLS

Instructional Setting(s):

- ☐ Designated ELD (*dELD*)
- ☐ Integrated ELD (*iELD*)
- ☐ ELA
- ☐ History/Social Studies
- ☐ Mathematics
- ☐ Science
- ☐ Other: _____

Interaction Type(s):

- ☐ Whole Group
- ☐ Small Group
- ☐ Pairs
- ☐ Other: _____

Task/Observation Notes:

What did you consider that led you to mark the level above for reclassification?

Notes:

I, (educator name) _____, ☐ agree or ☐ disagree the student routinely demonstrates fluent English proficiency to access grade-level content instruction delivered in English with minimal linguistic support.

Educator Signature: _____ **Title:** _____ **Date:** _____

I was consulted and gave my opinion regarding the information provided to me about my child's English language proficiency. I was provided the opportunity to participate in a discussion about the reclassification of my child from English Learner to Fluent English Proficient.

Parent/Guardian Name _____ **Signature:** _____ **Date:** _____

*CDE, November 2023, MIMED Adopted June 2024, Observation and Monitoring Protocol.

**Observations should occur at least once per period: Aug. – Nov., Dec. – Mar., Apr. – June.

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2024