

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

NOTE: This process does not apply to students that take the Alternate ELPAC and the California Alternate Assessment (CAA). Please [click here for Alternate English Learner Reclassification Criteria](#).

Criterion 1: Assessment of English Language Proficiency

As established by the CDE, a minimum overall Performance level of *Well Developed* on the English Language Performance Assessments for California (ELPAC).

Criterion 2: Teacher Evaluations

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

Criterion 3: Parent/Guardian Consultation

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

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

Criterion 4: Basic Skills Relative to English Proficient Students

The District evaluates EL students in Basic English skills, against an empirically established range of performance in Basic English skills in comparison to performance of English proficient pupils of the same age. Locally determined under guidance from the CDE, and with some variation dependent upon student grade level, the District evaluates EL student performance on the following (when available):

- i-Ready Reading Diagnostic (D1 - Fall; D2 - Winter; D3 - Spring); Grades K–12
- District Achievement Reports (AR); Grades K–5
- CAASPP Assessments (SBAC); Grades 3–8 and 11

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

Round 1: Evaluation of Previous Year State Assessments and Previous/Current Year Academic Data

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

Round 2: Evaluation of Previous Year State Assessments and Current Year Academic Data

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

Round 3: Evaluation of Previous/Current Year State Assessments and Current Year Academic Data

The third round of EL Reclassification continues with the CDE results for mandated accountability assessments (ELPAC, CAASPP), that were reported for the *previous academic year* or *may be part of early release for the current academic year*¹. Typically Round 3 begins in the *spring* of each year, with the District evaluation of students eligible for EL Reclassification based upon local measures of achievement and learning, collected in the *spring of the current academic year*.

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

Criteria: Transitional Kindergarten/Kindergarten

Grade TK/K	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	<p>i-Ready (Reading Placement)</p> <p style="text-align: center;">OR</p> <p>Achievement Report (Speaking & Listening, Reading Literature & Informational Text, and Writing)</p>	<p>Minimum Approaching Grade Level or Above¹:</p> <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> <p>¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level</p> <p>Minimum On-Grade Level Standards Achievement²:</p> <ul style="list-style-type: none"> ▪ Round 1 – Evaluation of most recent data (grade K, if available) ▪ Rounds 2 & 3 – Evaluation of most recent data (grade K) <p>² Defined As: <i>At Least Two</i> domains Level 3 (Meets) or 4 (Exceeds), and <i>No Single Domain</i> below Level 2 (Partially Meets) – <i>No domains</i> Level 1 (Does Not Meet)</p>
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	<p>Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)</p>	<p>Evaluation and Verification:</p> <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards <p>NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification</p>
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	<p>Parent/Guardian (Site Reclassification team and Parent/Guardian)</p>	<p>Opinion and Consultation:</p> <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 1

Grade 1	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	Minimum Approaching Grade Level or Above¹: <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> ¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level
	OR	
	Achievement Report (Speaking & Listening, Reading Literature & Informational Text, and Writing)	Minimum On-Grade Level Standards Achievement²: <ul style="list-style-type: none"> ▪ Round 1 – Evaluation of most recent data (grade K) ▪ Rounds 2 & 3 – Evaluation of most recent data (grade 1) ² Defined As: <i>At Least Two</i> domains Level 3 (Meets) or 4 (Exceeds), and <i>No Single Domain</i> below Level 2 (Partially Meets) – <i>No domains</i> Level 1 (Does Not Meet)
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	Evaluation and Verification: <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	Opinion and Consultation: <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 2

Grade 2	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	Minimum Approaching Grade Level or Above¹: <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> ¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level
	OR	
	Achievement Report (Speaking & Listening, Reading Literature & Informational Text, and Writing)	Minimum On-Grade Level Standards Achievement²: <ul style="list-style-type: none"> ▪ Round 1 – Evaluation of most recent data (grade 1) ▪ Rounds 2 & 3 – Evaluation of most recent data (grade 2) ² Defined As: At Least Two domains Level 3 (Meets) or 4 (Exceeds), and No Single Domain below Level 2 (Partially Meets) – No domains Level 1 (Does Not Meet)
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	Evaluation and Verification: <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	Opinion and Consultation: <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 3

Grade 3	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	Minimum Approaching Grade Level or Above¹: <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> ¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level
OR		
	Achievement Report (Speaking & Listening, Reading Literature & Informational Text, and Writing)	Minimum On-Grade Level Standards Achievement²: <ul style="list-style-type: none"> ▪ Round 1 – Evaluation of most recent data (grade 2) ▪ Rounds 2 & 3 – Evaluation of most recent data (grade 3) ² Defined As: At Least Two domains Level 3 (Meets) or 4 (Exceeds), and No Single Domain below Level 2 (Partially Meets) – No domains Level 1 (Does Not Meet)
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	Evaluation and Verification: <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	Opinion and Consultation: <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 4

Grade 4	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	<p>Minimum Approaching Grade Level or Above¹:</p> <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> <p>¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level</p>
	OR	<p>Minimum On-Grade Level Standards Achievement²:</p> <ul style="list-style-type: none"> ▪ Round 1 – Evaluation of most recent data (grade 3) ▪ Rounds 2 & 3 – Evaluation of most recent data (grade 4) <p>² Defined As: At Least Two domains Level 3 (Meets) or 4 (Exceeds), and No Single Domain below Level 2 (Partially Meets) – No domains Level 1 (Does Not Meet)</p>
	OR	<p>Minimum Overall Performance of Standard Nearly Met:</p> <ul style="list-style-type: none"> ▪ All Rounds – Evaluation of <i>Previous Year</i> results
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	<p>Evaluation and Verification:</p> <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards <p>NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification</p>
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	<p>Opinion and Consultation:</p> <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 5

Grade 5	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	<p>Minimum Approaching Grade Level or Above¹:</p> <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> <p>¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level</p>
	OR	<p>Minimum On-Grade Level Standards Achievement²:</p> <ul style="list-style-type: none"> ▪ Round 1 – Evaluation of most recent data (grade 4) ▪ Rounds 2 & 3 – Evaluation of most recent data (grade 5) <p>² Defined As: At Least Two domains Level 3 (Meets) or 4 (Exceeds), and No Single Domain below Level 2 (Partially Meets) – No domains Level 1 (Does Not Meet)</p>
	OR	<p>Minimum Overall Performance of Standard Nearly Met:</p> <ul style="list-style-type: none"> ▪ All Rounds – Evaluation of <i>Previous Year</i> results
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	<p>Evaluation and Verification:</p> <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards <p>NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification</p>
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	<p>Opinion and Consultation:</p> <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 6

Grade 6	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	<p>Minimum Approaching Grade Level or Above¹:</p> <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> <p>¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level</p>
	OR	<p>Minimum On-Grade Level Standards Achievement²:</p> <ul style="list-style-type: none"> ▪ Round 1 – Evaluation of most recent data (grade 5) <p>² Defined As: At Least Two domains Level 3 (Meets) or 4 (Exceeds), and No Single Domain below Level 2 (Partially Meets) – No domains Level 1 (Does Not Meet)</p>
	OR	<p>Minimum Overall Performance of Standard Nearly Met:</p> <ul style="list-style-type: none"> ▪ All Rounds – Evaluation of <i>Previous Year</i> results
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	<p>Evaluation and Verification:</p> <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards <p>NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification</p>
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	<p>Opinion and Consultation:</p> <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 7

Grade 7	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	Minimum Approaching Grade Level or Above¹: <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> ¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level
OR		
	SBAC (ELA/Literacy)	Minimum Overall Performance of Standard Nearly Met: <ul style="list-style-type: none"> ▪ All Rounds – Evaluation of <i>Previous Year</i> results
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	Evaluation and Verification: <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	Opinion and Consultation: <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 8

Grade 8	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	Minimum Approaching Grade Level or Above¹: <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> ¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level
OR		
	SBAC (ELA/Literacy)	Minimum Overall Performance of Standard Nearly Met: <ul style="list-style-type: none"> ▪ All Rounds – Evaluation of <i>Previous Year</i> results
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	Evaluation and Verification: <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	Opinion and Consultation: <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 9

Grade 9	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	<p>Minimum Approaching Grade Level or Above¹:</p> <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> <p>¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level</p>
	OR	<p>Minimum Approaching Benchmark Domain Level Achievement:</p> <ul style="list-style-type: none"> ▪ Rounds 2 & 3 – Evaluation of fall administration data (grade 9)
	OR	<p>Minimum Overall Performance of Standard Nearly Met:</p> <ul style="list-style-type: none"> ▪ All Rounds – Evaluation of <i>Previous Year</i> results
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	<p>Evaluation and Verification:</p> <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards <p>NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification</p>
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	<p>Opinion and Consultation:</p> <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 10

Grade 10	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	<p>Minimum Approaching Grade Level or Above¹:</p> <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> <p>¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level</p>
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	<p>Evaluation and Verification:</p> <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards <p>NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification</p>
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	<p>Opinion and Consultation:</p> <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 11

Grade 11	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	<p>Minimum Approaching Grade Level or Above¹:</p> <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> <p>¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level</p>
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	<p>Evaluation and Verification:</p> <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards <p>NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification</p>
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	<p>Opinion and Consultation:</p> <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature

Criteria: Grade 12

Grade 12	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement)	Minimum Approaching Grade Level or Above¹: <ul style="list-style-type: none"> ▪ Round 1 – evaluates <i>Previous Diagnostic 3; Current Diagnostic 1</i> ▪ Round 2 – evaluates <i>Current Diagnostic 2</i> ▪ Round 3 – evaluates <i>Current Diagnostic 3</i> ¹ Includes Relative Placement: 1 Grade Level Below, Early on Grade Level, and Above Grade Level
	OR	Minimum Overall Performance of Standard Nearly Met: <ul style="list-style-type: none"> ▪ All Rounds – Evaluation of <i>Previous Year</i> results
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	Evaluation and Verification: <ul style="list-style-type: none"> ▪ Student is linguistically and academically ready to be reclassified ▪ Student achievement in relation to grade-level standards NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	Opinion and Consultation: <ul style="list-style-type: none"> ▪ Invited to attend reclassification review meeting ▪ Send home notification of reclassification ▪ Complete process to obtain parent/guardian signature