ENGLISH LANGUAGE LEARNER CLASSIFICATIONS & PROCEDURES

IFEP
To be considered *Initially Fluent English Proficient* (IFEP) students must meet the following criteria:
- This must be the first time the student has ever taken the California English Language Development Test (CELDT) – confirming information must be available.
- The student must achieve: Overall performance at the Early Advanced Proficiency Level or higher and at Intermediate or above proficiency level on all three skill areas: Listening / Speaking, Reading, and Writing on the California English Language Development Test (CELDT).
- Use Reclassification Form sections 1 & 4 only.

EL
To be considered an *English Learner* (EL) the student must meet the following criteria:
- California English Language Development Test (CELDT).
  The student must score: Overall performance below Early Advanced Proficiency Level.
- The English Language Development (ELD) Standards are the steps that help English learners make progress towards the English Language Arts (ELA ) Standards.
- The Goal for all English learners is to be reclassified to Fluent English Proficient (FEP).

RFEP
To be considered *reclassified fluent English proficient*, students must meet the criteria listed below:
- California English Language Development Test ( CELDT )
  Overall performance at the Early Advanced Proficiency Level or higher and at Intermediate or above proficiency level on all three skill areas: Listening / Speaking, Reading, and Writing.
- STAR Program: California Standards Test ( CST ) *see note below
  English Language Arts California Standards Test (ELA CST ) at or above the Mid-Basic level (320).
  For 10-12th grade students – passing the California High School Exit Exam (CAHSEE) English Language Arts portion (350).
  **see exception below**
- Teacher recommendation based on part or all of:
  - English / Language Arts grades of “satisfactory” or better (B- or below requires teacher comment).
  - Written Language Proficiency score at or above average as indicated by a writing sample provided by the Teacher, scored using the CAHSEE rubric or the grade 4 / 7 STAR writing rubric.
  - Teacher comments / evaluation of progress towards goals.

* For pupils in grades 1 and 2, the Reclassification Team should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified. For pupils in grade 12, the eleventh grade ELA CST or ELA CAHSEE results should be used, if available.
** For a student scoring below the mid-basic level cut-point, determine whether factors other than English language proficiency are responsible for the student’s low performance on the ELA CST and whether it is reasonable to reclassify the student.
IDENTIFYING a STUDENT “initially” FLUENT ENGLISH PROFICIENT (IFEP)

This process is only completed within ACCESS OCCS & PCHS –

- Verify with ACCESS Assessment and Accountability that this is the first time the student has ever taken the California English Language Development Test (CELDT).
- The student must achieve: Overall performance at the Early Advanced Proficiency Level or higher and at Intermediate or above proficiency level on all three skill areas: Listening / Speaking, Reading, and Writing on the California English Language Development Test (CELDT).
- Complete sections 1 & 4 of the Recommendation for English Learners form.

RECLASSIFICATION PROCESS for English Learners

ACCESS Community/Institutions

1. Teacher completes Requests for Reclassification form.
2. Title III evaluates record and recommends/denies reclassification request.
3. If approved, schedule parent conference, to acquire parent signature. Title III Manager attends and confirms reclassification.
4. Copy of the signed Reclassification Recommendation forms placed in the student’s folder.
5. Title III office sends a Status Change to ARC to update student information system.
6. Title III office sends copy of Status Change to teacher for student file.

ACCESS OCCS/PCHS

1. Designee Complete Reclassification Recommendation form. 
   If student meets criteria move to step 2
2. Obtain administrator’s approval.
3. Schedule parent conference, to acquire parent signature.
4. Copy of the signed Reclassification Recommendation is placed in the student’s folder.
5. Designee sends copy to Student Enrollment Technician (SRT) to update student information system.
6. Forward copy of Reclassification Recommendation form to Title III office.

MONITORING OF RECLASSIFIED STUDENTS

- Follow-ups include review of student progress toward meeting grade level standards using:
  - Language Arts class work performance and course grade.
  - California Standards Test (CST).
- Follow-up form must be completed for 2 years
  - Student Progress Follow-up After Reclassification form.