



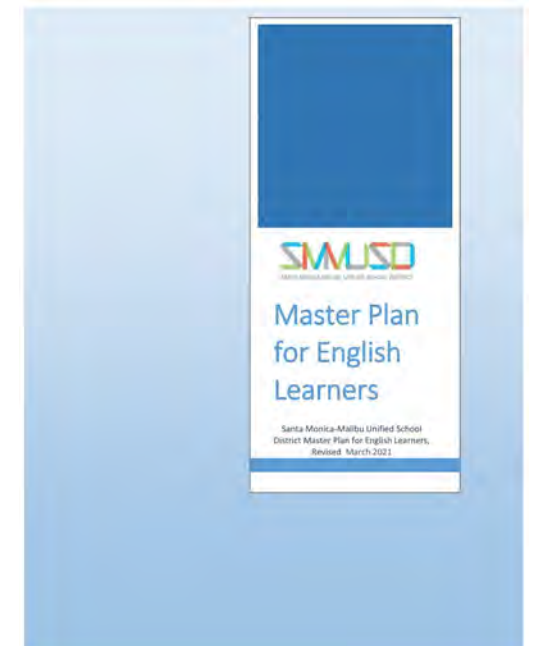
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Review of EL Master Plan

June 6, 2022

What is the Master Plan for English Learners?

- Once central document that contains
 - Our district's core beliefs to promote English Learner success
 - Adopted procedures that guide:
 - Clear and accessible resources for staff, families, and students
 - *Identification*
 - *Instructional Programs and Placement*
 - *Assessment*
 - *Progress Monitoring*
 - *Reclassification*
 - Approved by the Board of Education in June 2018
 - *Updated March 2021*
 - Available at www.smmusd.org





Our Core Beliefs about English Learners

- The diverse languages and cultures English Learners bring to their education is a valued resource
- All students benefit from collaboration with peers from diverse cultures, races, and languages
- All English Learners have access to rigorous, standards-aligned instruction in content and language development
- Developing English Learner's linguistic and academic proficiency is a shared responsibility of all educators
- English Learners and their families are partners in the learning process

Identification Process

The chart below, *SMMUSD Processes for the Identification of English learners*, outlines the specific responsibilities, staffing and timeframes for the district assessment of English learners.

SMMUSD Processes for the Initial Identification of English learners								
Accurate identification of English learners is foundational for ensuring appropriate placement, assessment and instruction. The identification of ELs in SMMUSD requires a team approach; collaboration and articulation regarding identification occurs between site office staff, elementary Literacy and Language Interventionists (LLIs), secondary EL Program Leads, and Educational Services staff.								
WHO (District Staff)	DOES WHAT (Responsibilities or Actions Taken)	WHEN (Timeframe)						
Site Office Staff	Site office staff helps determine previous enrollment in a California public school (TK-Grade 12) by: <ul style="list-style-type: none"> ✓ Using the <i>HLS Overview Form</i> to review the HLS with parents ✓ Distributing and having parents complete the first section of the <i>Home Language Survey (HLS)</i> including student's name, age, grade, teacher, etc. ✓ Pointing out to parents the first section on the HLS, specifically the following question: <i>Has your child been previously enrolled in a California public school?</i> 	When a new student enrolls at the school site						
	<table border="1"> <thead> <tr> <th>If...</th> <th>Then...</th> </tr> </thead> <tbody> <tr> <td>Parent/guardian writes "yes" indicating that the student was previously enrolled in a TK-Grade 12 California public school</td> <td> <ul style="list-style-type: none"> • Parent/guardian does not complete the remainder of the HLS • Parent/guardian completes the first section only (e.g., name, age, grade, teacher) and submits the HLS to the site • Office staff inputs TBD in Illuminate • Office staff files HLS in students cumulative file folder </td> </tr> <tr> <td>Parent/guardian writes "no" indicating that the student was not previously enrolled in a TK-Grade 12 California public school</td> <td> <ul style="list-style-type: none"> • Parent/guardian completes the full HLS </td> </tr> </tbody> </table>		If...	Then...	Parent/guardian writes "yes" indicating that the student was previously enrolled in a TK-Grade 12 California public school	<ul style="list-style-type: none"> • Parent/guardian does not complete the remainder of the HLS • Parent/guardian completes the first section only (e.g., name, age, grade, teacher) and submits the HLS to the site • Office staff inputs TBD in Illuminate • Office staff files HLS in students cumulative file folder 	Parent/guardian writes "no" indicating that the student was not previously enrolled in a TK-Grade 12 California public school	<ul style="list-style-type: none"> • Parent/guardian completes the full HLS
	If...		Then...					
	Parent/guardian writes "yes" indicating that the student was previously enrolled in a TK-Grade 12 California public school		<ul style="list-style-type: none"> • Parent/guardian does not complete the remainder of the HLS • Parent/guardian completes the first section only (e.g., name, age, grade, teacher) and submits the HLS to the site • Office staff inputs TBD in Illuminate • Office staff files HLS in students cumulative file folder 					
Parent/guardian writes "no" indicating that the student was not previously enrolled in a TK-Grade 12 California public school	<ul style="list-style-type: none"> • Parent/guardian completes the full HLS 							
If parent/guardian writes a response of a language other than English or combined with English (e.g., English/Spanish) on any of the first three questions on the HLS, the site office staff: <ul style="list-style-type: none"> ✓ Distributes the <i>Home Language Survey (HLS)</i> and the <i>Fast Facts for Families of English Learners in SMMUSD</i> Sheet to parent/guardian ✓ Distributes the SOLOM to parent/guardian to complete ✓ Distributes the Initial ELPAC Assessment form to parent/guardian 								
After parent/guardian has completed the HLS and the SOLOM, the site office staff: <ul style="list-style-type: none"> ✓ Collects the HLS and SOLOM ✓ Inputs into Illuminate the specific language (other than English) that parent/guardian wrote on the HLS ✓ Inputs "To Be Determined" (TBD) into the Language Status section of Illuminate ✓ Makes a copy of the HLS and gives it to the LLI (elementary) or EL Program Lead (secondary) ✓ Files the original HLS and SOLOM in the student's cumulative folder 								

SMMUSD Processes for the Initial Identification of English learners		
Accurate identification of English learners is foundational for ensuring appropriate placement, assessment and instruction. The identification of ELs in SMMUSD requires a team approach; collaboration and articulation regarding identification occurs between site office staff, elementary Literacy and Language Interventionists (LLIs), secondary EL Program Leads, and Educational Services staff.		
WHO (District Staff)	DOES WHAT (Responsibilities or Actions Taken)	WHEN (Timeframe)
Site Office Staff	NOTE: Students who participated in a California public school TK program, should have already completed a HLS upon initial enrollment. If there is not a HLS in the child's cumulative folder, parents must complete an HLS. If a student participated in a pre-school program, parents would not have previously completed an HLS and must complete an HLS upon enrollment for Kindergarten. Site office staff will reach out to the Director of Assessment, Research and Evaluation with questions regarding the Identification of students	
LLI (Elementary)	Reviews the copy of the HLS (and SOLOM) provided by site office staff	Once local score reports arrive to sites after initial ELPAC testing
EL Program Lead (Secondary)	Reviews the list of students who require initial assessment for English language proficiency (e.g., students who are new to the USA or new to a California school) NOTE: Students who require initial assessment have a language status of To Be Determined (TBD) until English Language Acquisition Status is confirmed through Initial ELPAC assessment results If the HLS indicates that the student requires assessment in Spanish language proficiency, then, the LLI/EL Program Lead submits a list submits a list of students who require assessment for Spanish language proficiency to the Director of Assessment, Research and Evaluation NOTE: These students will also be on the list of students who require assessment on the ELPAC for English language proficiency LLI/ELPL files each student's local ELPAC score report in the student's cumulative folder LLI/ELPL uses the Illuminate report generated by the Director of Assessment, Research and Evaluate to create a site-based list of all English learners (EI) new to the school site and distributes the list to classroom teachers (elementary), Literacy and Language Coaches (elementary and middle school), as well as site administrators (elementary and secondary)	
LLI (Elementary)	LLI/ELPL, in collaboration with the site-based Literacy and Language Coach and/or classroom teachers, determine instructional supports and/or interventions needed for individual students	
EL Program Lead (Secondary)	LLIs/ELPLs will reach out to the Director of Assessment, Research and Evaluation with questions regarding the Identification of students	
Director of Assessment, Research and Evaluation	Oversees and manages the list of students across all sites who require assessment in both English language proficiency on the ELPAC as well as Spanish language proficiency on the IPT	Within 30 days for newly

Identification Process

SMMUSD Processes for The Initial Identification of English learners		
<i>Accurate identification of English learners is foundational for ensuring appropriate placement, assessment and instruction. The identification of ELs in SMMUSD requires a team approach; collaboration and articulation regarding identification occurs between site office staff, elementary Literacy and Language Interventionists (LLIs), secondary EL Program Leads, and Educational Services staff.</i>		
WHO (District Staff)	DOES WHAT (Responsibilities or Actions Taken)	WHEN (Timeframe)
	Ensures that written notification of administration of initial ELPAC is provided to parents prior to start of administration, including for students who will be assessed prior to the start of school year (e.g., summer ELPAC assessments given at SAMOHI)	enrolled students
	Coordinates and oversees the Initial ELPAC Assessment Process (See the Assessment section for further details) and the verification of prior English Language Acquisition Status (ELAS) in CALPADS	
	Sends ELPAC score reports to Literacy & Language Interventionists (Elementary) and EL Program Leads (Secondary) at sites	
	Sends initial notification letter to parents with ELPAC results and EL Acquisition Status (IFEP or EL)	
	Reviews the ELPAC local score report and use the state-mandated criteria outlined on the <i>EL Identification Checklist</i> to determine if a student is identified as Initial Fluent English Proficient (IFEP) or English learner (EL)	
	Creates a report in Illuminate of all English Learners and shares report with LLIs/EL Program Leads, the Coordinator of Literacy and Language, and the Director of Curriculum and Instruction	

NOTE: If a parent/guardian believes that the Home Language Survey was completed in error and requests a new Home Language Survey from the site, the school administrator must provide this new survey to parents/guardians.

Assessment Process

The chart below, *SMMUSD Processes for the Assessment of English learners*, outlines the responsibilities, staffing and timeframes for the district assessment of English learners.

SMMUSD Processes for the ASSESSMENT of English learners		
All English learners are required to be assessed annually on their English language proficiency with the English Language Proficiency Assessment of California (ELPAC). Students who are new to the school system are assessed within 30 days of entry into the district on the Initial ELPAC. Students who have been previously identified as English learners (ELs) are assessed annually with the Summative ELPAC beginning in the month of February.		
WHO (District Staff)	DOES WHAT (Responsibilities)	WHEN (Timeframe)
Director of Assessment, Research and Evaluation	Generates and manages lists of English learners and students whose language status is To Be Determined (TBD) for Initial ELPAC assessment	Within 30 days of Enrollment (Initials) Feb.-May (Annuals)
	Notifies parents/guardians of ELPAC testing	
	Distributes lists of TBDs and ELs to be assessed to site Testing Coordinators	
	Coordinates, trains and oversees the ELPAC Assessment Team	
	Communicates with site Testing Coordinators regarding Initial and Summative ELPAC training, requirements and timeframes	
	Sends ELPAC score reports to Literacy & Language Interventionists (Elementary) and EL Program Leads (Secondary) at sites	
	Sends ELPAC score reports home to parents/guardians	
	Oversees training and assessment for ELPAC Assessment Team members who will administer ELPAC with accommodations for Special Education ELs as well as Special Education ELs who require an alternate assessment such as the VCALPS as noted in Individual Education Plans (IEPs)	
Collaborates with Special Education Department staff to ensure that all Special Education ELs who have state testing accommodations listed in their IEPs receive these accommodations as needed on the Initial and/or Summative ELPAC		
Creates a report in Illuminate of all English Learners and shares report with LLIs/EL Program Leads, the Coordinator of Literacy and Language, and the Director of Curriculum and Instruction		
ELPAC Assessment Team	Collaborate with site Testing Coordinators to assess students whose language status is To Be Determined (TBD) as well as English learners who require annual language assessment with the Summative ELPAC	Within 30 days of Enrollment (Initials) Feb.-May (Annuals)
	Organize and coordinate ELPAC materials	
	Score ELPAC assessments for TBDs and ELs	
EL Program Lead (High School)	Assesses and scores students new to the USA whose language status is TBD	
Site Testing Coordinators	Coordinate and schedule ELPAC assessment	During primary ELPAC assessment
	Communicate with site staff regarding assessment schedule and English learners to be tested	
	Review testing accommodations on Individual Education Plans (IEPs) for Special Education ELs and ELs who have 504 Service Plans	

SMMUSD Processes for the ASSESSMENT of English learners		
All English learners are required to be assessed annually on their English language proficiency with the English Language Proficiency Assessment of California (ELPAC). Students who are new to the school system are assessed within 30 days of entry into the district on the Initial ELPAC. Students who have been previously identified as English learners (ELs) are assessed annually with the Summative ELPAC beginning in the month of February.		
WHO (District Staff)	DOES WHAT (Responsibilities)	WHEN (Timeframe)
Site Testing Coordinators	Determine appropriate staffing and structures to ensure testing accommodations are met for Special Education ELs and ELs with 504 Service Plans	windows in August-Sept. and February-May
Literacy & Language Interventionists EL Program Lead	File ELPAC score reports in English learners' cumulative folders	Once ELPAC assessment is complete and score reports have been sent to sites
	LLI/ELPL uses the Illuminate report generated by the Director of Assessment, Research and Evaluate to create a site-based list of all English learners (EL) new to the school site and distributes the list to classroom teachers (elementary), Literacy and Language Coaches (elementary and middle school) as well as site administrators (elementary and secondary)	
Special Education Certificated Staff	Collaborates with site Testing Coordinators to assess Special Education EL students whose IEP requires an alternate assessment to the ELPAC and/or require accommodations on the Initial or Summative ELPAC If indicated in a student's IEP, an alternate assessment to the ELPAC (such as VCALPS) may be given as part of a student's annual IEP assessment process	Special Education Certificated Staff



Instructional Programs and Placement

- Spanish Dual-Language Immersion (DLI): TK-12
 - Edison Language Academy
 - JAMS (Pathway)
 - Samohi (Pathway)
- Structured English Immersion (SEI): K-12
 - 9 Elementary Schools
 - JAMS, LMS, MMS, SMASH
 - Samohi, Olympic, MHS

Secondary Program Placement

SMMUSD Course Offerings for English learners: MIDDLE SCHOOL

English learners Placement Criteria*	Course Name	Placement Description	Instructional Materials
<p>ELs who are at the <i>Emerging or Early Expanding</i> language level and have...</p> <p>-scored Level 1 or Level 2(overall) on the Initial ELPAC</p> <p>-been enrolled in a US school for <i>less than one year</i></p>	Language Arts I (Core ELA & ELD)	ELs receive standards-based instruction in ELA and ELD during a block period. ELD standards are taught in tandem with core ELA content using strategies and materials that support <i>Emerging</i> English learners.	<i>Inside (ELA)</i> <i>Inside the USA (ELD)</i>
<p>ELs who are at the <i>Emerging or Early Expanding</i> language level(s) and have...</p> <p>-scored Level 1 or Level 2 (overall) on the Initial or Summative ELPAC</p> <p>-scored a "1" on CAASPP ELA</p> <p>-been enrolled in a US school for <i>more than one year</i></p>	Core Content Classes (Clustered) Literacy Support I (Supplemental ELD)	<p>ELs are clustered by similar proficiency levels in core content areas and receive integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.</p> <p>In addition to Integrated & Designated ELD in core classes, ELs receive supplemental, standards-based instruction that focuses on Academic Language Development. ELD content includes high-leverage academic vocabulary, syntax and grammar with structured opportunities for reading, writing and speaking application.</p>	<p><i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i></p> <p><i>English 3D (ELD)</i></p>
<p>ELs who are at the <i>Expanding or Early Bridging</i> language level(s) and have...</p> <p>-scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC</p> <p>-scored a "1" on CAASPP ELA</p> <p>-been enrolled in a US school for more than one year or are new to the US but scored Level 3 or Level 4 (overall) on the ELPAC</p>	Core Content Classes (Clustered) Literacy Support II** (Supplemental ELD)	<p>ELs are clustered by similar proficiency levels in core content areas and receive integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.</p> <p>In addition to Integrated & Designated ELD in core classes, ELs receive standards-based instruction in Academic Language Development. This class is designed to use ELD standards to accelerate academic language proficiency in speaking, listening, reading and writing.</p>	<p><i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i></p> <p><i>English 3D (ELD)</i></p>
<p>ELs who are at the <i>Bridging</i> language level(s) and have...</p> <p>-scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC</p> <p>-scored a "2" on CAASPP ELA</p>	Core Content Classes (Clustered) and Designated ELD	<p>ELs are clustered by similar proficiency levels in core content areas and receive integrated ELD throughout their instructional day. In addition, ELs receive Designated ELD during a protected time of the school day ELD in core English or Humanities class.</p> <p>*For the 2018-2019 school year, students in Grade 6 who fall into this category also receive supplemental support in Literacy Support II (see description above)</p>	<i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i>

SMMUSD Course Offerings for English learners: HIGH SCHOOL

English learners Placement Criteria*	Course Name	Placement Description	Instructional Materials
<p>ELs who are at the <i>Emerging or Early Expanding</i> language level and have...</p> <p>-scored Level 1 or Level 2(overall) on the Initial ELPAC</p> <p>-been enrolled in a US school for <i>less than one year</i></p>	ELD Beginning (Core ELA & ELD)	ELs receive standards-based instruction in ELA and ELD during a block period. ELD standards are taught in tandem with core ELA content using strategies and materials that support <i>Emerging</i> English learners.	<i>Edge (ELA)</i>
<p>ELs who are at the <i>Emerging or Early Expanding</i> language level(s) and have...</p> <p>-scored Level 1 or Level 2 (overall) on the Initial or Summative ELPAC</p> <p>-scored a "1" on CAASPP ELA</p> <p>-been enrolled in a US school for <i>more than one year</i></p>	Core Content Classes (Clustered) ELD Intermediate (Supplemental ELD)	<p>ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.</p> <p>In addition to Integrated & Designated ELD in core classes, ELs receive supplemental, standards-based instruction that focuses on Academic Language Development. ELD content includes high-leverage academic vocabulary, syntax and grammar with structured opportunities for reading, writing and speaking application.</p>	<p><i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i></p> <p><i>English 3D (ELD)</i></p>
<p>ELs who are at the <i>Expanding or Early Bridging</i> language level(s) and have...</p> <p>-scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC</p> <p>-scored a "1" on CAASPP ELA</p> <p>-been enrolled in a US school for more than one year or are new to the US but scored Level 3 or Level 4 (overall) on the ELPAC</p>	Core Content Classes (Clustered) Advanced Composition (Supplemental ELD)	<p>ELs are clustered by similar proficiency levels in core content areas and receive integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.</p> <p>In addition to Integrated & Designated ELD in core classes, ELs receive standards-based instruction in Academic Language Development. This class is designed to use ELD standards to accelerate academic language proficiency in speaking, listening, reading and writing.</p>	<p><i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i></p> <p><i>Perspectives (ELA & ELD)</i></p>
<p>ELs who are at the <i>Bridging</i> language level(s) and have...</p> <p>-scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC</p> <p>-scored a "2" on CAASPP ELA</p>	Core Content Classes (Clustered)	ELs are clustered by similar proficiency levels in core content areas and receive integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.	<i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i>



Progress Monitoring

- Provide each teacher with a list of the English learners and RFEPS in their class within the first month of the school year; update the list if a new EL arrives to class
- Regularly monitor and document EL students' progress on the Illuminate EL Student Profile Chart
- Regularly monitor and document RFEP students' progress on the RFEP Student Profile Chart (forthcoming on Ellevation Platform)
- Develop and monitor Individual Language Learning plans for ELs in partnership with site staff and parents
- Communicate at least two-three times yearly with students who are LTELS to discuss reclassification criteria and next steps for instruction (secondary only)
- Collaborate with the Instructional Coach, Teacher Leaders and/or classroom teachers to determine instructional strategies to support English Learners

Reclassification Process

The chart below, *SMMUSD Processes for the Reclassification of English learners*, outlines the responsibilities, staffing and timeframes for the district assessment of English learners.

SMMUSD Processes for the RECLASSIFICATION of English learners <i>English learners who meet district criteria are eligible for reclassification. Criteria for reclassification includes: a score of Level 4 on the English Language Proficiency Assessment (ELPAC), meeting standards on state/district academic assessments; teacher evaluation, and parent opinion and consultation. Reclassification recommendations are determined by a team of administrator(s), staff and parents on site and reviewed by the Director of Curriculum and Instruction.</i>			
WHO (District Staff)	DOES WHAT (Responsibilities OR ACTIONS TAKEN)	WHEN (Timeframe)	
Director of Assessment, Research and Evaluation	Generates and manages lists of English learners who are eligible to be reclassified	Lists generated and distributed once official ELPAC and CAASPP scores are received	
Assistant Superintendent, Educational Services	Distributes lists of reclassification candidates to site administrators and/or EL Program Leads at sites	Lists distributed once official ELPAC and CAASPP scores are received	
	Oversees the regular progress monitoring of English learners and students who have been reclassified RFEPS Reviews reclassification forms from sites; signs and returns forms	August-June	
Site Administrator (with support from Literacy and Language Interventionist, EL Program Lead, Literacy and Language Coach, and Special Education certificated staff for alternate reclassification candidates)	Reviews achievement data of EL reclassification candidates	During identified progress monitoring windows	
	Determines if alternate reclassification is an option for EL students with disabilities or ELs with a 504 Service Plan		
	Gathers and reviews Teacher Input Forms from staff who work with eligible students		
	Schedules team meeting with parents/guardians and relevant staff regarding reclassification for eligible students		
	Facilitates reclassification meeting (Note: All reclassification meetings must be facilitated by a site administrator)		
	If...	Then...	
	The team determines that the student DOES reclassify	Celebrates with students, staff and families Identifies and documents next steps for monitoring the student Documents meeting outcomes on the Student Profile in Illuminate Sends reclassification form to Director of Curriculum and Instruction in Educational Services	After reclassification meetings in identified windows
	The team determines that the student DOES NOT reclassify	Identifies and documents supports needed to promote reclassification, including creating a learning plan for language acquisition	After reclassification meetings in identified windows

SMMUSD Processes for the RECLASSIFICATION of English learners <i>English learners who meet district criteria are eligible for reclassification. Criteria for reclassification includes: a score of Level 4 on the English Language Proficiency Assessment (ELPAC), meeting standards on state/district academic assessments; teacher evaluation, and parent opinion and consultation. Reclassification recommendations are determined by a team of administrator(s), staff and parents on site and reviewed by the Director of Curriculum and Instruction.</i>		
WHO (District Staff)	DOES WHAT (Responsibilities OR ACTIONS TAKEN)	WHEN (Timeframe)
Site Administrator	Continues to monitor the student; ensures classroom-based instructional supports are in place Documents meeting outcomes on the Student Profile in Illuminate Sends reclassification form to Director of Curriculum and Instruction in Educational Services	After reclassification meetings in identified windows
LLI (Elementary) EL Program Lead (Secondary)	Files reclassification forms in students' cumulative folders once they have been reviewed by Director of Curriculum and Instruction and/or Coordinator of Literacy and Language Monitors the progress of students who have reclassified as well as who did not reclassify	Within 10 days of receiving reclassification forms from Educational Services

Questions or Comments





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Brief Reclassification Update

Santa Monica-Malibu Unified School District
Educational Services Department
 Updated COVID-19 Interim Reclassification Criteria Chart

Criteria	1 st - 2 nd Grade	3 rd - 5 th Grade	6 th - 9 th Grade	10 th - 12 th Grade
ELPAC¹ English Language Proficiency Assessment of California	Overall ELPAC Performance Level 4 Use most current score	Overall ELPAC Performance Level 4 Use most current score	Overall ELPAC Performance Level 4 Use most current score	Overall ELPAC Performance Level 4 Use most current score
Basic Skills Assessment¹	Grades 1: Score 75 th ile on two most recent Fastbridge Early Reading Assessments Grade 2: Score 75 th ile on two most recent Fastbridge aReading Assessments	Grade 3: Score 75 th ile on two most recent Fastbridge aReading Assessments Grade 4: Score 75 th ile on two most recent Fastbridge aReading Assessments (4th grade does not have an ELA CAASPP score) Grade 5: Score of 3 or 4 on the 2018-19 English Language Arts CAASPP or Score of 75 th ile on two most recent Fastbridge aReading Assessments	Score of 3 or 4 on the 2018-19 English Language Arts CAASPP. or Grades 6 - 9 Renaissance Learning: Star Reading For 2020-21 Score of 38 th ile on most recent assessment	Grade 10: Score of 410 on PSAT Grade 11: Score of 430 on PSAT or Grades 10 - 12 Renaissance Learning Star Reading For 2020-21 Score of 38 th ile on most recent assessment
Teacher Evaluation	Teachers evaluate students on speaking, listening, reading and writing tasks in class. Teachers measure how well student's express ideas clearly and communicate using academic language. Teachers also evaluate students' performance on classwork to ensure students are "on par" with English only peers.			
Parent Opinion and Consultation	Parents and/or guardians meet with school administrators and staff to review student data and provide input. Secondary students are encouraged to attend reclassification meetings whenever possible. If parents are opposed to reclassification due to COVID-19 please record this on the Reclassification form and a follow up meeting will be scheduled with parents by Ed. Services.			

¹ testing accommodations should be considered and provided as needed for ELs with IEPs, including use of alternate assessment.

ELs with IEPs; If the IEP team determines that an EL with an IEP would benefit from EL reclassification, but the student's disability prevents him/her from meeting the above criteria, the Individualized Reclassification Protocol may be appropriate. Contact SPED for additional guidance.

**Santa Monica-Malibu Unified School District
Educational Services Department**

Updated COVID-19 Interim Alternate Reclassification Criteria for Students with IEPs
(EL Form 2)

Criteria	1 st – 2 nd Grade	3 rd - 5 th Grade	6 th - 9 th Grade	10 th - 12th Grade
ELPAC¹ English Language Proficiency Assessment of California	<p>The student demonstrated English Proficiency on Summative ELPAC or Alternate Assessment by achieving:</p> <p>Grades 1-12: ELPAC: Student has demonstrated progress on the subtests of the ELPAC that are NOT associated with the students qualifying disability</p> <p>VCCALP: Overall Level of English Proficiency – Early Advanced (69-88) or Advanced (89-100) with subscores of Intermediate or higher (13-25) (alternate assessment)</p> <p>Use most current score</p>			
Basic Skills Assessment¹	<p>Grade 1: Score 75%ile on two most recent Fastbridge Early Reading Assessments</p> <p>Grade 2: Score 75%ile on two most recent Fastbridge aReading Assessments</p>	<p>Grade 3: Score 75%ile on two most recent Fastbridge aReading Assessments</p> <p>Grade 4: Score 75%ile on two most recent Fastbridge aReading Assessments (4th grade does not have an ELA CAASPP score)</p> <p>Grade 5: Score of 3 or 4 on the 2018-19 ELA CAASPP or Score of 75%ile on two or more Fastbridge aReading Assessments</p> <p>or</p> <p>2018-19 California Alternate Assessment (CAA) English Language Arts</p>	<p>Score of 3 or 4 on the 2018-19 English Language Arts (ELA) CAASPP.</p> <p>or</p> <p>Renaissance Star Reading For 2020-21 Score of 38%ile on most recent assessment</p> <p>or</p> <p>2018-19 California Alternate Assessment (CAA) English Language Arts</p>	<p>Grade 10: Score of 410 on PSAT</p> <p>Grade 11: Score of 430 on PSAT</p> <p>or</p> <p>Grades 10 - 12 Renaissance Star Reading For 2020-21 Score of 38%ile on most recent assessment</p>
Teacher Evaluation	<p>Teachers evaluate students on speaking, listening, reading and writing tasks in class. Teachers measure how well student's express ideas clearly and communicate using academic language. Teachers also evaluate students' performance on classwork to ensure students are "on par" with English only peers.</p>			
Parent Opinion and Consultation	<p>Parents and/or guardians meet with school administrators and staff to review student data and provide input. Secondary students are encouraged to attend reclassification meetings whenever possible.</p> <p>If parents are opposed to reclassification due to COVID-19 please record this on the Reclassification form and a follow up meeting will be scheduled with parents by Ed. Services.</p>			

¹ testing accommodations should be considered and provided as needed for ELs with IEPs, including use of alternate assessment.

ELs with IEPs: If the IEP team determines that an EL with an IEP would benefit from EL reclassification, but the student's disability prevents him/her from meeting the above criteria, the Individualized Reclassification Protocol may be appropriate. Contact SPED for additional guidance.



Reclassification Cycles and Numbers

2021-2022 Reclassification Cycles and Numbers

- November/December
 - *31 students on potential reclassification list (1-12); 29 students reclassified*
 - *38 Student on Sp. Ed. reclassification list (1-12); 30 reclassified*
 - *Used Fastbridge (1-5) and Star Reading (6-12)*
- February
 - *39 students on potential reclassification list (1-12); 33 students reclassified*
 - *11 Student on Sp. Ed. reclassification list (1-12); 7 reclassified*
 - *Used Fastbridge (1-5) and Star Reading (6-12)*
- May
 - *13 students on potential reclassification list (1-12); 2 students reclassified*
 - *7 Student on Sp. Ed. reclassification list (1-12); 0 reclassified*

Total number of students reclassified: 101

Questions or Comments



