

**2019-2020 The Accelerated Schools
English Learner Master Plans for ACES, TAS, WAHS
Executive Summary
10/18/19**

The Accelerated School's main institutional goal is to graduate students who are prepared to succeed at the University of their choice; who will enter the workforce as informed and productive employees, entrepreneurs, and community leaders; and who will act as socially aware and responsible citizens.

Students are exposed to intensive learning experiences that emphasize a hands-on approach, linking studies across disciplines to foster a well-rounded educational experience that promotes 21st century education skills.

The success of English Learners (ELs), Standard English Learners (SELS) and former ELs, students who have been reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for The Accelerated Schools. We are committed to providing the highest quality educational programs and services that are soundly based in current research evidence. Instructional plans for English Learners are based on sound educational theory, are adequately supported with trained teachers and appropriate materials; and are periodically evaluated to make sure the program is successful and modified when the program is not successful.

The 2019-2020 *English Learner Master Plans* outline the systems that are in place serving English Learners, Standard English Learners, and Reclassified Fluent English Proficient students to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs at The Accelerated Schools have access to rigorous curriculum in order to become fluent in English and master all the content standards required in the state of California.

Reclassification is the process whereby a student is reclassified from an English learner to Fluent English Proficient (RFEP). Local districts determine when the student has met the 4 criteria listed in Education Code (EC) Section 313 (f), in accordance with the California Department of Education (CDE).

In January 2019, based on the 2018–19 Summative ELPAC threshold scores, the SBE approved use of ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion for reclassification beginning with the 2018–19 Summative ELPAC administration for grades K–12. Therefore, LEAs shall use Overall PL 4 to determine whether a student has met the ELP assessment criterion. No additional sub scores or criteria should be added to the Overall PL 4 determination. All other reclassification criteria remain locally determined.

Changes for 2019-2020 English Learner Master Plans (ACES, TAS, WAHS)

Reclassification of English learners

Reclassify English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (RFEPs) as well as assure all English Learners show yearly progress towards meeting the criteria to become English proficient over a 4-year cycle.

- The Accelerated Schools (ACES, TAS, WAHS) modified the criteria for reclassification based on the new California state mandate requiring an ELPAC overall score of “4” as part of the first criterion for reclassification.
- Parent ELPAC & Reclassification Training will support parents to understand how to interpret the new ELPAC reports, the new District criteria for reclassifying based on new ELPAC descriptors, guidelines from California Dept. of Education, and the proposed online administration of the future 2019-2020 ELPAC test

Reclassification of English Learners with IEPs (Individual Education Plans)

What is individualized reclassification?

Individualized Reclassification (IR) is a process by which an English Learner student with an IEP may be reclassified as a fluent English proficient student. Students with disabilities, including severe cognitive disabilities, should be provided the same opportunities to be reclassified as students without disabilities. The Individualized Reclassification process may be appropriate when the IEP team determines that an English Learner student with an IEP would benefit from reclassification, but the student’s disability prevents him/her from meeting the standard reclassification criteria.

How does an IEP team determine whether Individualized Reclassification is appropriate for an English Learner with an IEP?

The IEP team may consider measures of English language proficiency (ELPAC or alternate assessment if appropriate, e.g. VCCALPS) and performance levels in basic skills that would be equivalent to an English proficient peer with similar disabilities. If the IEP team determines that the primary reason the student does not meet standard reclassification criteria is due to the disability rather than limited English proficiency, and the student’s English language proficiency is commensurate with similarly disabled English proficient peers, the IEP team can recommend that the student be reclassified via the Individualized Reclassification Protocol.

Who initiates and manages the Individualized Reclassification process?

The Special Education Administrator is responsible for overseeing and ensuring the Individualized Reclassification packet is completed and submitted for approval with the support of Case Managers and the Program Specialist. The Case Managers initiate the process with the support of the Program Specialist.

What documents are required as part of the Individualized Reclassification packet submitted to the SPED Administrator?

1. Individualized Reclassification form with required signatures
2. IEP - a copy of the entire most recent IEP including a signed copy of the signature and consent page. Please note: The IEP must be compliant according to CDE guidelines & have all required components for English Learner students in the appropriate sections.
3. Recent report card and other assessments/scores