

**FUSD Reclassification Guidance and Criteria for English Learners 2024-2025**

**Purpose of Reclassification:**

Reclassification indicates that students have basic skills in English that are similar to their English Only peers. ELPAC is the key state measure of English Language proficiency for EL students and only students who score an Overall Level 4 – Well Developed– are eligible to be considered for Reclassification.

**Criteria for Reclassification:**

English learner students are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE).

- Reclassification Recommendation Forms assigned to teachers for eligible students weekly in Ellevation.
- Classroom teachers receive a notification to complete the form in Ellevation. Parent consultation must occur to complete form.
- Spring 2024 scores for Basic Skills can be considered when reclassifying students in August/September.

Required Criteria (California Education Code [EC] Section 313[f])	Fresno Unified School District Criteria Local Board Approved Reclassification Criteria
English Language Proficiency Assessment	<b>K-12 Summative ELPAC overall score must be Level 4</b> Level 4 = Well Developed
Teacher Recommendation	<b>K-12 Teacher input must indicate student is RFEP ready</b> RFEP = Reclassified Fluent English Proficient
Parent/Guardian Consultation	<b>Parent Opinion and Consultation</b> for Reclassification
Comparison of Performance in Basic Skills	FUSD determined cut-points on one of the following: <b>4-9+12 SBAC (ELA), K-12 i-Ready Reading, K-6 BAS, 7-10 Interim B, 7-11 Edcite ELA</b>

The minimum criteria to be considered for reclassification are:

**Basic Skills Options/Cut-Points:**

OPTION #1		OPTION #2			OPTION #3			
SBAC		i-Ready Reading			BAS		Edcite ELA	
Grade	Level	Grade	Cycle #1 Aug.- Dec.	Cycle #2 Jan.- June	Grade	Score	Interim B	
4	Nearly Met or Above	K	335	360	K	B	Grade	Score
5		1	385	413	1	F	7	42
6		2	439	463	2	K	8	38
7		3	474	492	3	N	9	41
8		4	501	517	4	Q	10	51
9		5	523	537	5	T	Or	
12		6	545	560	6	W		
		7	562	562	Interim A			
		8	567	567	Grade	Score	7	40
		9	578	578	8	41	8	41
		10-12	594	597	9	41	9	41
					*Per Third Edition BAS Assessment Guide If student meets BAS criteria, email the following to <a href="mailto:reclassification@fresnounified.org">reclassification@fresnounified.org</a> eg -Student Name -Student ID # -Teacher Name -BAS Date -Attach BAS Recording Sheet		10	42
							11	42
If students do not meet the ELA SBAC criteria or do not have 2023-2024 SBAC results, go to option 2.		If students do not meet option 1 or 2, go to option 3.			BAS administered only to students with ELPAC overall level 4 and who do not meet option 1 or 2.		This option is only for students in grades 7-11.	

**Reclassification Criteria and Process for  
 Dually Identified English Learners with an IEP 2024-2025**

**Purpose of Reclassification:**

Reclassification indicates that students have basic skills in English that are similar to their English Only peers. ELPAC is the key state measure of English Language proficiency for EL students and only students who score an Overall Level 4 – Well Developed– are eligible to be considered for Reclassification.

**Criteria for Reclassification:**

Under California Education Code Sections 313(f) and 52164.6 and Section 11303 of Title 5 of the California Code of Regulations, the following four (4) criteria are required for reclassification:

Required Criteria	Fresno Unified School District Criteria Local Board Approved Reclassification Criteria	
<b>English Language Proficiency Assessment</b>	<p align="center"><b>Performance of ELPAC</b></p> <p><b>Pathway 1:</b> TK-12 - The student has an IEP and demonstrates proficiency in all 4 domains on the Summative ELPAC with an overall score of Level 4.</p> <p><b>Pathway 2:</b> TK-12 - The student has an IEP and demonstrates proficiency on the Alternate ELPAC with an overall score of Level 3</p> <p><b>Pathway 3:</b> TK-12 - The student has an IEP, is not eligible to take the Alternate ELPAC, and the student earns a 4 using one or more domain exemptions. <i>Note: A student may only be exempt from assessment in up to two domains (one for each composite) in the rare circumstance that the unique needs of the student’s disability directly impact accessibility of the affected domain(s) and there are no appropriate accommodations to allow assessment in the affected domain(s).</i></p>	
<b>Teacher Recommendation</b>	<p align="center"><b>TK-12 Teacher Input must Indicate Student is RFEP Ready</b></p> <p>This can include, but is not limited to, progress monitoring data, present levels of academic performance, progress on IEP goals and objectives, data from scientific research-based interventions, and/or student work samples.</p>	
<b>Parent/Guardian Consultation</b>	<p align="center"><b>Parent Opinion and Consultation</b></p> <p>Parents must provide input on the student’s English proficiency, which should occur during the IEP team meeting.</p>	
<b>Comparison of Performance in Basic Skills</b>	<p align="center"><b>Initial &amp; Summative ELPAC</b></p> <p>If the student does not meet the GE Basic Skills Options/Cut-Points outlined above, consider multiple measures of basic skills in literacy, including assessments for students in programs for mild to moderate support needs (i.e. RSP, SDC-M/M, Inclusion). Such alternate assessments may include:</p> <ul style="list-style-type: none"> <li>• San Diego Quick</li> <li>• DIEBELS</li> <li>• BPST</li> <li>• BAS</li> <li>• Classroom Based Measurement</li> <li>• Current Standardized Assessments</li> </ul>	<p align="center"><b>Alternate ELPAC</b></p> <p>A student taking the Alternate ELPAC demonstrates basic skills in literacy by meeting one of the following:</p> <ol style="list-style-type: none"> <li>1. Scores a “Level 3 - Understanding” on the CAA.</li> </ol> <p align="center">OR</p> <ol style="list-style-type: none"> <li>2. When considering multiple measures, including the following assessments for students in programs for extensive support needs:           <p><b>ALPs SDC:</b></p> <ul style="list-style-type: none"> <li>• Unique Learning Systems Benchmarks</li> <li>• Current Criterion Brigrance</li> <li>• Classroom Based Measurement</li> </ul> <p><b>SDC Autism:</b></p> <ul style="list-style-type: none"> <li>• STAR Profile               <ul style="list-style-type: none"> <li>○ Expressive and Receptive Language</li> </ul> </li> <li>• Current Criterion Brigrance</li> <li>• Classroom Based Measurement</li> </ul> </li> </ol>

See IEP Manual for guidance on how to complete domain exceptions, in rare circumstances when appropriate, and how to complete the English Language Reclassification Sheet (SEIS form) when considering reclassification of a student with an IEP based on meeting the above 4 criteria.

Once the team agrees that student should be reclassified, parent signature has been obtained, and all IEP procedures have been completed, the case manager emails [reclassification@fresnounified.org](mailto:reclassification@fresnounified.org) with the following information to trigger reclassification completion/teacher recommendation form.

Student Name	
Student ID Number	
Case Manager Name	
IEP Date	

Classroom teacher/Case Manager will receive a form from Ellevation to complete. Reclassified students continue to be monitored for 4 years after date of reclassification, using Ellevation.

**Additional Guidance:**

[ELPAC Domain Exemption Decision-Making Tool](#) - may support with determining eligibility for exemption, but it is not required to be completed.

[ELPAC Info Guide 24](#)

[CA Access Matrix 23](#)