



SAN DIEGO UNIFIED SCHOOL DISTRICT
OFFICE OF LANGUAGE ACQUISITION
SPECIAL EDUCATION
ENGLISH LEARNER RECLASSIFICATION PROFILE
ALTERNATE ASSESSMENT FOR STUDENTS WITH DISABILITIES

Reclassification is the process used by school districts to make a determination if students who have received the official designation of English Learner (EL) have acquired sufficient English skills to successfully access curriculum being delivered without English Language Development (ELD) support. ELs are reclassified as fluent English proficient (RFEP) based on multiple criteria, including the ability to demonstrate English proficiency commensurate with English-speaking peers. The reclassification process in public schools in California is a local decision based on guidelines adopted by the State Board of Education pursuant to the California Education Code.

The *English Learner Reclassification Profile: Alternate Assessment for Students with Disabilities* defines an acceptable standard for the reclassification criteria designated by the state for students with Individualized Education Programs (IEPs). Students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities, and can be reclassified using standard District reclassification procedures. However, some students with disabilities may have a difficult time meeting the academic and language proficiency standards for reclassification set by the State and may require universal tools, designated supports and/or accommodations (See Matrix Four from CDE <https://www.cde.ca.gov/ta/tg/ai/elpacmatrix4.asp>). In order to ensure validity, this reclassification profile incorporates information from multiple contexts, tools, and perspectives. Ultimately, the *Alternate Assessment for Students with Disabilities* will help IEP teams determine if an EL student with a disability should be reclassified as RFEP.

In order to reclassify a student with a disability, IEP teams must demonstrate that the student has met the acceptable standard for ALL criteria listed in the *Alternate Assessment for Students with Disabilities*. Site administrators and support teams are encouraged to determine how available resources will be used to complete this process. Representatives from general and special education are needed to support, assess, provide descriptions of student functioning and make recommendations. Demographic information should be listed on **page 1** of the *English Learner Reclassification Profile: Alternate Assessment for Student with Disabilities* and evidence of student achievement should be described on **page 2**. In order to allow for parent participation and IEP team judgment, it is recommended that the reclassification determination take place during the IEP process. An IEP team's determination is to be described in the *Team Action* page of the IEP and the completed *English Learner Reclassification Profile* should be submitted to the Office of Language Acquisition for review and final approval. School sites should continue to address the student's English language development needs until final notice of official reclassification status has been given to the site and parents.

Thank you for your support of our district's ELs.