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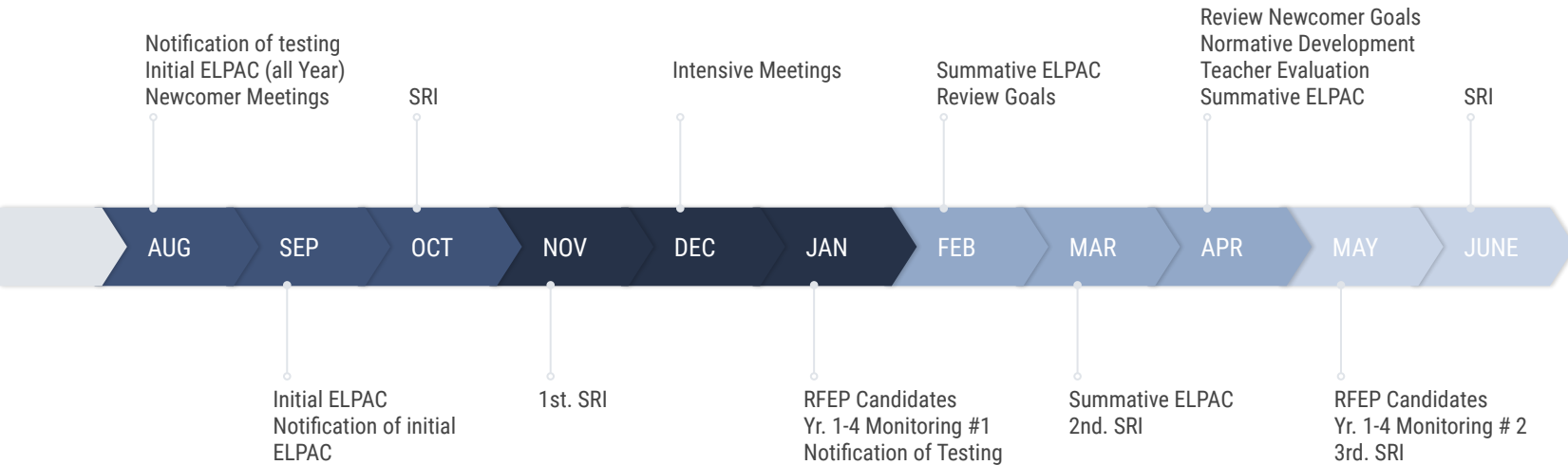 - RFEP Students
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What is Ellevation?

Ellevation

- **It is used to manage compliance parent letters, meetings & monitoring forms**
- Web-based software program specifically designed for EL educators and the English Learners they serve
- Holds data about our English Learners (uploaded from Q nightly, CAASPP scores, SRI and grades at the end of the each trimester)
- Helps identify EL trends
- Can be used to analyze English Language Proficiency
- Can be used to personalize instruction
- Different views of student progress (Ex. Reclassification Portal)

School Year Timeline

Notification of testing
Initial ELPAC (all Year)
Newcomer Meetings

SRI

Intensive Meetings

Summative ELPAC
Review Goals

Review Newcomer Goals
Normative Development
Teacher Evaluation
Summative ELPAC

SRI

| AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE |

Initial ELPAC
Notification of initial
ELPAC

1st. SRI

RFEP Candidates
Yr. 1-4 Monitoring #1
Notification of Testing

Summative ELPAC
2nd. SRI

RFEP Candidates
Yr. 1-4 Monitoring # 2
3rd. SRI

Ellevation Meetings

Newcomers

Who: Immigrant English Learners in grades 1 - 12 that have been in the country less than 18 months.

When: **All year**

Intensive

Who: Students who are Long Term English Learners or At-Risk. The state provides the school district with a list.

When: **As soon as the state releases the roster.** It is usually due before winter break.

RFEP Candidate

Who: Students that meet all requirements for Reclassification
RFEP = Reclassified Fluent English Proficient

When:**January & May**

Normative Development

Who: Students who acquire language and content knowledge in a progressive manner and demonstrate continued annual growth on ELPAC.

When: **Due in May**

Newcomer: Assigning & Reviewing Goals for Newcomers

Newcomer Process:
1. Identify who are your newcomers
2. Set up a Language Appraisal Team (Administrator, teacher, outreach/counselor, Bilingual Facilitator, etc)
3. Schedule the Newcomer Meeting
4. On the Goals Tab assign four language goals
   a. Collaborative
   b. Interpretive
   c. Productive
   d. Connecting & Condensing Ideas
5. Review Goals in 3 to 6 months

Newcomer Meeting Sample

Intensive Meeting Process:
1. State identifies Long Term English Learners (LTEL) & At-Risk students
2. Set up a Language Appraisal Team (Administrator, teacher, outreach/counselor, Bilingual Facilitator, etc)
3. Schedule Intensive Meeting to identify interventions for student(s)
4. Sites can add other students if they feel they are not progressing as they should

	Years as EL	Grades	ELPAC	CAASPP
At-Risk	4 - 5	3-12	3 or below on prior year	Grades 3 - 9 score in the 4th or 5th year in the Standard Not Met
LTEL	6+	6-12	Same level for two or more years	

Intensive Meeting Sample

RFEP Candidate Meeting

RFEP Meeting Process:
1. For English Learners that meet RFEP criteria (see chart below)
2. Teachers fills out an evaluation form
3. Multilingual Learners Department gives final approval

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
English Language Development
Reclassification Chart for 2022-2023 School Year

Reclassification is the process that determines whether an English Learner (EL) should be reclassified as Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district and is achieving and sustaining a basic level of academic achievement with students whose native language is English.
District reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified. Initial ELPAC candidates will be Initially Fluent English Proficient (IFEP) if they meet IFEP criteria.

Grade Level	1.Assessment of English Language Proficiency (ELPAC Performance Levels)	2.Comparison Performance In Basic Skills	3.Teacher Evaluation of Student Academic Performance	4. Parent Opinion & Consultation
K-1	CVUSD ELs in grades K-1 are typically not candidates for reclassification. According to Second Language Acquisition research, second language attainment at the competence and production level does not develop until 5-7 years. * A candidate with a unique language acceleration rate can be considered for reclassification. Consult with the EL Coordinator to discuss data that supports the child's unique language attainment.			
2	Summative ELPAC Performance Levels • Overall Level 4 • Oral Language Level 3-4 • Written Language Level 3-4 • No domains on **Beginning**	**Score of 3 in ELA Key Standards** Reading & Literature Information Text: Identifies the main idea and details for grade level text Grade Level Phonics: Reads high-frequency words; Reads grade level text fluently Listening & Speaking: Retells stories, factual information, and life experiences accurately and in proper sequence Writing: Writes in complete sentences **SRI** 420	ELLevation Teacher Input Form called, "Teacher Evaluation of Student Academic Performance"	Parent signature is documented on EL Annual Review Documents
3		60% ELA District Benchmark or SRI 520 Lexile		
4		SRI 740 Lexile or 60% ELA District Benchmark or ELA SBAC Nearly Met		
5		SRI 830 Lexile or 60% ELA District Benchmark or ELA SBAC Nearly Met		
6		SRI 925 Lexile or ELA SBAC Nearly Met		
7		SRI 925 Lexile or ELA SBAC Nearly Met		
8		SRI 925 Lexile or ELA SBAC Nearly Met		
9 – 12		SRI 925 Lexile		

*Scholastic Reading Inventory (SRI). The Lexile score is the lowest Proficient level in the grade span.

|CVUSD 2017 R. Araiza
Revised 11/15/2021

RFEP Candidate Meeting Sample

Normative Development Meeting

Normative Development Meeting Process:

1. English Learners grades 2 - 12 that are progressing at a normal rate with no concerns

2. All TK to Grade 1 ELs have this type of meeting

3. It is scheduled at the beginning of April

[Normative Development Meeting Sample](#)

Ellevation Monitoring Forms

RFEP Monitoring (4 years

Who: Reclassified students

When: First 4 years twice a year. Usually **Dec/Jan & April/May**

Teacher Evaluation of Student Performance for RFEP Candidates

Who: ELs that meet RFEP criteria

When: **January & May**

English Learner Annual Review: Teacher Evaluation of Student Academic Performance

Who: Students who are having a Normative Development Meeting

When: **April**

RFEP Monitoring Form Sample

Scheduled twice a year for the first 4 years after Reclassification date.

RFEP Candidate Teacher Evaluation Sample

RFEP Candidates: Teacher's Evaluation of Student's Academic Performance

Teacher Evaluation of Student Performance for RFEP Candidates • 11/04/2022
Student #:
Student: , :

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is subject to occasional progress monitoring from the EL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Last Name		Local ID	
Testing ID #		Grade Level		School	
IEP		Entered EL			

Monitoring Questions

1. Program Placement	
	Structured English Immersion (SEI) Class/Clusters (EL 1-3) receiving 30-90 minutes of ELD instruction each day.
	English Language Mainstream classes (EL 4-5) receiving at least 30 minutes of ELD instruction each day.
	Alternative Primary Language Instruction

2. Teacher's Evaluation of Student's Academic Performance	Satisfactory	Unsatisfactory
Student's study habits are		
Student's academic performance is		
Student's English language usage and production is		

Do you recommend this student to be Reclassified Fluent English Proficient (RFEP)?

Select one	
	Yes - Student meets the academic and language criteria to participate effectively in the curriculum without substantial supports or at a level equal to that of English Only peers.
	No - Student still needs substantial academic and language supports in order to participate effectively in the curriculum.

Signatures

Subject: _____ Date: _____

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ELLEVATION

English Learner Annual Review Grades 2-3

English Learner Annual Review: Teacher Evaluation of Student Academic Performance • 11/04/2022
Student #:
Student: , ;

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

English Learners are to be progress-monitored annually in their language and academic achievement by the classroom Teacher. As this student's classroom Teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing in acquiring Standard English, Academic English and Disciplinary Language skills across the content areas. CVUSD is committed to provide English Learners meaningful access to grade-level academic content via appropriate instruction and develop students' linguistic and academic English language proficiency as stipulated by Lau v. Nichols, 414 U.S. 563 (1974) and further supported by Castañeda v. Pickard, 648 U.S.12063 (1981).

Student Information

First Name		Last Name		Local ID	
Testing ID #		Grade Level		School	
Exited Monitoring Status					

Monitoring Questions

1. Rate & Proficiency of English Language: Is student acquiring English in a normatively developing rate?

	Yes, based on my observations and formative assessments, student is applying the newly learned language skills and is progressing towards the next acquisition level across the ELD continuum.
	No, based on my observations and formative assessments, the student is not applying the newly learned language skills and is not progressing towards the next acquisition level across the ELD continuum.

2. Rate of Academic Progress: Is the student currently progressing academically, relative to his/her language acquisition level?

	Yes, based on my observations and formative assessments, the student begins to demonstrate grade-level like features in his work production appropriate to his/her language proficiency.
	No, based on my observations and formative assessments, the student does not begins to demonstrate grade-level like features in his work production appropriate to his/her language proficiency.

3. Collaborative ELD Standard: Exchanging Information and Ideas
Please select where in the ELD continuum does the student demonstrate proficiency in EXCHANGING INFORMATION AND IDEAS:

	Emerging Stage: Student contributes to conversations and express ideas by asking and answering yes/no and wh- questions and responding using short phrases.
	Expanding Stage: Student contributes to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.
	Bridging Stage: Student contributes to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

4. Structuring Cohesive Texts ELD Standard: Understanding Text Structure
Please select where in the ELD continuum does the student demonstrate proficiency in UNDERSTANDING TEXT STRUCTURE.

	Emerging Stage: student applies understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.
	Expanding Stage: student applies understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.
	Bridging Stage: student applies understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.

5. Expanding & Enriching Ideas ELD Standard: Using Verbs and Verb Phrases
Please select where in the ELD continuum does the student demonstrate proficiency in USING VERBS AND VERB PHRASES.

	Emerging Stage: student uses frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).
	Expanding Stage: student uses a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).
	Bridging Stage: student uses a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for science description, simple future to predict).

Teacher Evaluation of Student Linguistic and Academic Performance

As a classroom teacher for this student, I have been able to monitor language and academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that student is to (check option below):

Select one	
	Continue EL Services - Student is normatively developing
	Require Intensive EL Services - Student is not normatively developing

Signatures

:
Subject _____ Date: _____

QUESTIONS?