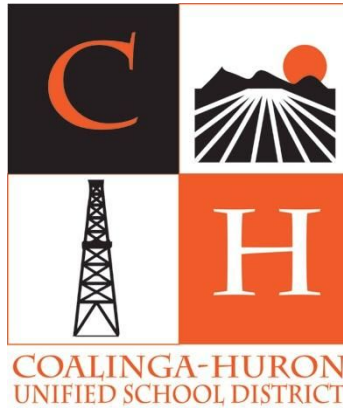


**COALINGA-HURON
UNIFIED SCHOOL DISTRICT**



**MASTER PLAN FOR
ENGLISH LEARNERS
2019 - 2023**

CURRICULUM AND ASSESSMENT

Prepared by
Francisco R. Meza Martinez
Director of Curriculum and Assessment

**COALINGA-HURON
UNIFIED SCHOOL DISTRICT**

**MASTER PLAN FOR
ENGLISH LEARNERS**

CURRICULUM AND ASSESSMENT

BOARD OF EDUCATION

Lisa Culbertson, President
Ramon Zubiri, Vice President
Roger Campbell, Member
Francisco Chavez, Member
Maria Zavala, Clerk

DISTRICT OFFICE ADMINISTRATION

Lori Villanueva, Superintendent
Luci Rogers, Assistant Superintendent of Business Services
Francisco R. Meza Martinez, Director of Curriculum and Assessment

Engage, Challenge, and Inspire

COALINGA-HURON UNIFIED MISSION STATEMENT

Coalinga-Huron Unified School District will engage, challenge, and inspire all students by way of a high-quality instructional programs, utilizing safe and attractive facilities, and promoting effective communication that honors the input of our stakeholders.

THE VISION FOR COALINGA-HURON UNIFIED

“All students shall have the options to demonstrate what they learn and the opportunities to be successful and achieve their dreams!”

Board Goals

- Provide a safe and engaging learning environment to ensure all students learn to their highest potential
- Attract, support, and retain excellent staff
- Operate with transparency, trust, and integrity and govern with a dignified and professional manner
- Provide necessary facilities to meet the educational needs of our students
- Be fiscally trustworthy and dedicated to responsible financial accountability
- Promote parent and community involvement

Main District Initiatives

- Focus on early childhood literacy and College / Career Readiness
- Professional Learning Communities (PLCs)
- Multi Tier System of Support / Response to Intervention – Academic & Behavioral
- Effective Data Driven Instruction

District Foundation

Collaborative culture

Message from the Superintendent

Mrs. Lori Villanueva

In Coalinga-Huron, we believe that all students, regardless of language, race, socioeconomic status or ethnic background, shall be afforded options and opportunities to be college, career, and community ready. With English learners comprising a quarter of the state's six million students, it's obvious we must engage in conversations around instructional practices related to English learner outcomes. We must commit to the whole child being literate and being able to reach their full potential in listening, speaking, reading, and writing.

As educators, we must create a system where English learners can collaborate, communicate, critically think, and be creative. We do this by providing each English Learner with a block of protected Designated English Language Development Time and by Integrating English Language Development into every opportunity for instruction during the school day. In Coalinga-Huron, we also embrace the vision that all English learners shall be afforded the same options and opportunities as other students. No student is denied equity and access based upon who they are or where they live.

MASTER PLAN OVERVIEW

This master plan provides guidance and direction to administrators, teachers, support staff, students, and families regarding the expectations that Coalinga-Huron Unified School District holds for English Language Development (ELD). It serves as a practical guide for sites to ensure that consistent and coherent services are provided to every English learner (EL). All educators are expected to implement this plan effectively and to hold each other accountable for doing so while continuously improving our services and outcomes.

Federal case law requires that the main goals of the English Learner Program is to develop English learner fluency in English as effectively and rapidly as possible and to develop mastery of the core curriculum comparable to native English speakers.

The State Board of Education's vision is that "all California students of the 21st Century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers, and contribute to civic and economic progress in our diverse and changing democratic society." (SBE 2012)

Coalinga-Huron Unified School District is committed to developing academic English language proficiency, a positive self-image, and reclassification to Fluent English Proficiency as well as developing an appreciation of the cultural and linguistic diversity English Learners bring to the community.

In order to achieve these district & federal goals, Coalinga-Huron Unified School District will:

- Provide all students with high quality curricular activities and lessons that address the California State Standards
- Offer programs based on student need and research--based educational pedagogy
- Provide on going, high quality staff development
- Embrace parent engagement in the educational process
- Provide a process for monitoring the effectiveness of the program
- Equity and access to a broad course of study

DIVERSITY AND CHARACTERISTICS OF ENGLISH LEARNERS

Students who are learning English as an additional language come to California schools from all over the world, and many were born in California. English Learners (ELs) are defined by the CDE as follows:

“...those students for whom there is a report of a primary language other than English on the state-- approved Home Language Survey **and** who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing skills necessary to succeed in the school's regular instructional programs” (CDE Language Census R30--LC).

Schools and districts are responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make steady—and even accelerated—progress in their English language development.

English learners come to school with a range of cultural and linguistic backgrounds, experiences with formal schooling, proficiency with native language and English literacy, migrant status, and socioeconomic statuses, as well as their interactions in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through the implementation of the CA ELD Standards in tandem with the Common Core State Standards (CCSS) for ELA/Literacy, the California English Learner Roadmap, and other CORE content standards. Some of the key factors teachers should consider include:

Age: It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, who are learning how print works for the first time while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is on increasingly rigorous disciplinary content and complex literary and informational texts. English learners entering U.S. schools in kindergarten, for example, will benefit from participating in the same instructional activities in literacy as their non-EL peers, along with additional differentiated support based on student needs. English Learners who enter U.S. schools for the first time in high school, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks. Regardless of their schooling background and exposure to English, all ELs should have full access to the same high quality, intellectually challenging, and content rich instruction and instructional materials as their non-EL peers, along with appropriate levels of scaffolding to ensure success.

DIVERSITY AND CHARACTERISTICS OF ENGLISH LEARNERS (continued)

Primary language and literacy background: English learners have varying levels of knowledge, skills, and abilities in primary language and literacy. Older ELs may also have considerable content knowledge in core disciplines, such as science or math. Many ELs continue to develop primary language and literacy in both formal bilingual programs or less formally at home. English learners can draw upon their primary language and literacy skills and knowledge and also the content knowledge they have developed in their primary language to inform their English language learning and content knowledge development. Rather than leaving this cross-linguistic transfer up to chance, teachers should approach transfer intentionally and strategically. Other ELs may have very limited schooling backgrounds and may have gaps in literacy skills (e.g., decoding, comprehension) and so will require substantial support in particular aspects of literacy instruction. Even with strong primary language foundations, however, some EL adolescents may struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade-level content-area expectations.

Time in the U.S.: Many ELs were born in the U.S. or began their US schooling in kindergarten. English learners who were born in the U.S. or who have been in U.S. schools for a number of years are fluent in conversational, or *everyday* English (although there may be gaps in some ELs' knowledge of everyday English), and need to develop academic English in an accelerated manner. Other ELs enter U.S. schools with limited exposure to American culture or to English. Newcomer EL students, students who have been in U.S. schools for less than one year, should be provided specialized support to ensure their accelerated development of English, as well as their social integration into their schools. Primary language assessments should be used, when available, with older students who are newcomers to English in order to determine an appropriate instructional program. Especially important to note is that students with strong backgrounds in formal schooling, those who may be performing at grade level in their primary language but who are new to English, will require different specialized instruction than students with less formal schooling.

Progress in ELD: Regardless of their age, primary language and literacy backgrounds, and time in U.S. schools, all ELs should make steady progress in developing English, particularly the types of academic English needed for school success. However, many ELs may have not received the educational support from schooling that they need to continually progress in developing English and for succeeding in academic subjects. These students have been identified as *long-term English learners* (LTELs) because they have been schooled in the U.S. for six or more years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status.

Long-term English Learners: 2013 California Education Code 313.1. a & b defines a long-term English learner as "an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test (ELPAC). In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the "Bridging –Low or below" on the state's annual English Language Proficiency Assessments for California (ELPAC) and at the standard "Nearly Met" or standard "Not Met" on the English language arts/literacy Smarter Balanced Assessments.

The *ELA/ELD Framework* was adopted by the California State Board of Education on July 9, 2014. ©2014 by the CDE (Chapter 9, p. 13--16)

2012 CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT STANDARDS

California's 2012 English Language Development Standards (ELD Standards) reflect an extensive review of established and emerging theories, research, and other relevant resources pertaining to the education of the K--12 English learners (EL). This wide body of scholarship and guidance was used to inform the development of the CA ELD Standards. They were also used to ensure that the CA ELD Standards highlight and amplify those language demands found in the California State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects that are necessary for the development of advanced English and academic success across the disciplines. The California State Standards served as the core foundation for developing the CA ELD Standards, which are intended to guide teachers to support EL's English language development as they simultaneously learn rigorous academic content.

The CA ELD Standards position English as a meaning--making resource with different language choices available based on discipline, topic, audience, task, and purpose. This notion of English as a meaning making resource necessitates an expanded notion of *academic language* from simplistic definitions (e.g., academic vocabulary or syntax) to a broader conceptualization that encompasses discourse practices, text structures, grammatical structures, and vocabulary, and views these as inseparable from meaning (Bailey and Huang, 2011; Wong--Fillmore and Fillmore, 2012; Snow and Uccelli, 2009). Academic English shares characteristics across disciplines (it is densely packed with meaning, authoritatively presented, and highly structured) but is also highly dependent upon disciplinary content (Christie and Derewianka, 2008; Moje, 2010; Quinn, Lee, and Valdes, 2012; Schleppegrell, 2004). The California State Standards emphasize the need for all students to be able to comprehend and produce complex texts in a variety of disciplines so that they are college and career ready. Research suggests that teachers can foster, and even accelerate, the development of academic English for EL students through multi--layered and multi--component approaches that incorporate attention to the way English works in different contexts.

The extensive body of theories and research drawn upon to inform and guide the development of the CA ELD Standards demonstrate that effective instruction for ELs focuses on critical principles for developing language and cognition in academic contexts. These principles emphasize both interaction in meaningful ways and the development of metalinguistic awareness in contexts that are intellectually rich and challenging, focused on content, strategically scaffolded, respectful, and resourceful about the cultural and linguistic knowledge students bring to school (CA ELD Standards, Appendix C).

ADDITIONAL RESEARCH AND GUIDANCE

- The California ELA/ELD Framework (CDE, 2014)
- California English Learner Roadmap (SBE 2017)
- The California English Language Development Standards (CDE, 2012)
- Improving Education for English Learners: Research--Based Approaches (CDE, 2010)
- English Language Learners and the New Standards (Heritage, Walqui, and Linqanti, 2015)
- Understanding Language: Language, Literacy, and Learning in the Content Areas (Stanford University & Kenji Hakuta et al., 2012--2015)
- Common Core Standards in Diverse Classrooms (Zwiers, O'Hara, and Pritchard, 2014)
- Reparable Harm & Secondary School Courses Designed to address The Language Needs and Academic Gaps of Long Term English Learners (Olsen, 2010)
- English Learner Institute for Teaching Excellence (Ventura County Office of Education, 2013--2015)
- West Ed (Linqanti, Spycher, Walqui, et al., 2012--2015)
- Meeting the Needs of English Learners with Disabilities Resource Book (Butterfield, 2012)
- English Learner Toolkit for State and Local Education Agencies (U.S. Department of Ed.

2012 CA ELD PROFICIENCY LEVEL DESCRIPTORS

The Proficiency Level Descriptors (PLDs) provide an overview of stages of English language development. English learners are expected to progress through these stages as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at each of the three proficiency levels: **Emerging**, **Expanding**, and **Bridging**. These descriptors are intended to be used as a guide to provide ELs with targeted instruction in English as well as differentiated instruction in academic content areas. However, ELs at all levels of English language proficiency must fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Emerging

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding

Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging

Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

2014 CALIFORNIA ELA/ELD FRAMEWORK

The purpose of the ELA/ELD Framework is to provide instructional guidance and lesson ideas for TK--12 teachers. It also guides curriculum development, program design, school leadership, and professional development. The ELA/ELD Framework integrates these two sets of standards and discusses them in terms of the five key themes pictured and listed below (ELA/ELD Framework, Ch. 2, p. 4).



CA ELA / ELD Framework Graphic (Fig. 2.1)

Center

The CA CCSS for ELA/ Literacy and the CA ELD Standards with reading, writing, speaking & listening, and language in all disciplines

Circling the Standards

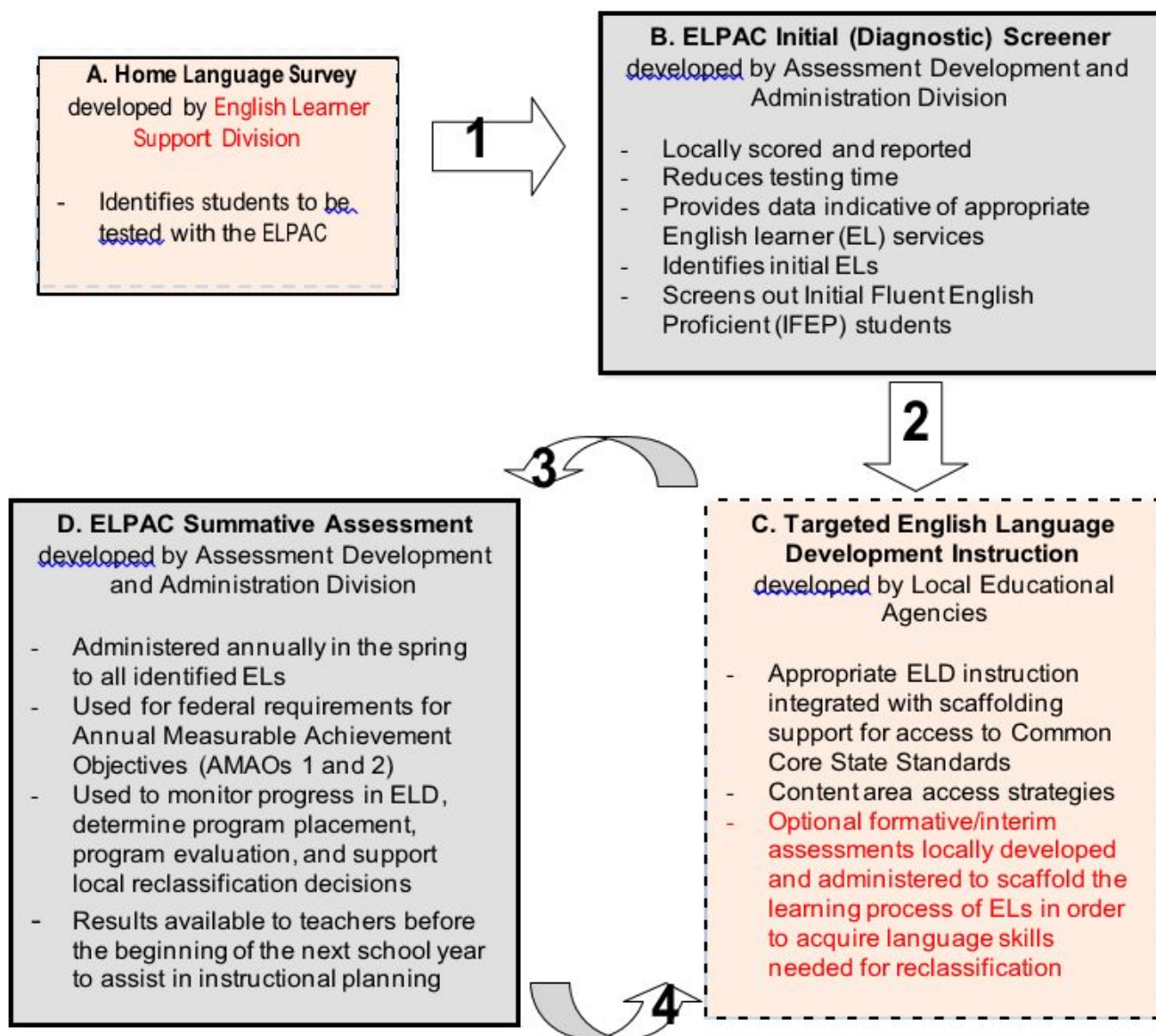
Key themes of the standards:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

OVERVIEW OF THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC) SYSTEM

Figure 1 presents the role of the ELPAC in a dynamic system for developing English language proficiency. The ELPAC conceptual model highlights a separate initial (diagnostic) screener and an annual summative assessment that is aligned to the 2012 California English Language Development (ELD) Standards. The ELPAC system includes a spring Annual Assessment window and a plan to move from a paper-pencil test to an online test format compatible with the Smarter Balanced Assessment Consortium (SBAC) system. Boxes A and C have **dotted borders** indicating activities at the local level, and Boxes B and D have solid borders because they describe integral components of the assessment system.

Figure 1. Conceptual Model



LEGAL BASIS FOR FEDERAL LAWS

I. U.S. Constitution (USC): 14th Amendment – Due Process & Equal Protection Clauses

No State shall “deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws”.

II. Title VI of the Civil Rights Act of 1964

Prohibits discrimination on the basis of students’ language minority status.

III. Elementary and Secondary Education Act of 1965

Provides equal opportunity for all students.

IV. Office of Civil Rights (OCR) – May 25, 1970 Memorandum

Requires districts to take affirmative steps to rectify the language deficiency in order to open instructional programs to all students.

V. Lau v. Nichols – 1974

Classes taught exclusively in English and which provide no assistance in learning English deny English learners an equal educational opportunity.

VI. Equal Educational Opportunities Act of 1974

Requires educational agencies to take appropriate action to educate English learners.

VII. Castaneda v. Pickard – 1981

Districts have dual obligation to develop students’ English proficiency and provide access to academic content instruction.

VIII. Gomez v. Illinois State Board of Education – 1987

Requires state education agencies to provide oversight and guidance to districts.

IX. No Child Left Behind Act -- NCLB (Title III) – 2002

Requires that all English learners receive quality instruction for learning both English and grade-- level academic content.

X. American Recovery and Reinvestment Act (Recovery Act) – 2009

Funds allocated to be used to improve student achievement and help close the achievement gap through school improvement and reform.

XI. Every Student Succeeds Act (ESSA) – 2015

Advances equity and requires that all students in America be taught to high academic standards that will prepare them to succeed in college and career; reauthorizes the federal Elementary and Secondary Act (ESEA) and replaces NCLB.

FEDERAL PROGRAM MONITORING

State and federal laws require the CDE to monitor EL programs in local educational agencies (LEAs) through the Federal Program Monitoring (FPM) process. The following key dimensions are the necessary components to a complete English learner program according to the State of California (*California Department of Education, 2016*)

Dimension I – Involvement

- EL 1: English Learner Advisory Committee (ELAC)
- EL 2: District English Learner Advisory Committee

Dimension II – Governance & Administration

- EL 3: English Learner Identification & Assessment
- EL 4: Implementation, Monitoring & Revision of Title III Plan
- EL 5: EL Program Inclusion in the Development of the School Plan for Student Achievement
- EL 6 : Title III Inventory

Dimension III – Funding

- EL 07: Supplement, Not Supplant, with Title III
- EL 08: Time & Effort Requirements (Title I & Title III)

Dimension IV – Standards, Assessment, and Accountability

- EL 09: Evaluation of English Learner Program Effectiveness
- EL 10: Reclassification

Dimension V – Staffing and Professional Development

- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English Learners

Dimension VI – Opportunity and Equal Educational Access

- EL 13: Language Program Options and Parent Choice

Dimension VII – Teaching and Learning

- EL 14: English Language Development (Designated and Integrated ELD)
- EL 15: Access to Standards Instructional Program

* All sections in the Coalinga-Huron Unified School District EL Master Plan have been updated to align with Federal Program Monitoring (FPM) requirements:

HOME LANGUAGE SURVEY

Welcome Center or Registrar	Ensures that the Home Language Survey (HLS) is completed upon initial enrollment as required by state and federal law
Welcome Center or Registrar	- Prepares translated copies of HLS for initial enrollment - Assists with explanation regarding purpose and uses of HLS - Provide Oral Initial Parent Notification regarding ELPAC Testing to all parents upon registration - Verifies that all questions have been answered for each student - Enters accurate HLS data into AERIES - Arranges for interpreters as needed - Provides copy of the original HLS to ELSC for “TBD” students - Requests and ensures EL records from previous districts are delivered to the site administrator
Site Administrator/Designee or Registrar	- Assists with registration - Assists with explanation regarding purpose and uses of HLS - Checks accuracy & completion of HLS to determine testing needs - Ensures TBD students are administered the Initial ELPAC - Collaborates with office manager and C&A Dept. to locate previous EL records & original HLS from previous districts - Ensures EL blue folder are generated & maintained current
Director of Curriculum and Assessment	- Oversees districtwide HLS & assessment process - Provides assistance to school sites and answers HLS questions

California *Education Code*, Section 52164.1 (a) contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. A Home Language Survey (HLS) must be completed by a parent or legal guardian upon initial registration of TK--12 students. New students enrolling in California schools for the first time may include, but are not limited to, migrant, immigrant, out--of--state transfers, special education, alternative education, transitional kindergarten (TK), and kindergarten students, students coming from private schools.

Prior to completing the HLS, all parents are to receive a letter and an explanation of the purpose and uses of the HLS, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is *not* used to determine a student’s language classification or immigration status. Each school office should have a designated staff member available to provide consistent information about the HLS, assessment process, and instructional program options offered to English learners (ELs).

The HLS consists of the following four questions:

- Which language did your child learn when he/she first began to talk?
- Which language does your child most frequently speak at home?
- Which language do you (the parents or guardians) most frequently use when speaking with your child?
- Which language is most often spoken by adults in the home?
(parents, guardians, grandparents, or any other adults)

The answers provided for each HLS question are used to determine a student’s home language status:

- English Only** (EO)
- Possible English Learner – To Be Determined** (TBD)

HOME LANGUAGE SURVEY (Continued)

All four HLS questions must be answered and the HLS form must be dated & signed by parent/guardian. The document becomes a permanent part of the student's cumulative record (CUM). The first, or **initial**, HLS (e.g., TK or K) for a student supersedes any other HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in AERIES and CALPADS. An electronic copy of the initial HLS shall be placed in the student's electronic file in AERIES by the Welcome Center Staff or Registrar.

In order to determine a student's home language status, follow the guidelines below:

1. **ALL English on HLS questions # 1 – 3 marked “EO”** Identifies the student as an English Only (EO). The office Administrative Assistant will update student's language classification on AERIES based on the HLS responses. The initial HLS shall be stapled to the inside back cover of the student's CUM folder and the student is placed in the district's general program.
2. **At least one response marked other than English on HLS questions # 1- 3,** identifies the student as a “TBD” which identifies the student as having a primary language other than English and initiates the assessment process. The original copy of the HLS shall be placed in the student's CUM folder. The assessment process must take place **within 30 calendar days** of enrollment. The EL District Contact will update student's language classification (TBD to IFEP or EL). This person will also add language test dates and results in AERIES. Student will be placed in the appropriate educational program based on the results of initial language testing .
3. **A language other than English on question #4 only mark “EO”** Identifies the student as an English Only (EO) and required for the student to be placed in the district's general program. **The language spoken most often by the adults at home does not determine the native language proficiency of the student.**

*Once home language determination is made, it does not need to be re-determined unless the results are disputed by the parent or guardian. If the HLS is completed in error, the parent/guardian may make a request to change it only if the student was given the Initial ELPAC and has not yet taken his/her first Summative ELPAC. **Once a student takes his/her first Summative ELPAC and is identified as an English learner, changing the HLS will not change the student's classification.** A student's English learner status will change only when the reclassification criteria is met. Parents cannot “opt out” of the ELPAC Testing because English language proficiency assessment is both a federal (NCLB Title I, section 1111[b][7] and Title III, 2002) and a state requirement (Ed. Code 313). **A parent may decline ELD services but the student will continue to be provided with English Language Support and will continue to be ELPAC tested until the student meets the reclassification criteria.**

**An EL student's blue folder will be updated and housed in the cumulative record of each English learner. The purpose of the student record is to document and monitor English language development, assessment, and reclassification. The blue folder contains copies of the Home Language Survey, CELDT & ELPAC labels and assessment results, parent notification letters, and reclassification documents.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Principal / Administrator Designee	Ensures that initial assessments are completed within 30 calendar days of student enrollment & annual assessments are administered during ELPAC window
Principal/Designee or Curriculum and Accountability Dept Staff	- Attends trainings for ELPAC administration & signs affidavit - Organizes & ensures security of test materials - Oversees test administration - Provides timely updates & test results to all stakeholders
Director of Curriculum and Assessment	- Responsible for security & assessment procedures across district - Provides training, materials, technical assistance, support, and data collection

PROCEDURES FOR INITIAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

1. If Home Language Survey (HLS) indicates a primary language other than English (Questions 1--3), students will be assessed using the English Language Proficiency Assessment for California (ELPAC).
2. Only authorized and trained staff will administer the ELPAC **within 30 calendar days** of the student's enrollment.
3. Local Scoring Tool (LST) data will be used as the official ELPAC results to determine the following designations:

Initial Fluent English Proficient (I-FEP): A student is considered Initially Fluent English Proficient when he or she has met the ELPAC criterion on the **initial** ELPAC test. Once determined, I-FEP students require no further ELPAC testing and are placed in the school's general program.

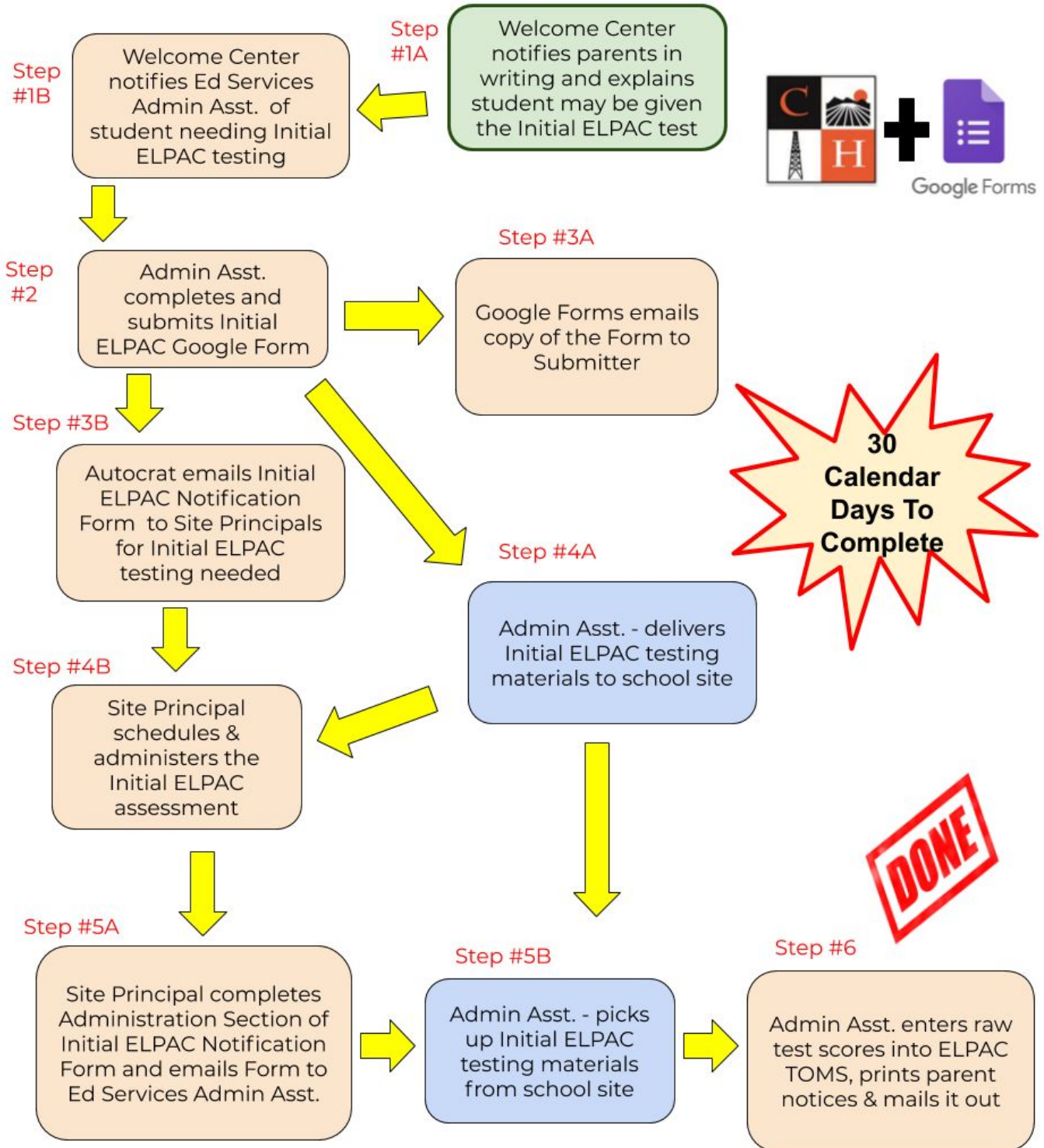
Students in grades TK--12 are considered to have met the ELPAC criterion for English Proficiency when:
Overall performance is at level four (4).

English Learner (EL): Students who score below an Overall Performance level less than four (4) on the **initial** ELPAC are designated English Learners (EL) and placed in the EL program. They must receive EL services and be reassessed annually using the Summative ELPAC until they meet reclassification requirements.

NOTE: The **English Learner Student Identification/Placement Flowchart** on the next page provides an overview of the Initial ELPAC Assessment Process.

Initial ELPAC Assessment Student Information

- Google Form WorkFlow -



DOCUMENTATION AND PARENT NOTIFICATION LETTERS

Curriculum and Assessment Department	- Responsible for parent notification & for sending a copy of the parent letter to the sites - Updates <i>Initial Identification</i> section of the HLS in AERIES
Administrator/Registrar	Placement of parent notification in student's EL blue folder located in the student's cumulative folder
Director of Curriculum and Assessment	- Reviews & updates all documentation templates annually - Provides assistance & support to sites - Makes Summative ELPAC Test Results Link available to parents within 30 days of district receiving official results

Procedures for Documentation & Parent Notification Letters English Learner Site Contact

Documentation for EL Students:

1. The site's English Learner Site Contact creates, updates, processes, and places the EL Blue Folder in the student's CUM folder for all ELs and I-FEPs at the site as follows:
 - a) Generates and maintains EL Blue Folder current
 - b) Writes I-FEP on the flap of the blue folder once a student has been officially identified as I-FEP or leaves the flap blank if the student is identified as an English Learner
 - c) Staples **initial** Home Language Survey (HLS) or previous district records to the back page of the Student's Cumulative Folder.
 - d) Updates the Initial Identification section on the bottom of the HLS in AERIES. Ensures that the electronic copy of the HLS is placed in AERIES
 - e) Ensures that the digital AERIES information matches paper records in the cum folder
 - f) Places a copy of the Initial ELPAC Parent Notification letter in the blue folder
 - g) Places the original completed and signed Reclassification (R-FEP) criteria in the blue folder
 - h) Places four years of follow-up forms in the blue folder
 - i) Writes R-FEP and Date on the flap of the blue folder once the reclassification process has been completed. A reclassification criteria missing any of the three required wet (blue ink) signatures from the teacher, administrator, and/or the parent will void the reclassification of a student

Parent Notification Letters: Parents/guardians shall be provided with the link to access the official Summative ELPAC Results **within 30 days** of district receipt of official results. Translated copies of all letters available in Spanish. **Hard copies of Initial/Summative ELPAC Test results are available upon request.**

1. Initial ELPAC parent notification letters and envelopes
 - a) Insert copy of ELPAC Parent Notification Student Proficiency Level Report
2. The Curriculum and Assessment Department will mail the Initial ELPAC Test Results Notification to the parent/guardian via the US mail. The sites will be sent a copy that is required to be placed in the EL blue student's folder.

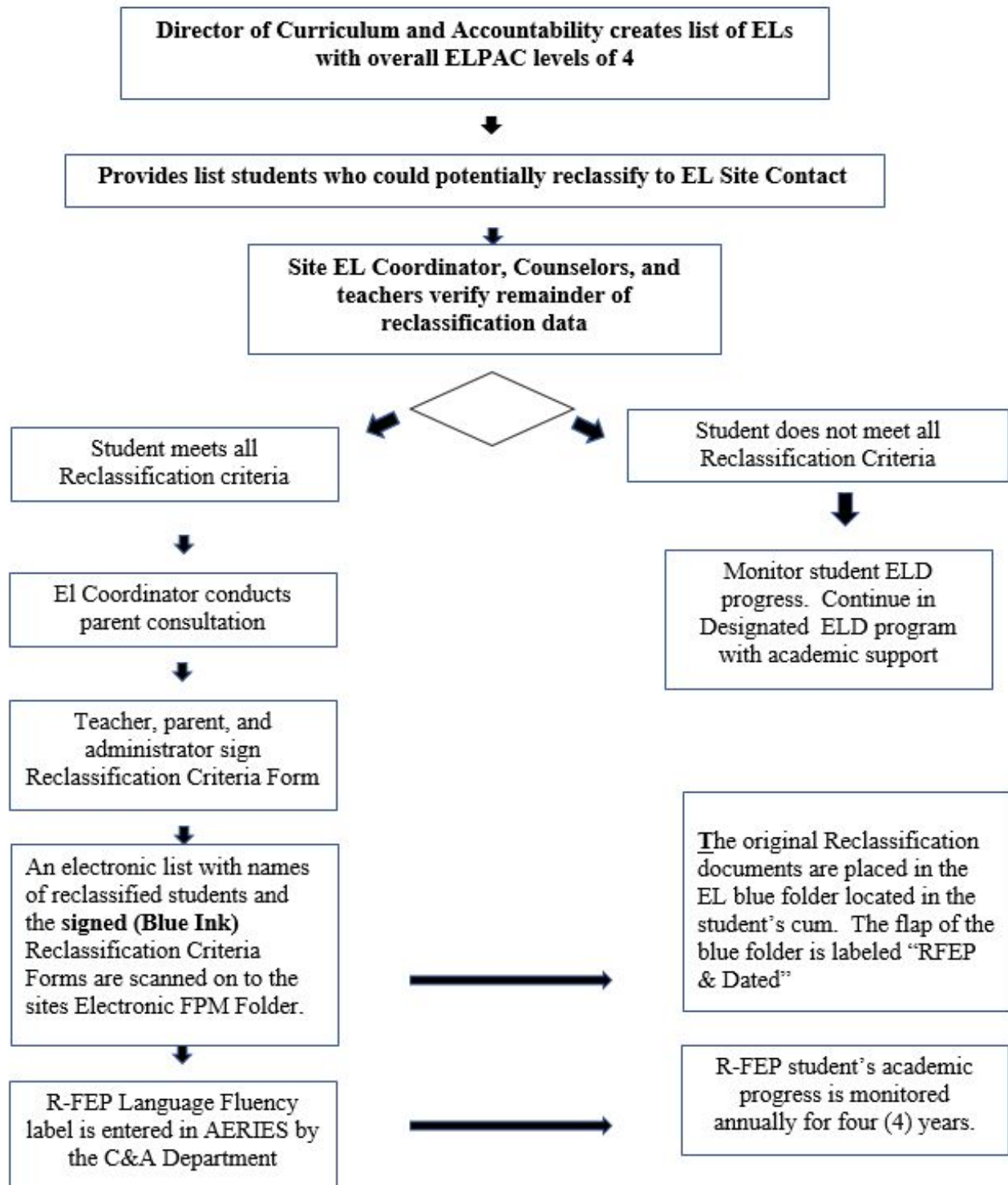
STUDENT RECLASSIFICATION

Principal /Administrator Designee	• Responsible for reclassification process at school site • Coordinates celebration / recognition of reclassified students
English Learner Site Contact (ELSC)	• Identifies possible reclassification (RFEP) candidates • Schedules and conducts R-FEP consultation meetings with parents/guardians for input & approval signature • Oversees the completion of reclassification documentation • Updates all EL records - paper and electronic • Monitors progress on goals for R-FEP students annually for 4 years
ELA/ELD Teacher	• Helps identify & monitor R-FEP students • Helps complete R-FEP documentation & R-FEP follow--up forms annually for 4 years
Director of Curriculum and Assessment	• Coordinates reclassification procedures at district level • Updates all EL records -electronic, including AERIES • Provides training and support to sites

The purpose of reclassification (R-FEP) process is to document when an English learner has sufficient English proficiency to be reclassified as a fluent English speaker. Once official ELPAC results are received, the reclassification process can begin for K –12th grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process, which utilizes multiple measures and multiple criteria in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects without designated/ integrated ELD support.

1. The ELSC or classroom teacher may begin reclassification process and paperwork.
2. District--approved assessments will be used to evaluate language and academic achievement. All assessment scores must be current and meet district requirements. If it is evident that a student underachieves in assessments due to lack of effort, additional criteria may be considered, including but not limited to work samples, alternative assessments, etc
3. Parent/Guardian(s) must be notified of student's eligibility for reclassification. A **consultation** conference must be conducted to review reclassification criteria and student progress. Translation services will be provided as necessary. Parent(s) must sign (blue ink) and date completed reclassification documentation. If the parent is unable to attend a conference, **a person speaking the parent primary language shall consult with the parent by telephone and arrange for parent to come by the office to sign the appropriate documentation as soon as possible.**
4. A copy of the CHUSD Reclassification Criteria form is given to the parent/guardian, and the original is placed in the student's EL Folder located in the students cum folder. The ELSC scans the list of reclassified students, copies of each reclassification criteria form, with official R-FEP dates, into the sites Electronic FPM Folder for the Director of Curriculum and Assessment to review. After the Director of Curriculum and Assessment reviews this data, the student Language Proficiency Status will be changed in AERIES by the C&A Administrative Assistant (only).
5. After reclassification, students will be monitored annually for four (4)years using the CHUSD Reclassification Monitoring Log.

RECLASSIFICATION PROCESS FLOWCHART



DESIGNATED AND INTEGRATED ELD INSTRUCTION

According to the ELA/ELD Framework, “**ELs at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD.** Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence.” (Ch. 2, p. 97) Coalinga-Huron Unified School District has three different program options to serve English Learners. The placement of an English Learner in a particular instructional program model is based upon provisions cited in CA Ed. Code Sections 300-340, which indicate that parental involvement in decisions regarding the education of their child is required and critical to the student’s academic success. Therefore, descriptions of programs are provided to parents in their primary language (written or oral translation) to ensure they can be active partners in placement decisions for their child. Parents receive explanations of options of instructional programs, their child’s progress, and the available interventions and support services, if needed. Working together with parents, site principals and teachers devise a classroom plan to support English Learners that provides the optimal opportunity for students to be successful.

All program models have two principal goals: 1) Students’ mastery of English and 2) Students’ mastery of grade level content standards. Thus, every EL program in the district includes the provision for daily explicit and directed English Language Development (ELD) instruction. In addition, content area instruction is infused with language objectives that require explicit instruction of language form and function to succeed.

Upon initial enrollment, recommendations for English Learner program placement are based on ELPAC assessment results and parent preference. Using this assessment information and program placement recommendations, the site principal and staff place the EL in the most appropriate instructional setting. Written descriptions of actual program options specific to the site are available for parent review. The site principal or designee meets with the parent(s)/legal guardian(s) to clarify any questions as needed and/or to review any recommendations. Parents have the right to decline ELD placement services if they choose; they cannot however, decline EL identification, monitoring, nor language support. The program placement settings through which students progress are designated and integrated ELD.

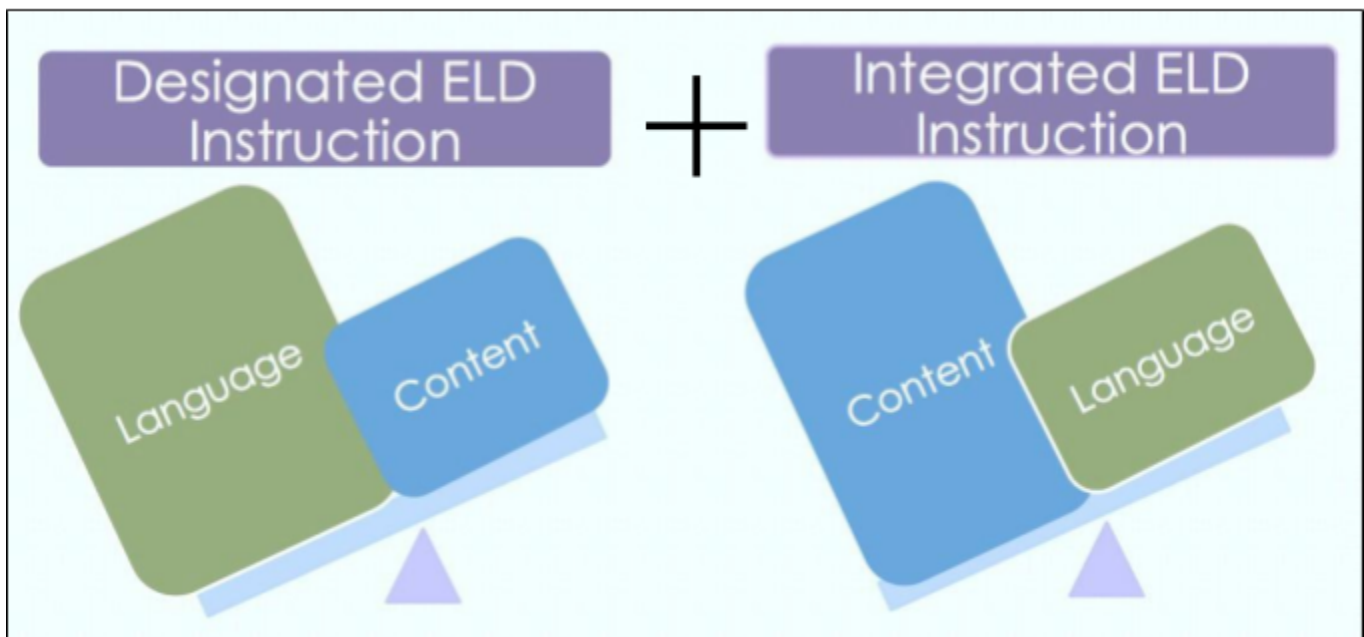
DESIGNATED ELD

“Designated ELD is protected block of time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. This also provides sites the opportunity, during the regular school day, to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.” (CA ELA/ELD Framework, Ch. 2, p. 91) Students are taught subjects “overwhelmingly,” but not exclusively, in English. Teachers and aides may use the student’s primary language in content instruction to motivate, clarify, explain, direct, and support their EL students. The goal is for EL students to develop a reasonable level of proficiency in English as effectively and as rapidly as possible.

INTEGRATED ELD

The ELA/ELD Framework “uses the term integrated ELD to refer to **ELD throughout the day and across the disciplines**. All teachers with ELs in their classrooms are required to use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. The goal section of each set of grade--level and grade--span CA ELD

Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.” (Ch. 2, p. 81)



OVERVIEW OF PROGRAM OPTIONS FOR ENGLISH LEARNERS

Instructional placement for English learners is determined by overall proficiency results from the English Language Proficiency Assessments for California (ELPAC) test. The English Language Development (ELD) standards provide a description of student expectations for each grade and proficiency level.

Grade	ELPAC Overall Score	English Language Proficiency
TK--12	1	Emerging
	2	Expanding – Low
	2 (Intermediate)	Expanding – Mid
	3	Expanding – Upper
	3 (Intermediate)	Bridging – Low
	4	Bridging – Upper

All English learners shall remain in one of the following programs until they become proficient in English based on the district reclassification criteria approved by the Coalinga-Huron Unified School Board. A Designated Daily Block of ELD time is given priority and protected from interruptions in each program option.

Option 1: New Comers ELD

English Language Development is the beginning program of instruction for students who have been identified at the Emerging stage as measured by the ELPAC. This type of program is to provide students with the skills they need to adapt to their new school learning environment and to help them make progress as quickly as possible, however time in the course, may be reasonably extended if the student does not achieve a reasonable level of English proficiency quickly. They must receive designated and integrated ELD as well as literacy support on a daily basis during the instructional day. The student's primary language may be used to support their academic growth and development.

Grade	English Language Proficiency (ELPAC)	Recommended Placement
TK--12	Emerging – Expanding-Low	New Comers ELD
	English learners <i>with less than reasonable fluency in English</i>	

Students will **exit ELD and enter the SEI program** once they have achieved Expanding-Mid proficiency on the ELPAC.

Option 2: Structured ELD Coursework

Structured ELD is an intensive English and literacy program for those EL students who have been identified at the Emerging to Expanding stages as measured by the ELPAC. This type of program is to support student progress as quickly as possible, however, time in the course may be reasonably extended if the student does not achieve a reasonable level of English proficiency quickly. Students must receive designated and integrated ELD as well as literacy support on a daily basis during the instructional day. The students' primary language may be used to support their academic growth and development.

Grade	English Language Proficiency (ELPAC)	Recommended Placement
TK--12	Emerging Mid – Expanding Upper	ELD
	English learners <i>with less than reasonable fluency in English</i>	

Students will **exit ELD and enter the English Language Mainstream program** once they have achieved reasonable fluency and reached an Overall English Language Proficiency Level of Expanding upper to Bridging Low on the ELPAC. Students at this point should be considered for reclassification

Option 3: English Language Arts Coursework

The English Language Arts program is offered for those students who have been identified at the **Expanding-Upper to Bridging-Low** stages as measured by the ELPAC. This program is designed to meet the educational needs of ELs with reasonable fluency by providing access to core, emphasizing academic English. Students classified as EL's must receive designated ELD on a daily basis during the instructional school day, in addition to daily Integrated English language development and academic language support until they meet reclassification requirements and are Redesignated Fluent English Proficient (R-FEP).

Grade	English Language Proficiency (ELPAC)	Recommended Placement
TK -12	Bridging – Low	ELA
	Bridging – Upper	ELA
	English learners <i>with reasonable fluency in English</i>	

Language Acquisition Program Options & Parent Choice

Parents or legal guardians of students enrolled in the CHUSD may choose a language acquisition program that best suits their child. “Language acquisition Program” refers to educational programs designed to ensure English Acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC § 306[c].

TK-12 – INSTRUCTIONAL MATERIALS

Coalinga-Huron Unified School District adopted ELA/ELD materials during the 2017-- 2018 school year. These Board adopted materials will be supplemented as needed to ensure alignment with current state adopted content ELD standards and frameworks:

Subject	Publishers & Instructional Materials
ELD	• McGraw Hill: Wonders (TK – 5) • Amplify (6-8) • Collections (9-12)
ENGLISH LANGUAGE ARTS	• McGraw Hill: Wonders (TK – 5) • Amplify (6-8) • Collections (9-12)
MATH	• College Preparatory Math • Houghton Mifflin Harcourt: <i>California Math</i> (TK) • Houghton Mifflin Harcourt: <i>Go Math</i> (K-8) • Pearson–Prentice Hall: <i>Integrated I, II, & III</i> (9-12) • Glencoe and McGraw--Hill (et al) mathematics (9-12)
SCIENCE	• Scott Foresman/Pearson: <i>California Science</i> (K-6) • Scott Foresman/Pearson science (6-8) • Pearson--Prentice Hall (et al) science (9-12)
SOCIAL STUDIES	• Pearson: <i>Scott Foresman History--Social Science for CA</i> (K-5) • McDougall Littell social studies (6-8)
CAREER TECHNICAL EDUCATION (CTE Pathways)	• McGraw--Hill Global Ed: <i>Core Concepts in Health</i> (9-12) • Cengage: <i>Microsoft Office</i> (9-12) • Agricultural Mechanics
WORLD LANGUAGES	• EMC (Spanish) • ASL
SUPPLEMENTAL TECHNOLOGY & RESOURCES	• iPads & Laptops • Document cameras • Interactive Whiteboards • Coalinga-Huron learns.com • Google Classroom & Google Apps for Education • Illuminate Ed and Fastbridge • Canvas • Apps & Software (e.g., Ellevation, Imagine Learning, Lexia, etc.) • SEAL & BELIEF Models to Support English Learners

STAFFING

Principal / Administrator Designee	• Hires & places highly--qualified staff appropriately • Collaborates to determine staffing & training needs at site (Leadership Team, parent groups, teachers, support staff, etc.) • Monitors & evaluates program and staff
Associate Superintendent of Human Resources	• Oversees district recruitment, hiring, retainment, & placement of staff
Curriculum & Assessment Department	• Coordinates & implements district staff development and teacher training • Updates EL Master Plan & monitors implementation • Provides support & guidance to site leadership

TEACHER AUTHORIZATION & CREDENTIALS

Coalinga-Huron Unified School District only hires highly qualified teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include: *EC* Section 44001, *EC* Section 44830(a), *EC* Section 44831, and particularly *EC* Section 44253.1, which reads:

“ . . . For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils’ primary languages . . . ”

The California Commission on Teacher Credentialing (CTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specific knowledge, skills, and abilities for providing instruction to ELs. All staff members working with English learners will continue to receive support.

RECRUITMENT

CHUSD shall participate in recruitment fairs sponsored by universities, colleges, and organizations. Advertisements shall be placed in local newspapers. The Director of Human Resources and site administrators shall participate in the recruitment process. Every effort will be made to hire and retain authorized teachers.

PROFESSIONAL DEVELOPMENT

Coalinga-Huron Unified School District will make every effort to support staff of English learner with professional development opportunities to improve instruction for English learners and all students.

Possible Areas of Support:

- English Language Development (ELD) standards
- ELA/ELD Framework
- English Learner Road Map
- BELIEF Module Training
- Fierce Conversations
- SEAL
- Designated ELD instruction strategies
- Integrated ELD & CHUSD training for core subjects
- Early Literacy
- Pupil Services & Special Education
 - Supporting dual--identified English learners (ELs with disabilities)
- Assessment
 - California Assessment of Student Performance & Progress (CAASPP) Assessments
 - English Language Proficiency Assessments for California ELPAC
 - CHUSD Language Matrices, observation tools, and rubrics
 - Fastbridge
- New teachers
 - New Teacher Orientation
 - Beginning Teacher Support
 - Effective Instruction training
- Professional Learning Communities (PLCs)
 - Grade level or department PLCs
 - Collaborative learning & planning days
- Parents & Community
 - English Learner Advisory Committee (ELAC)
 - District English Learner Advisory Committee (DELAC)
 - Parent Education Programs (PIQE, Parent University, FCSS)
 - English Language Learning (e.g., Coalinga-Huron Adult School)
 - Family Literacy Nights & programs (e.g., preschool)
 - School Site Council (SSC)
 - PTA/PTO/Booster Clubs
 - Migrant Services
 - Adult Education Program

Recommended Online Resources:

- Coalinga-Huron Unified School District website
 - Coalinga-Huronlearns.com
- California eStandards website & app
 - <http://estandards.scoecurriculum.net>
- Stanford's Understanding Language: Language, Literacy, and Learning in the Content Areas
 - ell.stanford.edu
- Academic Language Development (ALD) Network
 - aldnetwork.org
- Massive Open Online Courses (MOOCs)
 - <http://online.stanford.edu/courses>
- Tulare County Office of Education
 - <http://commoncore.tcoe.org>
- Fresno County Superintendent of Schools
 - <http://fcss.org>
- Colorin Colorado: A Bilingual Site for Families and Educators of English language learners
 - www.colorincolorado.org

BASIC AND SUPPLEMENTARY RESOURCES

Principal / Administrator Designee	Responsible for reviewing & ordering materials
Assistant Superintendent of Business Services	• Informs principal of allocation of funds • Reviews requisitions
Director of Curriculum and Assessment	• Oversees text & curriculum adoptions, ordering of materials & reviews requisitions • Provides assistance & support

District general funds provide appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students. District resources provide adequate services in ELD, primary language support, and instruction that promote each student's self image and cross-cultural understanding. Instructional supplies and appropriate curriculum materials are provided for each EL student, including primary language materials used to implement the district's alternative program, e.g., textbooks, reading materials, etc.

Throughout the year, school site personnel purchase materials, both basic core and supplemental, as needed. Site requisitions are reviewed by district level staff to ensure monies are used appropriately. Staff at schools review school inventories and make purchasing recommendations based on site populations and need. Schools receive regulations, guidelines, and suggestions/recommendations for materials and expenditures from the Curriculum & Assessment Department.

Federal law requires that all employees funded with federal grant funds provide verification of their time worked in the federal program. Documentation is required to ensure that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable federal program requirements. The resource codes involved with federal programs reviewed by CDE and that require time accounting forms are 3000--5999, Title I Part A & D; Title II Part A, Title III LEP, 21st Century Grant.

TITLE III FUNDING

Title III resources shall be used to provide English learners with supplemental services and materials. This includes, but is not limited to, the following:

- (a) hiring supplemental teachers;
- (b) purchasing supplemental teaching materials and assessment instruments;
- (c) providing additional staff training to develop instructional skills to better support ELs
- (d) expanding English learner parent involvement and participation opportunities;
- (e) providing other reasonable expenses, which may include translation services and training of parent advisory groups.

Note: If the district and school site receive other state and federal funds, such funds must supplement *and not supplant* the district's core curriculum services or other categorical funds for EL students.

PRIVATE SCHOOL CONSULTATION & PARTICIPATION

Local educational agencies (LEAs) that receive a Title III Limited English Proficient (LEP) student program subgrant are required to serve EL students enrolled in private schools whenever the administration of a particular private school requests to participate in the program.

- Private schools should identify those pupils being considered for participation in the Title III program and administer a Home Language Survey using the same version as used by the local educational agency (LEA). In addition, an approved language assessment selected by the LEA as a result of consultation with the private school officials should be administered. The LEA is responsible for the oversight and costs of initial identification.
- After consultation between the LEA and private school, an approved language assessment should be selected and administered. The LEA is responsible for the oversight and costs of initial identification.
- LEAs may not allocate Title III funds directly to private schools but instead must provide services and products to EL students enrolled in private schools.
- The LEA must develop a Memorandum of Understanding (MOU) with each private school that requests to participate in Title III. The MOU, should at a minimum, include a description of the services and/or products to be provided, the estimated costs, and the dates of provision.

The costs of the products and/or services provided to private schools should be proportionate to the number of EL students enrolled in the private school and should be equitable when compared to the Title III services provided to public school students.

PARENT AND COMMUNITY ENGAGEMENT

Principal	• Facilitates site English Learner Advisory Committee (ELAC) • Attends District English Learner Advisory Committee (DELAC) meetings • Communicates with parents & families on a regular basis (providing translated information and documentation as needed) • Provides opportunities for parent education & involvement
Director of Student Services & Family Support	• Provides parent education support to site leadership • Conduct District Parent & Family Engagement Activities and Trainings • Involves parent groups in the annual revision of the Family and Parent Engagement District Policy. Ensures site do the same. • Ensure annual distribution of the Parent and Family Engagement District Policy. Ensures sites do the same.
Director of Curriculum and Assessment	• Oversees parent committee procedures for ELAC & DELAC • Provides assistance & support regarding parent notification, translation, implementation of ELAC/DELAC, & parent education
Parents/Guardians	• Participates in parent education opportunities, school activities, & parent committees • Completes Home Language Survey (HLS) • Reviews student assessment results and progress reports • Attends meetings & signs paperwork

Parents are an integral part of the educational partnership that includes students, staff, and community members. Parents of English learners must be well informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

There are numerous parent & community activities available throughout the year in Coalinga-Huron Unified:

- Parent Committees
 - English Learner Advisory Committee (ELAC)
 - District English Learner Advisory Committee (DELAC)
 - School Site Council (SSC)
 - District LCAP Stakeholder Input Committee
 - PTA/PTO/Booster Clubs
 - Parent Advisory Committee (PAC)
 - Migrant Parent Advisory
- Parent Education
 - Parent Education Programs
 - English Language Learning & Family Literacy Programs
 - District/School Parent Meetings
- School, District, & Community Events
 - Back-to--School, Carnivals, Open House & Family Nights
 - Awards, Celebrations & Holiday Events
 - Sports, Games & Competitions
 - City of Coalinga-Huron Festivals & Community Activities
- Community, School, and/or Classroom Volunteer

ENGLISH LEARNER ADVISORY COMMITTEES

The English Learner Advisory Committee (ELAC) consists of an integrated school staff, parent, and community group to help ensure that the site and district's EL program is well-planned, effectively implemented, and ultimately successful in achieving its goals for English learners.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

School sites with 21 or more EL students shall have an elected ELAC that meets at least four times a year. The committee will be comprised of parents and staff, with parents of EL students making the majority of members. Committee members serve for two years. Election procedures, meeting requirements, and sample agendas for implementing the ELAC can be found in the *Categorical Programs Handbook for SSC and ELAC Procedures* provided to the schools by the Curriculum and Assessment Department. ELAC agendas, sign-in sheets, and minutes will be scanned and placed in the School's Electronic FPM Folder for review by the Director of Curriculum and Assessment.

The principal is responsible for following ELAC protocol and providing training in required areas. To ensure proper training for parents and committee members, principals will use the *SSC and ELAC Training Guide* that is provided and updated by the Curriculum and Assessment. Training is also provided in areas that the site committee requests. In addition, each school's English Learner Advisory Committee (ELAC) elects a district DELAC representative and an alternate.

Roles & Responsibilities of ELAC:

- (a) Assist in the development of the school's plan for services to English learners
- (b) Have input into the school's needs assessment
- (c) Assist in the school's efforts to make parents aware of the importance of regular school attendance
- (d) Review data regarding the diversity and language needs of students at their site
- (e) Jointly review comment, advice, and develop the EL Master Plan, Reclassification Criteria, SPSA, School Compact, the District & School's Parent and Family Engagement Policies

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

When there are **51 or more EL students in a district**, a District English Learners Advisory Committee (DELAC) shall be formed. The DELAC will be comprised of representatives from the school level English Learner Advisory Committees and interested school and district staff. The majority of the members will be parents of EL students who are not district employees. Committee members serve for two years. Committee members will be trained in regards to their roles and responsibilities and will be kept apprised of issues, policies, and information that relate to EL programs. District staff and DELAC members will plan the yearly meeting schedule in order to meet district and parent needs. Meeting notification will be e-mailed to all members at least 72 hours prior to the meeting. Agendas and minutes will be translated, and a Spanish interpreter will be available at each meeting. In addition, DELAC members representing individual schools will act as a liaison between the DELAC and ELAC. The DELAC representative will present information received at the DELAC to the ELAC.

Roles & Responsibilities of DELAC:

- (a) Have input in the development of the EL Master Plan for services for EL students
- (b) Have input into a district-wide needs assessment on a school by school basis
- (c) Have input into the district's EL education goals and objectives
- (d) Be informed on federal, state, and district English learner reports
- (e) Review & comment on the written notification of initial enrollment, Initial & Summative Test Results
- (f) Jointly review, comment, advice, and develop the EL Master Plan, Reclassification Criteria, SPSA, School Compact, and the District & School's Parent and Family Engagement Policies

ANNUAL EVALUATION OF EL PROGRAM EFFECTIVENESS

Principal / Administrator Designee	• Oversees program evaluation procedures at school sites • Collects data & submits required paperwork to the Curriculum and Assessment Department by placing documentation in the electronic FPM School's Folder
EL Site Contact or Welcome Center Staff	• Assists with the program evaluation process at school site • Oversees collection of data
Director of Curriculum and Assessment	• Coordinates EL program evaluation procedures at district level • Coordinates the development of the EL Master Plan • Provides assistance & support regarding assessment and evaluation data • Monitors English Language Acquisition reporting and data

The goal of the Annual Evaluation of EL Program Effectiveness is to provide information about the effectiveness of Coalinga-Huron Unified's EL services. The information provides guidance to district and school sites for implementation, monitoring, and improvement of programs for English Learners.

GOVERNANCE AND RESPONSIBILITIES

Quality Program Implementation

Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the timely allocation of sufficient resources. The district administration and school sites have essential and unique roles in program implementation.

District Administration

District administration will be responsible for providing sufficient resources to sites in order to successfully implement EL programs and services. These resources include qualified and well-trained staff, instructional materials, supplies, equipment, staff development resources, and adequate facilities. Other district responsibilities include guidance in curriculum development, program compliance, improvement, evaluation and data analysis, EL Master Plan updates, and updates to the Local Control Accountability Plan (LCAP) to ensure quality program implementation.

School Site

The responsibility of school sites is to determine how to best deliver services to students. The distribution of the EL student population and the diversity of the school community are important factors to be taken into account when planning EL programs. The *Master Plan for English Learners* is a guide for program implementation, planning, and development of School Plan for Student Achievement (SPSA). School sites are encouraged to work with district administration and review data from assessments and parent surveys to design programs that best meet student needs. Program quality is measured and monitored by effective use of resources, planning, program adjustments, and ongoing staff development.

Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils and English Learner Advisory Committees (ELAC) have a responsibility to assist in the ongoing program planning and evaluation through committee and school activities. Parents will have discussion and input on LCAP, Title III, EL Master Plan, and SPSA updates.

CALPADS English Language Acquisition Data and Reports

The District Student and Family Support Department with support from Curriculum and Assessment Department maintain a district and state database (CALPADS) that contains specific data on the English Language Acquisition status of students in the district. Each year the CALPADS submission window opens during which time local educational agencies (LEAs) may view certification reports of their English Language Acquisition Status students (including English learners and fluent English proficient students) along with Title III Eligible Immigrants data for all applicable students in CALPADS.

STUDENT EVALUATION AND PROGRESS MONITORING

ACADEMIC ACHIEVEMENT

Academic achievement is monitored at the state and district levels with the systems, assessments, and resources listed below.

STATE

California Assessment of Student Performance and Progress (CAASPP) System

- Summative assessment for ELA and mathematics in grades three through eight and eleven

DISTRICT

Smarter Balanced Interim Assessments

- Interim Assessment Blocks (IABs)
- Interim Comprehensive Assessments (ICAs)

Fastbridge Formative Assessment

- Formative assessments that monitor academic progress in ELA and mathematics

Assessments & Grades

- Grades determined by formal and informal assessments (curriculum & teacher--created)

STUDENT EVALUATION AND MONITORING

ENGLISH LANGUAGE DEVELOPMENT

English language development is monitored at the state and district levels with the assessments and resources listed below.

STATE

English Language Proficiency Assessments for California (ELPAC)

- The Initial ELPAC is Administered annually in the fall and is administered on an ongoing basis for newly enrolled students
- The Summative ELPAC is administered annually in the Spring to all officially identified EL Students

DISTRICT

Language Matrices

- Grade spans: TK-1, 2-3, 4-5, 6-8, and 9-12
- Rubrics to help monitor speaking and listening development across proficiency levels
- FastBridge Learning in grades TK- 12

DATA COLLECTION

All English learner student information is recorded in state and district databases that are accessible to district personnel, site leadership, and teachers. District technology and data specialists will provide technical support, training, and monitoring as needed.

California Longitudinal Pupil Achievement Data System (CALPADS)

- State level longitudinal data system used to maintain individual level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting
- Flexible interface with CALPADS for consistent reporting and student information updates
 - California State Reporting Information (State/Province – CA)
 - Student Information
 - English Learners and Immigrant Information
 - Pre ID Exam Information

AERIES

- District--level system provides the full range of features needed by administrators at the district and school level in addition to portals for teachers, parents, and students
 - Aeries Gradebook for K-12
 - Home Language Survey
 - Initial Identification Box
- Flexible interface with CALPADS for consistent reporting and student information updates
 - California State Reporting Information (State/Province – CA)
 - Student Information
 - English Learners and Immigrant Information

Illuminate Ed / Fastbridge

- District level system provides all district and school site staff with student demographics, attendance, scheduling, discipline, gradebook, report cards, assessment history, state reporting mandates, parent portal, student portal, and more
 - Gradebook for TK-5
 - Student Profile Reports & Widgets
 - Assessment Reports (ELPAC, Fastbridge, etc.)

ENGLISH LEARNER PROGRAM EFFECTIVENESS PLAN

The district has selected Fastbridge as the monitoring system for English Learners in the subject areas of ELD, English language arts. These achievement objectives reflect the amount of time an EL student has been enrolled in the program of language instruction (New Comers ELD, SEI, and ELM) in the district, and use consistent methods and measurements to reflect this achievement:

- English Language Proficiency Assessments for California (ELPAC)
- CAASPP (English language arts)
- District Assessment System (Fastbridge)

Coalinga-Huron Unified School District has set the following annual goals for EL students in the area of ELD, English language arts. ELD growth is measured by the ELPAC. English language arts are measured by the CAASPP Test or equivalent.

ELPAC Level	Emerging	Expanding –Low	Expanding –Mid	Expanding –Upper	Bridging – Low	Bridging Potential R-FEP
Timeline toward reclassification, based on ELPAC level at time of initial enrollment year	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
		1 st year	2 nd year	3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year
				1 st year	2 nd year	3 rd year
					1 st year	2 nd year
California ELA Standards Test or equivalent*	Below Standard Standard not met	Below Standard Standard not met	Below Standard Standard nearly met	Near Standard Standard Met	Near Standard Standard Met	Above Standard Standard Exceeded

APPENDIX

- Excerpts of Title 5, California Code of Regulations – Chapter 11 -- Subchapter 4
- Excerpts of Education Code Sections 300--340
- CHUSD Board Policy BP 6174(a)
- CHUSD Administrative Regulation AR 6174
- CHUSD EL Site Contact Checklist
- Home Language Surveys
- Initial Parent Notification (Federal Title III & State Requirements) letter
- Annual Parent Notification (Federal Title III & State Requirements) letter template
- ELPAC Summative Assessment Parent and Guardian Score Report letter template
- Reclassification Criteria Form: Grades K – 12th
- English Learner Reclassification Rubric Teacher Documentation
- Reclassification Monitoring Form – Four Years
- English Learner Documentation Guidelines
- Organizing English Learner's Blue Folders
- Frequently Asked Questions (FAQ) for Parents
- Glossary of Terms
- Meeting the Needs of English Learners with Disabilities Handbook

Excerpts of Title 5, California Code of Regulations
Chapter 11 Subchapter 4
English Language Learner Education

§ 11300. Definitions.

“School term” as used in Education Code section 330 means each school’s semester or equivalent, as determined by the local governing board, which next begins following August 2, 1998. For multitrack or year round schools, a semester or equivalent may begin on different days for each school track.

Note: Authority cited: Section 33031, Education Code. Reference: Section 330, Education Code.

§ 11301. Knowledge and Fluency in English.

- a) For the purpose of “a good working knowledge of English” pursuant to Education Code Section 305 and “reasonable fluency in English” pursuant to Education Code section 306(c), an English learner shall be transferred from a structured English immersion classroom to an English language mainstream classroom when the pupil has acquired a reasonable level of English proficiency as measured by any of the state--designated assessments approved by the California Department of Education, or any locally developed assessments.
- b) At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom.
- c) An English learner may be re--enrolled in a structured English immersion program not normally intended to exceed one year if the pupil has not achieved a reasonable level of English proficiency as defined in Section 11301(a) unless the parents or guardians of the pupil object to the extended placement.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305 and 306(c), Education Code.

§ 11302. Duration of Services.

School districts shall continue to provide additional and appropriate educational services to English learners in kindergarten through grade 12 for the purposes of overcoming language barriers until the English learners have:

- a) demonstrated English--language proficiency comparable to that of the school district’s average native English--language speakers; and
- b) recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305, 306 and 310, Education Code; U. S. code, Title 20, Section 1703 (f); *Castaneda v. Pickard* (5th Cir. Education (7th Cir. 1987) 811 F.2d 1030, 1041--1042.

§ 11303. Reclassification

The reclassification procedures used to reclassify a pupil from English learner to proficient in English shall include, but not be limited to, a responsible administrative mechanism for the effective and efficient conduct of the language reclassification process, which shall include each of the following procedural components:

- a) Assessment of language proficiency using the English language development test, as provided for by Education Code section 60810 pursuant to the procedures for conducting that test provided in Subchapter 7.5 (commencing with Section 11510).
- b) Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil.
- c) Parental involvement through:
 - 1) Notice to parent(s) or guardian(s) of language reclassification and placement, including a description of the reclassification process and the parent's opportunity to participate; and
 - 2) Encouragement of the participation of parent(s) or guardian(s) in the school district's reclassification procedure, including seeking their opinion and consultation during the reclassification process.
- d) Until the statewide, empirically--established range of performance in basic English/language arts skills is established as required by Education Code section 313(d)(4), evaluation of the pupil's performance as specified in Section 11302(b).

Note: Authority cited: Section 33031, Education Code. Reference: Section 313, Education Code.

§11304. Monitoring.

School districts shall monitor the progress of pupils reclassified to ensure correct classification and placement.

Note: Authority cited: Section 33031, Education Code. Reference: Section 313, Education Code; U.S. Code, Title 20, Section 1703(f); *Casteneda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009--1011; and *Gomez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041--1042.

§ 11305. Documentation.

School districts shall maintain documentation of multiple criteria information, as specified in Section 11303(a) and (d), and participants and decisions of reclassification in the pupil's permanent records as specified in Section 11303(b) and (c).

Note: Authority cited: Sections 33031 and 49062, Education Code. Reference: Section 313 and 49062, Education Code; U.S. Code, Title 20, Section 1703(f); *Casteneda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009--1011; and *Gomez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041--1042.

§ 11306. Annual Assessment.

School districts reporting the presence of English learners shall conduct an annual assessment of the English language development and academic progress of those pupils.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 313, 60640 and 60810, Education Code.

§ 11310. State Board of Education Review of Guidelines for Parental Exception Waivers.

(a) Upon written request of the State Board of Education, school district governing boards shall submit any guidelines or procedures adopted pursuant to Education Code section 311 to the State Board of Education for its review.

(b) Any parent or guardian who applies for a waiver under Education Code section 311 may request a review of the school district's guidelines or procedures by the State Board of Education. The sole purpose of the review shall be to make a determination as to whether those guidelines or procedures comply with the parental exception waiver guidelines set forth in Section 11309.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305, 310 and 311, Education Code.

Official California Code of Regulations available for review at govt.westlaw.com
(Title 5, Education -- Division 1, CA Dept of Ed -- Chapter 11, Special Programs -- Subchapter 4, ELL Ed)

Updated 10/24/2016

Excerpts of Education Code Sections 300—340

SECTION 1: Chapter 3 (commencing with Section 300) is added to Part I of the *Education Code*, to read:

300. The People of California find and declare as follows:

- a) Whereas, The English language is the national public language of the United States of America and of the State of California, is spoken by the vast majority of California residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and
- b) Whereas, Immigrant parents are eager to have their children acquire a good knowledge of English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and
- c) Whereas, The government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and
- d) Whereas, The public schools of California currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high drop--out rates and low English literacy levels of many immigrant children; and
- e) Whereas, Young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age.
- f) Therefore, It is resolved that: all children in California *public* schools shall be taught English as rapidly and effectively as possible.

305. Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a

temporary transition period not normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native--language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms. As much as possible, current supplemental funding for English learners shall be maintained, subject to possible modification under Article 8 (commencing with Section 335) below.

306. The definitions of the terms used in this article and in Article 3 (commencing with Section 310) are as follows:

- a) “English learner” means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.
- b) “English language classroom” means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

- c) “English language mainstream classroom” means a classroom in which the pupils are either native English language speakers or already have acquired reasonable fluency in English.
- d) “Sheltered English immersion” or “structured English immersion” means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.
- e) “Bilingual education/native language instruction” means a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child’s native language...

310. The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child’s parent or legal guardian under the circumstances specified below and in Section 311. Such informed consent shall require that said parents or legal guardian personally visit the school to apply for the waiver and that they there be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Individual schools in which 20 pupils or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.

311. The circumstances in which a parental exception waiver may be granted under Section 310 are as follows:

- a) Children who already know English: the child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child

scores at or above the state average for his or her grade level or at or above the 5th grade average, whichever is lower; or

- b) Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child’s rapid acquisition of basic English language skills; or
- c) Children with special needs: the child already has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child’s overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver...

315. In furtherance of its constitutional and legal requirement to offer special language assistance to children coming from backgrounds of limited English proficiency, the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community. Commencing with the fiscal year in which this initiative is enacted and for each of the nine fiscal years following thereafter, a sum of fifty million dollars (\$50,000,000) per year is hereby appropriated from the General Fund for the purpose of providing additional funding for free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to California school children with limited English proficiency.

316. Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Office of the Superintendent of Public Instruction, and shall be disbursed at the discretion of the local school boards, under reasonable guidelines established by, and subject to the review of, the State Board of Education.

320. As detailed in Article 2 (commencing with Section 305) and Article 3 (commencing with Section 310), all California school children have the right to be provided with an English language public education. If a California school child has been denied the option of an English language instructional curriculum in public school, the child's parent or legal guardian shall have legal standing to sue for enforcement of the provisions of this statute, and if successful, shall be awarded normal and customary attorney's fees and actual damages, but not punitive or consequential damages. Any school board member or other elected official or public school teacher or administrator who willfully and repeatedly refuses to implement the terms of this statute by providing such an English language educational option at an available public school to a California school child may be held personally liable for fees and actual damages by the child's parent or legal guardian...

325. If any part or parts of this statute are found to be in conflict with federal law or the United States or the California State Constitution, the statute shall be implemented to the maximum extent that federal law, and the United States and the California State Constitution permit. Any provision held invalid shall be severed from the remaining portions of this statute.

330. This initiative shall become operative for all school terms which begin more than sixty days following the date on which it becomes effective...

335. The provisions of this act may be amended by a statute that becomes effective upon approval by the electorate or by a statute to further the act's purpose passed by a two-thirds vote of each house of the Legislature and signed by the Governor...

340. Under circumstances in which portions of this statute are subject to conflicting interpretations, Section 300 shall be assumed to contain the governing intent of the statute.

COALINGA-HURON UNIFIED SCHOOL DISTRICT**INSTRUCTION
EDUCATION FOR ENGLISH LANGUAGE LEARNERS**

The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan) (cf. 3100 - Budget)

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials) (cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Language Learners)

The Superintendent or designee shall provide to teachers, administrators, and other school staff research-based professional development that is designed to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. (20 USC 6825)

(cf. 4131 - Staff Development) (cf. 4231 - Staff

Development) (cf. 4331 - Staff Development)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

(cf. 0420 - School Plans/Site Councils) (cf. 1220 - Citizen

Advisory Committees) (cf. 6020 - Parent Involvement)

The Superintendent or designee shall maintain procedures which provide for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subjects required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with allowable testing variations in accordance with 5 CCR 853.5 and

853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

(cf. 6162.51 - State Academic Achievement Tests)

Placement of English Learners

Students who are English learners shall be educated through “structured English immersion” (also known as “sheltered English immersion”), as defined in law and accompanying administrative regulations, for a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)

“Nearly all,” for purposes of determining the amount of instruction to be conducted in English, means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education, any district assessments, and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English (Education Code 305-306; 5 CCR 11301)

(cf. 6162.5 – Student Assessment)

An English learner has acquired a “reasonable level of English proficiency” when he/she has achieved the following:

- Expanding –Upper level in English language proficiency as measured by the ELPAC
- Below Basic level on the CAASPP
- Intermediate level documented on the English Learner Profile

At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district’s LCAP
6. A comparison of current data with data from at least the previous year.

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference: EDUCATION CODE

300-340 English language education

*430-446 English Learner and Immigrant Pupil Federal Conformity Act 33050 State Board of Education
waiver authority*

42238.02-42238.03 Local control funding formula

*44253.1-44253.11 Qualifications for teaching English learners 48985 Notices to parents in a
language other than English*

*52052 Academic Performance Index, numerically significant student subgroups 52060-52077 Local control
and accountability plan*

*52130- 52135 Impacted Languages Act of 1984 52160-52178 Bilingual
Bicultural Act*

60200.7 Suspension of state instructional materials adoptions

60605.87 Supplemental instructional materials, English language development 60640 California Assessment of Student Performance and Progress
 60810-60812 Assessment of language development
 62005.5 Continuation of advisory committee after program sunsets CODE OF REGULATIONS, TITLE 5
 853.3-853.7 Test administration; universal tools, designated supports, and accommodations 11300-11316 English learner education
 11510-11517 California English Language Development Test UNITED STATES CODE, TITLE 20
 1701 - 1705 Equal Educational Opportunities Act 6312 Local education agency plans
 6801 – 6871 Title III, Language instruction for limited English proficient and immigrant students 7012 Parental notification COURT DECISIONS
Valeria G. v. Wilson, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698 ATTORNEY GENERAL OPINIONS
 83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014

California English Language Development Test (CELDT): 2013-14 CELDT Information Guide, 2013 *English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve*, 2014
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments
U.S. DEPARTMENT OF EDUCATION NON REGULATORY GUIDANCE
Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007
WEB SITES
California Department of Education: <http://www.cde.ca.gov/sp/el>
U.S. Department of Education: <http://www.ed.gov>

Adopted: 2-12-02; 3-14-06; 05-28-13; 06-28-16

COALINGA-HURON UNIFIED SCHOOL DISTRICT

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Definitions

English learner, also known as a limited English proficient student means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Structured English immersion (also known as “sheltered English immersion”) means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Identification and Assessment

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not been previously identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state’s designated English language proficiency test. (Education Code 313, 52164.1; 5 CCR 11511) Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment shall be administered to the student annually as determined by the California Department of Education. (Education Code 313)

The state assessment shall be administered in accordance with test publisher instructions

and 5 CCR 11511-11516.7. Variations and accommodations in test administration may be provided pursuant to 5 CCR 11516-11516.7. Any student with a disability shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. If he/she is unable to participate in the assessment or a portion of the assessment with such accommodations, he/she shall be administered an alternate assessment for English language proficiency as set forth in his/her IEP. (5 CCR 11516-11516.7)

(cf. 6162.51 - State Academic Achievement Tests) (cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Parental Notifications

The Superintendent or designee shall provide the following written notifications to parents/guardians of English Learners:

1. Assessment Notification: The district shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

2. Placement Notification: At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program.

3. Title III Notifications: Each parent/guardian of a student participating in, or identified for participation in a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 440; 20 USC 7012)

- a. The reason for the student's classification as an English learner
- b. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
- c. A description of the program for English language development instruction, including a description of all of the following:

- (1) The manner in which the program will meet the educational strengths and needs of the student
- (2) The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
- (3) The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English learners, and the expected rate of graduation from secondary school if applicable
- (4) Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
 - d. Information regarding a parent/guardian's option to decline to allow the student to be enrolled in the program.
 - e. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Parental Exception Waivers

A parent/guardian may, by personally visiting the school, request that the district waive the requirements pertaining to the placement of his/her child in a structured English immersion program if one of the following circumstances exists: (Education Code 310- 311)

1. The student already possesses sufficient English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower.
2. The student is age 10 years or older, and it is the informed belief of the principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.
3. The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the principal and educational staff that the student has special physical,

emotional, psychological, or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development.

Upon request for a waiver, the Superintendent or designee shall provide parents/guardians with a full written description and, upon request, a spoken description of the intent and content of the structured English immersion program, any alternative courses of study, all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices. For a request for waiver pursuant to item #3 above, the Superintendent or designee shall notify the parent/guardian that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the waiver must be approved by the Superintendent pursuant to any guidelines established by the Governing Board. (Education Code 310, 311; 5 CCR 11309)

The principal and educational staff may recommend a waiver to a parent/guardian pursuant to item #2 or #3 above. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (Education Code 311; 5 CCR 11309)

When evaluating waiver requests pursuant to item #1 above and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include district standards and assessment and teacher evaluations of such students.

Parental exception waivers pursuant to item #2 above shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to item #3 above shall be granted by the Superintendent if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological, or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

All parental exception waivers shall be acted upon within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to item #3 above shall not be acted upon during the 30-day placement in an English language classroom. Such waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20

instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The following measures shall be used to determine whether an English learner shall be reclassified as fluent English proficient: (Education Code 313; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment.
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student.
3. Parent/guardian opinion and consultation.

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level.

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for four years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

Advisory Committees

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures
7. Review of and comment on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316

(cf. 5020 - Parent Rights and Responsibilities) (cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

05/13; 06/16

CSBA 04/15

CHUSD EL Site Contact Check List

Ongoing:

- Ensure BOTH designated and integrated ELD is provided for ALL proficiency levels
 - Is it on the master schedule? Is this ELD time protected?
 - Do teachers have the tools and/or training they need?
- Complete regular walk regular walkthroughs with an ELD focus
 - Monitor, train, coach, and support both teachers and students
 - CHUSD “language matrix”
- Frequently provide and review EL data reports to identify trends and needs
 - Illuminate
 - Assessments: ELPAC, Fastbridge, SIPPS, state, district, etc.
 - Ensure teachers review EL Data on a regular basis
- Engage with EL stakeholders on a regular basis
 - Principal, leadership, coaches, teachers, PLC, parents, students, etc.
 - Share data, observations, and ask reflective questions
- Attend EL meetings and trainings for updates and support
 - Share professional development and resources

Beginning of the Year:

- Train Teachers and support staff to use ARIES to obtain EL rosters and data reports
- Provide time for teachers to review permanent ELD CUM records (blue Folder)
 - Order (front to back): ELPAC labels, CELDT / ELPAC scores reports (beginning with the most recent), IPTs
 - Check for initial HLS, ILPs, RFEP, or missing/incomplete EL paperwork

Testing (ELPAC):

- Ensure teaches administer Fastbridge
- Organize materials and information – SECURITY (locked storage)
 - Highlight class lists, map, and schedules (recess/lunch, PE, & special events)
 - Testing rooms: Unlocked? Comfortable? Extra incentives or quiet activities?
- Scores & paperwork
 - Preliminary scores (Local Scoring Tool – LST)
 - Copies – Curriculum office, teachers(s), EL file, & parent conference
 - Official scores
 - ELPAC labels, parent letters, and updates to EL file (online & paper)

Reclassification (R-FEP):

- Update R-FEP monitoring forms – Every 6 months for the first year and annually in subsequent years for four full years years after R-FEP date
 - R-FEP date is the date parent signed the signature and/or final R-FEP meeting

- Review and monitor students who will be considered for reclassification this year
 - Parent notification and involvement
 - R-FEP celebration and awards (medals, trophies, dinners, etc.)

New EL students & TK/Kindergarten:

- Establish site protocol (Identification, notification, and testing)
- Initial ELPAC must be completed within 30 calendar days
- Locate Home Language Survey (HLS)
- Review of records & digital updates
- Contact District Office

End of the Year:

- Update and account for all permanent EL records
 - Follow protocol for end of year paperwork
 - Perform random blue folder end of year with every teacher during end of the year check out
- Preview tentative class rosters for placement

Data & Reports:

- Illuminate – chusd.illuminateed.com
- Fastbridge
- AERIES – aeries.net

Cum Folder – Blue Folder Checklist

- Home Language Survey Stapled to the back page of Cum folder
- CELDT / ELPAC Test Results
- Initial CELDT / ELPAC Test Result parent letter
- Annual parent notification letters
- CELDT / ELPAC Stickers if any attached to the **District's Language Assessment Data Form**
- Reclassification Parent with 3 wet signatures (blue ink)
- I-FEP / Last name, First Name, and I-FEP date on folder flap date on flap
- R-FEP / Last name, First Name, and R-FEP date on folder flap date on flap
- EL / The blue folder flap will be blank

Name

I.D.#

DOB

School

Grade

Date

Coalinga-Huron Unified School District Home Language Survey – English

The California *Education Code 52164.1 (a)* requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name of the language that applies in the space provided. Please do not leave any question unanswered.

1. *Which language did your child learn when he/she first began to talk?* _____
2. *Which language does your child most frequently speak at home?* _____
3. *Which language do you (the parents or guardians) most frequently use when speaking with your child?* _____
4. *Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)* _____

Signature of Parent or Guardian

Date

Identification – For School Use Only

Initial ELPAC Assessment	Date	Score	
Language Proficiency	EO	IFEP	EL

Distrito Escolar de Coalinga-Huron Estudio del Encuesta Sobre el Idioma del Hogar -- Español

El Código de Educación de California 52164.1 (a) requiere que las escuelas determine el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los estudiantes.

Como padre o tutor, su cooperación es necesaria para cumplir con este requisito legal. Responda a cada una de las cuatro preguntas siguientes de la forma más precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda todas las preguntas.

1. *¿Qué idioma aprendió su hijo cuando empezó a hablar?*
2. *¿Qué idioma habla su hijo en casa con más frecuencia?*
3. *¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?*
4. *¿Qué idioma se habla con más frecuencia entre los adultos en el hogar (padres, tutores, abuelos o cualquier otro adulto)?*

Departamento de Educación del Estado de California

HLS Revised September 2019

Firma del padre o tutor / Fecha

Identification – For School Use Only

Initial ELPAC Assessment	Date	Score	
Language Proficiency	EO	IFEP	EL



أسم الطالب:
Student Name
تاريخ الولادة:
DOB
مدرسة:
School
صف مدرسي
Grade

رقم هوية الطالب:

Student ID

تاريخ:

Date

Coalinga-Huron موحد مدرسة حي الرئيسية اللغة المسح - الإنجليزية

تطلب كاليفورنيا التعليم رمز 52164.1 (أ) المدارس لتحديد اللغة أو اللغات التي يتكلمها كل طالب في المنزل. هذه المعلومات غير ضرورية من أجل المدارس لتوفير تعليم هادف لجميع الطلاب.

الآباء أو الأوصياء، مطلوب تعاونكم في الامتثال لهذا الشرط القانوني. الرجاء الرد على كل الأسئلة الأربعة المذكورة أدناه على أدق وجه ممكن. لكل سؤال، كتابة اسم اللغة التي تنطبق في المساحة المتوفرة. يرجى عدم ترك أي سؤال دون إجابة.

1- ما هي لغة يتعلم طفلك عندما كان عليه أولاً بدأ الحديث؟

Which language did your child learn when he/she first began to talk?

2- ما هي لغة طفلك يكثر الكلام في المنزل؟

Which language does your child most frequently speak at home?

3- ما هي لغة هل (والدين أو الأوصياء) تستخدم بشكل متكرر أكثر عند التحدث مع طفلك؟

Which language do you (the parents or guardians) most frequently use when speaking with your child?

4- (ما هي لغة معظم الأحيان يتكلم بها الكبار في المنزل؟) (الآباء أو الأوصياء، والأجداد، أو غيرهم من الكبار)

Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

State of California Department of
Education
HLS Revised October 2005

توقيع الوالد أو ولي الأمر / تاريخ
Signature of Parent or Guardian/Date



Coalinga Huron Unified School District 657 Sunset Street, Coalinga, CA 93210

English Language Proficiency Assessments for California Initial ELPAC, 2018–19

Board of Education

John Albrecht, President

Roger Campbell, Vice President

Maria Zavala, Clerk

Francisco Chavez, Member

Lisa Culbertson, Member

Superintendent

Lori L. Villanueva

(559) 935-7500

lvillanueva@chusd.org

Asst. Superintendent of Business Services

Luci Rogers

(559) 935-7500

lr Rogers@chusd.org

Directors

Scott Yeager, Human Resources

(559) 935-7504

syeager@chusd.org

Chad Wagner, Instructional Technology

(559) 935-7633

cwagner@chusd.org

Chris ~~Cluchman~~, Food Services

(559) 935-7625

ccluchman@chusd.org

Jim ~~Backus~~, Maintenance,

Operations and Transportation

(559) 935-7575

jbackus@chusd.org

Francisco Meza, Curriculum and Assessment

(559) 935-7600

fmeza@chusd.org

Catherine ~~Meza~~, Special Education

(559) 935-7600

cmears@chusd.org

Johnny Garza, ~~Special Services and Family Services~~

(559) 935-7600

jgarza@chusd.org

District Website: www.chusd.org

District Twitter: @GACHUSD

Dear Parent/Guardian:

You indicated that your child's primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

Based on the home language survey results, **your child will be assessed with the Initial ELPAC.**

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at

<https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>.

You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact *[insert name of school contact]* at *[insert phone number and/or e-mail address]*.

Sincerely,

California Department of Education
September 2019

Coalinga Huron USD

Annual Parent Notification Letter Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: «Student_Name»

School: «School»

Date of Birth: «Birthdate»

Date: 09/01/2019

Grade: «Grade»

Student ID #: «Student_ID»

Primary Language: «RptgLng»

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi])

Language Assessment Results (20 U.S.C. Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall	«SS»	«PerformLvl»
Oral Language	«Oral_Lang»	
Written Language		«Wrt_Lang»

Domain	Performance Level
Listening	«Listening»
Speaking	«Speaking»
Reading	«Reading»
Writing	«Writing»

Check if applicable: ☐ **Individualized Education Program (IEP) on file**
A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

Academic Achievement Results (20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts	«ELASS»	«ELAPL»
Mathematics	«MTHSS»	«MTHPL»

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

**English Language Proficiency Assessments for California
Summative Assessment
Parent and Guardian Score Report Letter Template**

Directions: Adapt this letter by inserting information where indicated.

Dear Parent or Guardian:

Last spring, your child took a test called the Summative English Language Proficiency Assessments for California (ELPAC). This test is part of the California assessment system. The ELPAC helps teachers across the state see how well students listen, speak, read, and write in English.

[Remove this section if you will be sending paper Student Score Reports:

Student Score Reports can now be accessed electronically through the parent portal on our student information system. (Add log in information here.)

[Remove this section if you will be sending electronic Student Score Reports:

Your child's 2018–19 Student Score Reports is attached to this letter.]

This report shows an overall score and performance level, an oral language (speaking, listening) score and level, and a written language (reading, writing) score and level. It also shows a performance level for each domain: listening, speaking, reading, and writing.

To learn more about your child's scores, go to the new parent web page called *Starting Smarter*, available at <https://elpac.startingsmarter.org/>.

This site includes:

- resources to help understand results on the student score reports
- access to sample test questions and practice tests
- no-cost resources to support learning
- a guide for parent-teacher conferences

In our district, the test results are just one way to look at how well our students are doing. We use the results to find areas where students are doing well and areas in which they need help. It is also important to know that the test results are not used to determine whether a student moves to the next grade. If you have questions or concerns about your child's progress, please call the school office at *[Insert phone number]* to arrange a conference with your child's teacher.

Sincerely,

[Insert name of superintendent or principal]

Coalinga-Huron Unified School District
RECLASSIFICATION Criteria Form
All Grades

CSIS # _____	Today's Date: _____
Student: _____	Primary Language: _____ Gr. _____
School: _____	Form completed by: _____
Date of initial identification as English Learner _____	

1. ELPAC proficiency level - **Must be an overall score of 4** Test Date _____

2. Comparison of student performance of English proficient students of the same age.

All Grades	Fastbridge (a-Reading: Low Risk or College Pathway)	Level _____
	OR	
Grades 3 - 8 and 11	CAASPP ELA Achievement Level (3 or 4)	Level _____

3. Teacher Evaluation

Student Demonstrates Grade Appropriate Academic Language:
Description of Receptive and Expressive Skills Rubric Yes _____ No _____

4. Parent Consultation regarding R-FEP recommendation by:

☐ phone _____ (enter date) ☐ meeting _____ (enter date) other _____ (enter date)

Student Meets Reclassification Criteria: Yes _____ No _____

_____ Parent/Guardian	_____ Date
_____ ELA Teacher	_____ Date
_____ Principal/Designee	_____ Date



English Learner Reclassification Rubric Teacher Documentation

Student Name: _____
Grade Level: _____

This document fulfills the teacher evaluation component of the reclassification criteria, providing teacher documentation of the student's English language proficiency with academic language and informing the committee of the student's readiness for reclassification with potential placement in a general education classroom setting.

Academic Language	
Description of Receptive Skills: Listening and Reading (Select one descriptor from the choices below)	Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)
☐ Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.	☐ Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.
☐ Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.	☐ Grade appropriate with some second language acquisition support needed to be successful: Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.
Comments:	

This student routinely demonstrates the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports. ☐ Yes ☐ No
Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: _____

Teacher Signature: _____

Date of Completion: _____

Coalinga-Huron Unified School District

Reclassification Monitoring Log

(Reclassification Monitoring Year must be six months up to one full year after date of reclassification)

Student's Legal Name (Last Name, First Name)	Reclassification Date	D.O.B.	Permanent I.D.
--	-----------------------	--------	----------------

Start Reclassification	Circle: Year 1 2 3 4 Date _____			
Fastbridge (a-Reading) Level				
CAASPP ELA (Gr. 3-8 and 11)				
Teacher Evaluation (ELA only)				
Academic Progress Below:				
K - 5 th (Performance of Meet or better on most recent completed trimester in CORE subject areas)	ELA	MA	SC	SS
6 th - 12 th (Performance of Meet or better on most recent completed semester in CORE subject areas)				

Supports must be listed if: Student does not meet the district and/or state assessment and /or Academic Progress

Classrooms Supports:

- ☐ Build context and connect to prior knowledge/learning
- ☐ Incorporate visuals, gestures, props, graphic organizers, charts
- ☐ Adapt/make instruction/materials comprehensible
- ☐ Primary language supports as needed
- ☐ Differentiate by time, environment, content, product
- ☐ Monitor teacher talk – avoid slang, colloquial language, structures
- ☐ Group configurations based on data and levels with cooperative learning
- ☐ Provide varied/differentiated assessment
- ☐ Use continuous assessment for learning/reflection/resilience
- ☐ Use frames/sentence starters/scaffolds for producing language
- ☐ Provide models of completed work, projects, etc.
- ☐ Ensure tests/assignments are written in clear, concise language
- ☐ Provide summaries of content in clear graphic organizers
- ☐ Provide multiple modalities, manipulatives, interactive activities, etc.
- ☐ Use SEAL strategies such as wall charts, vocabulary walls, charts, etc.
- ☐ Other _____
- ☐ Other _____
- ☐ Other _____

Teacher Signature	Date
Staff Signature	Date
Administrator Signature	Date
Parent/Guardian Signature	Date
	Date

Coaling-Huron Unified School District

English Learner Documentation Guidelines

1. **Home Language Survey (HLS)** – The HLS determines if a student’s **Language Fluency** is that of an English Learner (EL) or that of an Initial Fluent English Proficient (I-FEP) student. The HML will be attached to the back of each CHUSD Cumulative Folder. A scanned copy will be placed in the stud. AERIES Electronic File

2. ARIES Language Fluency Coding System	Levels
English Only (EO)	1
Initial Fluent English Proficient (I-FEP)	2
English Learner (EL)	3
Reclassified Fluent English Proficient (R-FEP)	4
To Be Determined	TBD
ELPAC Tested but results are pending	P

3. **ELPAC Overall Performance Level**

<u>ELA/ELD Standard</u>	<u>ELD Standard Proficiency Level</u>	<u>ELPAC Level</u>
Emerging	Emerging	1
Expanding	Expanding - low	2
	Expanding - mid	2
Bridging	Expanding - upper	3
	Bridging – low	3
	Bridging - upper	4

4. **Initial Fluent English Proficient Students (I-FEPs)**

I-FEPs who are given the Initial ELPAC will have a blue folder. All documents verifying their I-FEP Language Fluency will be placed in the blue folder. The flap of their blue folder will have their Last Name, First Name, I-FEP and their designation date written on it. **An I-FEP student is not an English Learner.** All I-FEP students have the **legal right** to receive the same services as their English Only student counterparts.

5. **English Learners (ELs)**

All English Learners will have a blue folder. All documents verifying their English Learner Language Fluency will be placed in the blue folder with most current data always on the top. The flap of their blue folder will have their Last Name and their First Name written on the flap of the folder. All EL students have the **legal right** to receive Designated English Language Development, Integrated English Language Development, Access to all offered courses including A-G and AP Courses. It is important to note that ELD is not an intervention, support, nor enrichment. ELD is a legal right that must take place **everyday** during the school day and must be included in the student’s schedule.

6. At the time when any parent is provided with a Registration packet, each parent will be provided with the parent notification to test letter.
7. Initial ELPAC Parent Notification – After tabulating the results of the ELPAC, the parents of an English Learner (**EL**) and the parents of an Initial-Fluent English Proficient (**IFEP**) will receive the Initial ELPAC Results letter via the USA Mail from the C&A Office. The C&A Office will also send a copy to the site to be placed in the student's cumulative folder. Initial Proficiency Level Test Results Reports will be placed in the blue folder with most current test results on the top.
8. Summative ELPAC Test Results Parent Notification – After Spring 2019, all Summative ELPAC Test results will be provided to the parents via an electronic link. Summative ELPAC Test Results prior to Spring of the school year will be placed in the blue folder with the most current report on the top.
9. A completed and signed Reclassification Crosswalk/Criteria form must have the Wet Signature in blue ink of the **teacher, the administrator, and the parent** in order to be valid. Reclassification documents without the three required wet signatures (blue ink) will render a reclassification invalid. The flap of the blue folder will have their Last Name, First Name, R-FEP and their reclassification date written on it. Once the reclassification documentation has been completed and signed, in blue ink, by the teacher, site administrator, and parent. A site list of Reclassified students along with each student's completed Reclassification Criteria / Walkthrough will be scanned in to the Sites Electronic Folder so that a student's Language Fluency can be changed from EL to R-FEP in AERIES. After a student is reclassified, the student is no longer an English Learner and has the **legal right** to receive the same services as their English Only student counterparts. A scanned copy of the original completed and signed copy will be placed in the student's AERIES Electronic file after the student has been reclassified as an R-FEP.
10. Monitoring Reclassified Students – All reclassified students are legally required to be monitored and provided with needed support as needed for four years Four Full Schools Years after their date of reclassification. The first reclassification monitoring year starts at the beginning of the year after their reclassification year.
11. ELs with multiple Home Language Surveys – The original HLS will be used to determine Language Fluency. If the hard copy of the HLS of a TK or Kindergarten Student is not found in the student's cum, a scanned copy will be found in the Document Student Page in AERIES. If a HLS was incorrectly and the student was assessed before the error was identified, the ELPAC test can be voided unless the student has already taken a Summative ELPAC Test. English Learner Status discrepancies will be resolved on an individual basis by the site administrator in collaboration with the C&A Department.
12. English Learners with no hard copy documentation of their Reclassification are not considered to have been reclassified unless identified as such in CALPADS. Sites should exhaust all means of obtaining R-FEP documentation from prior district. Once site resources have been exhausted, the C&A office will contact the County Office of Education for support with this matter. CAASPP EL identification trumps all others.
13. District staff may not influence a parent's decision/s regarding student placement. Parents with questions pertaining to student placement/programming must be directed to make an appointment with the site administrator.
14. Whenever there is a data discrepancy / a question regarding English Learner Identification, Language Fluency, and/or regarding the student's ELPAC Proficiency Level, the site administrator must use the hardcopy documentation available in the student's cumulative folder to resolve the discrepancy/question.

15. Whenever there is a question/issue regarding an English Learner and Special Education, the site administrator in collaboration with the Director of Special Education, and the Director of Curriculum and Accountability will resolve the issue. No special education student can be reclassified via an IEP. The IEP Team can only recommend an alternative assessment tool in lieu of the ELPAC.

Coalinga-Huron Unified School District

Organizing English Learner's Blue Folders

Generating an EL Blue Folder

- A blue folder will be placed in the student's cumulative folder when the student is identified as an English Learner (EL) or is identified an Initial English Learner (I-FEP). Each site is responsible for providing its own blue folders.
- **Upon enrollment, all student's registration packet must contain a completed Home Language Survey. Initial Home Language Survey (HLS)** will be used to flag a student for testing. All parents will be given the Testing Notification Parent letter. An oral explanation of what this letter entails will be provided to each parent. An **Initial** Home Language Survey trumps all other Home Language Survey/s.
- Students who were identified as Initial - Fluent English Proficient (**I-FEP**) are students who were identified as being fluent in English after they were given the ELPAC. The flap of their blue folder will need their last name, first name, and the date when they were classified as I-FEPs.
- Students should only have one of the following identification codes on the Language Status Report in ARIES.
 1. English Only (EO)
 2. Initial Fluent English Proficient (I-FEP) designation is given to a student **ONLY** at the initial testing, done usually in kindergarten or when student first enters California School. A student **never** goes from LEP to FEP
 3. LEP is when a student is designated as Limited English Proficient / English Learner
 4. R-FEP designation **requires additional documentation**. A student goes from LEP to R-FEP **never** FEP to R-FEP
 5. TBD is used by the office as a place holder while the student is being ELPAC Tested and / or while the office waiting for the cum from a different district

Organizing Documents in EL Blue (LEP) Folder

- The Initial **Home Language Survey (HLS)** needs to be stapled to the back of the cum folder. If a student comes in from another district with multiple surveys, the initial Home Language Survey trumps all others. When a student comes from another district, a written request for the student's cum needs to be completed and sent to the former school. A blue folder needs to be generated for the student's cum folder.
- **Initial** CELDT/ ELPAC Parent Notification.
- **Annual** Parent Notifications in chronological order. This would either be CELDT or ELPAC Test Results Reports. These reports need to be collated with the most current on the top.

- Student's CELDT / ELPAC Student Performance Level Reports in chronological order with most recent on top. Any CELDT Data Stickers available need to be attached to the **District's Language Assessment Data Form**. Only CELDT or ELPAC Test results can be in the EL Blue Folder. No CAASPP Results from any district can be in the EL Blue Folder.
- If the student was Reclassified, the original completed Reclassification form must have the teacher, the principal, and the parent's wet signature (Blue Ink) and must stay in the student's blue folder.
- Each Reclassified student must be monitored for four (4) years. A Reclassification monitoring form must be completed for each Reclassified student. The first year of reclassification starts the school year following the student's date of reclassification. All monitoring forms must stay in the student's blue folder.

Blue folder Documents

- Home Language Survey Stapled to the back page of Cum folder
- CELDT / ELPAC Test Results
- Initial CELDT / ELPAC Test Result parent letter
- Annual parent notification letter
- CELDT / ELPAC Stickers if any attached to the **District's Language Assessment Data Form**
- Reclassification Parent with 3 wet signatures
- I-FEP / Last name, First Name, and I-FEP date on folder flap date on flap
- R-FEP / Last name, First Name, and R-FEP date on folder flap date on flap
- EL / The blue folder flap will be blank

Processing Reclassified Student Documents

- Complete, collect, and sign (blue ink) all required data and forms.
- Submit documentation to the administrator for final site approval
- The administrator will generate a list of reclassified students for the site
- The list and each completed and signed Reclassification form will be scanned on to the Principal's Electronic Folder.
- The original reclassified form and supporting documentation will be placed in the student's blue folder
- The C&A office will verify scanned documentation, will change the student's status from EL to RFEP in AERIES and will attach the scanned Reclassification form to the student's AERIES electronic file. The administrator will be notified when this process is complete by the C&A Department
- The site administrator will generate a list of Newly Reclassified Students and will notify the teacher and the parent that the student has been Reclassified
- Once a student is Reclassified, the teacher will write the Student's first name, last name, and the date of reclassification on the flap of the blue folder. At the beginning of the new school year, newly reclassified students must be monitored for four (4) after their reclassification date. If the Student was reclassified in the Spring, the monitoring process will start at the beginning of the next school year. The student is not officially reclassified until the C&A Office has changed the official **language status** from LEP to R-FEP and a copy of the completed signed reclassification form has been uploaded on to the AERIES system. If a student was R-FEP in another district, start a blue folder, and place a Language Assessment Data form in the blue folder.

FREQUENTLY ASKED QUESTIONS FOR PARENTS OF ENGLISH LEARNER

1. What does it mean to be classified as an English learner? (See Section 1)

A student is classified as an EL when his/her parents indicate that a language other than or in addition to English is spoken in the home AND when the child's initial assessed English language proficiency yields a score indicating that he/she is not yet proficient in English.

2. My child speaks English; why is he/she in the EL program? (See Section 2)

ELs are legally entitled to receive specialized language and academic support services, via one of the District's EL instructional program options, until they meet the criteria for RFEP status. Sometimes it may seem to parents that their child speaks English well, but if he/she is not proficient in *academic* English comparable to English--proficient peers, they may still need specialized services and support to develop their speaking, listening, reading, & writing.

3. If my child is classified as EL, when will the school notify me of that designation? (See Section 1)

When a child is identified as an EL, the school will notify you in writing within the first 30 days after school begins. If a parent has questions about the notification letter or any other aspect of the student's program, he/she should make an appointment with the school principal, counselor, and/or EL Site Contact.

4. How long will my child likely receive EL instructional services? (See Section 2)

ELs are entitled to receive ELD and other specialized academic support services to meaningfully participate in core content classes. A child will receive EL instructional services until he/she meets the criteria for reclassification. Two key indicators include meeting the English--proficient performance level on the CELDT, and scoring at the Basic level or higher on the CST/CMA in English--Language Arts. For most children, that takes between 4 and 6 years, although some take more time and some take less. Your child's teachers will monitor his/her progress closely to make sure that appropriate progress is made. If your child struggles, he/she will be offered extra help to meet the expected levels of progress in English and in core academic subjects.

5. What is Reclassification? (See Section 1 & Appendix)

Reclassification is the term given to the process of identifying when an EL no longer needs specialized services to be successful in English learner mainstream classes. Students must meet Reclassification criteria before their language status changes from EL to Reclassified RFEP.

The school will continue to monitor the progress of RFEPs for at least two years after they are reclassified. If a student's academic progress drops, he/she will be given support or interventions to ensure that they meet grade level expectations.

6. What can I do so my child exits the EL instructional program? (See Section 1 & Appendix)

Children exit the EL instructional program of specialized support services when they meet reclassification criteria. Parents need to make sure that their children keep up with their class assignments and homework. Reading with children at home or listening to them read is also helpful. Parents should meet regularly with their child's teacher(s) and other school personnel and should always feel free to contact the school or the district English Learner Services department with questions or concerns.

FREQUENTLY ASKED QUESTIONS FOR PARENTS OF ENGLISH LEARNERS (continued)

7. Since my child doesn't speak English, can he/she learn anyway? (See Section 2)

All students use language and all students can learn. The goal is that children will become fluent in English and academically proficient within 6 years. Parents may also consider the Dual Language Program as an alternative program.

8. How can I help my child exit the EL instructional program if I don't speak English? (See Section 5)

Parents can support their children's linguistic and academic progress in school by speaking regularly with their children about what they are studying and their assignments, even if they do so in a language other than English. The skills a child learns in one language transfer to another, so speaking frequently with your child and building the child's vocabulary in the primary language of the home helps children succeed in developing English language skills.

9. Are there funds in the school only for English learners? (See Section 4)

Yes. Both the federal government and the state of California provide funds to supplement the general educational program for ELs.

10. How much money does the school receive for every English learner? (See Section 4)

That amount changes from year to year due to budgetary changes and funding formulas. The CHUSD District Office can provide the most current information about the amount of money schools receive for each EL.

11. Is the EL designation a reason to place my child in the Special Education program?

No. A child is given Special Education services when testing has shown that he or she has a disability and could benefit from specialized education services. A child's identification as an EL does *not* influence his or her identification as having a disability.

12. If my child is an EL and in the Special Education program, how can I help him/her exit the EL instructional program? (See Section 1)

A child with disabilities who is also an EL is entitled to receive both sets of services until the student meets reclassification criteria and specialized language services are no longer needed. The responsibility is with the school Language Assistance Team, in consultation with the student's IEP Team, to determine if and when a child no longer has the need for specialized language or academic support services.

13. Who represents me as the parent of an EL at the school? (See Section 5)

Every school with 21 or more ELs has an ELAC. The roles and responsibilities of the ELAC are to be well informed of all site and district activities, procedures and policies that directly impact their children. In addition, every school has a SSC. Parents of ELs may participate on those bodies as well.

FREQUENTLY ASKED QUESTIONS FOR PARENTS OF ENGLISH LEARNERS (continued)

14. Does the law protect my EL student? (See Appendix)

ELs are protected under specific laws and Educational Code, as well as by laws that protect all students. In addition, state and federal guidelines specifically outline that all ELs must become proficient in English and master all the academic content required of every student in California.

15. Can any teacher teach my EL student? (See Section 3)

Teachers require special training and authorizations to teach ELs. These are described more fully in Section 3 under the heading “Teacher Authorization & Credentials”.

16. Are students in a transitional kindergarten (TK) treated as Kindergarten students for purposes of initial identification and ELs? (See all sections)

Yes. Therefore all regulations regarding English learners as outlined in this EL Master Plan would apply.

GLOSSARY OF TERMS

Academic language: Refers to the oral, written, auditory, and visual language proficiency required for students to learn effectively and fluently in schools and academic programs (e.g., language used in classroom lessons, books, tests, and assignments).

Access to core: Providing access to the core curriculum means providing EL students with simultaneous access to both the ELD and the core curriculum. In this type of approach, the program would use primary language instruction or primary language support and SDAIE.

BCLAD: Bilingual, Cross--cultural Language and Academic Development credential or certificate authorizes the holder to teach ELD, SDAIE, primary language content.

BICS: Basic Interpersonal Communication Skills – Language used in everyday social interactions. Developed through listening and speaking during the early stages of second language acquisition.

CAASPP: California Assessment of Student Performance and Progress (established Jan. 1, 2014)

CABE: California Association for Bilingual Education

CALP: Cognitive Academic Language Proficiency – A demanding level of oral and written language related to literacy and academic achievement.

CASBE: California Association for Secondary Bilingual Education

CDE: California Department of Education

CLAD: Cross--cultural Language and Academic Development – Credential authorizes the holder to teach ELD and SDAIE.

CTC: Commission on Teacher Credentialing

DELAC: District English Learner Advisory Committee – Whenever there are 51 or more students in a school district, a DELAC is formed consisting of at least one parent member from each school.

Designated ELD: A protected time during the regular school day where teachers use English Language Development standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

DOK: Depth of Knowledge is a reference to the complexity of mental processing that must occur to answer a question, perform a task, or generate a product. It is also a way to think about content complexity not content difficulty. The four DOK levels are recall, skill/concept, strategic thinking, and extending thinking.

Dual Language Program: A form of education in which students are taught literacy and content in two languages

EL: English learner status is used to identify a student who is not currently proficient in English and whose primary language is not English. This designation is determined by a state--approved assessment.

ELAC: English Learner Advisory Committee – Whenever there are 21 or more EL students at a school site, an ELAC is formed consisting of parents of EL students and school staff.

ELD: English Language Development

ELM: English Language Mainstream – A classroom setting for ELs who have acquired reasonable fluency in English. In addition to ELD instruction, ELs continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

ELPAC: English Language Proficiency Assessments for California

EO: English Only student – A language classification given to students whose parents list “English” for each question on the Home Language Survey.

FEP: Fluent English Proficient

FPM: Federal Program Monitoring

HLS: Home Language Survey – The approved instrument for determining whether a language other than English is spoken in the home.

IFEP: Initial Fluent English Proficient – A language classification for students whose native language is other than English but who have been initially classified as fluent in English based on the CELDT and IPT.

ILP: Individualized Language Plan is a district--created process to meet the needs of individual ELs, especially long term ELs who may be struggling linguistically or academically.

Integrated ELD: English Language Development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

L1: The primary or first language spoken by student

L2: The second language a student learns to speak.

Language Matrix: A TK--12 progress monitoring tool used to assess speaking and listening proficiency according to the ELA and ELD standards. The language matrix was designed to be used for reclassification, ILPs, report cards, planning and grouping for ELD instruction.

LEA: Local Educational Agency or local school district

LTEL: Long Term English learner -- An English learner who is enrolled in American schools for more than six years and has remained at the same English language proficiency level for two or more consecutive years. LTEL students generally struggle academically due to their limited English skills and are enrolled in grades 6--12.

Newcomer: A student who is a recent immigrant to the U.S. who has little or no English proficiency and who may have had limited formal education in their native country.

PLD: Proficiency Level Descriptor – PLDs provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.

Primary Language (L1) Support: The use of a student's primary language to facilitate teaching and learning English in an SEI setting.

Register: Refers to variation in the vocabulary, grammar, and discourse of a language to meet the expectations of a particular context. A context can be defined by numerous elements, such as audience, task, purpose, setting, social relationship, and mode of communication (written versus spoken).

RFEP: Reclassification – The formal process by which a student is reclassified to fluent English proficient. Reclassification takes place when an EL student meets district reclassification criteria.

Rigor: Instructions and/or learning experiences that are academically, intellectually, and personally challenging. Rigor is commonly applied to lessons that encourage students to question their assumptions and think deeply, rather than lessons that merely demand memorization and information recall.

CAASPP: California Assessment for Student Performance and Progress – The next generation assessments that are aligned to the Common Core State Standards in English language arts/literacy and mathematics for Grades 3--8 and 11. Also referred to as SBAC - Smarter Balanced Assessment Consortium.

Scaffolding: Temporary guidance or assistance provided to a student, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

SDAIE: Specially Designed Academic Instruction in English – An approach or set of instructional strategies for teaching academic content for English learners. SDAIE courses at the secondary level are designed for non--native speakers of English and focus on the comprehensibility of the academic courses typically provided to mainstream students.

SEI: Structured English Immersion – “Sheltered English “ or “structured English immersion” means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

SST: Student Study Team

COALINGA-HURON UNIFIED SCHOOL DISTRICT

Meeting the Needs of English Learners with Disabilities Handbook

Catherine Mears

Director of Special Education

*Meeting the Needs of
English Learners with
Disabilities Handbook*

Coalinga-Huron Unified School District

Special Education

Catherine Mears

Director of Special Education

Audience

This handbook serves as a resource for classroom teachers, school site administrators and district level administrators for making educational decisions about an English Learner in Special Education.



This Handbook has Been Adapted from:

"Meeting the Needs of English Learners with Disabilities," published by the Jarice Butterfield Ph. D. of the Santa Barbara SELPA office on behalf of the SELPA Administrators of California office.

Purpose

This resource book provides regular and special educators information and resources regarding best practices and regulatory requirements for identifying, providing services, and reclassifying English Learners with disabilities. This publication was designed and written to provide the most current and accurate information in regard to English Learners with disabilities known to date in the State of California. It is distributed with the understanding that neither the authors nor the SELPA Administrators of California is engaged in rendering legal, accounting, or other professional service. If legal advice or other expert assistance is required, the services of an appropriate professional should be solicited.



Table of Contents

Introduction

Assessment, Identification and Programs for English Learners with Disabilities

Interventions for English Learners prior to Referral to Special Education

Assessment and Identification of English Learners for Special Education

Development of Linguistically Appropriate IEPs for English Learners with Disabilities

Programs, Services and Instructional Strategies for English Learners with Disabilities

Reclassification/Redisgnation of English Learners with Disabilities

Compliant Best Practices

References

VCCALPS

Section I: Introduction

This resource book is intended as a tool to assist regular and special educators to meet the needs of students who are either currently identified as English learners (ELs) and may possibly need to be identified or are currently or in the process of identification for special education. Topics covered in this introductory section are: background information, intended audience, effective educational leadership practices to ensure success for ELs with disabilities, an overview of second language acquisition theory, and a review of laws and regulations governing instructions for ELs.

Background Information On English Learners (ELs) With Disabilities

Census Bureau data (Public Policy Institute Center (PPIC) report 11-29-16) indicates English learners are historically the fastest growing subgroup of children in the public school population, with an increase of about 51% between 1997/98 and 2008/09. During that same time frame the general population increased by 7.2%. *In 2015 Limited English Proficient (LEP) students represent about 22.1% of students in California and about 9% of students nationwide. The LEP population has fallen: 40% in 2015, compared to 44% in 1980. The LEP population has been largely stable for the past 5 years.* (www.migrationinformation.org). While EL students across the nation speak more than 150 different languages, 83.53% of all LEP students have Spanish as their native language. The next two largest native language groups among LEP students are Vietnamese (2.20%) and Chinese (1.46%) (CDE Data Quest). The following graph shows how the EL population has shifted over time.

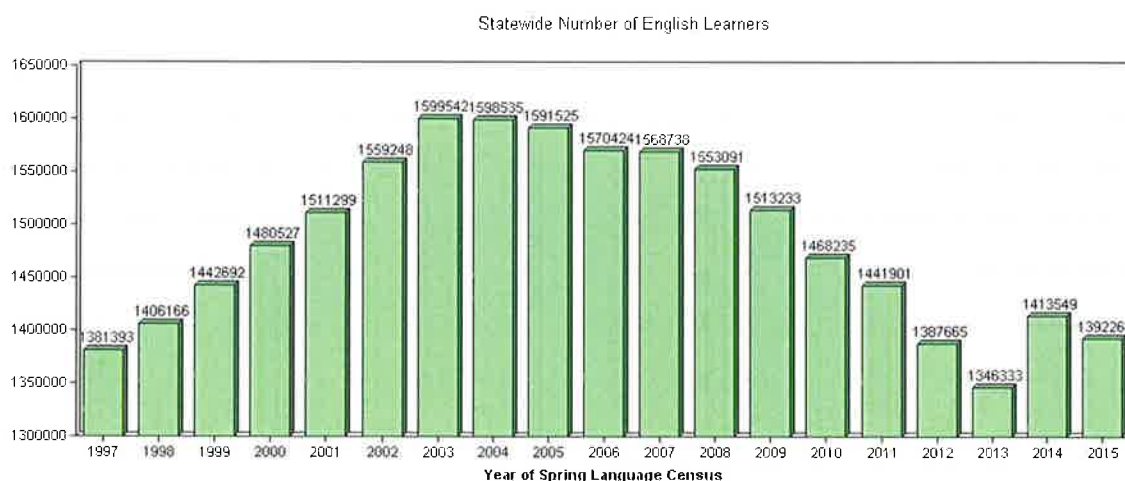


Chart Director (unregistered) from www.advsofteng.com

Data Quest reports indicate that, in **2015** there were **1,392,263** English learners; **83.53%** of these speak Spanish; 72.71% have been designated fluent English speaking (FEP); and that the total percent of enrollment that is EL and FEP is 33.92%. Further, it was reported in 2014-2015 that some 31 percent of students with special needs in California are EL, substantially higher than the 22 percent in the K–12 population (taken from the CDE Casemis data 2014-2015).

Review of Laws & Regulations Governing Instruction for ELs California Laws & Regulations.

Proposition 227, enacted in 1998, was one of the most controversial policies affecting EL students in the State of California. Proposition 227 changed the way that "Limited English Proficient" (LEP) students are taught in California. Some educators were concerned this law "limited access to bilingual education by requiring that EL students be taught "overwhelmingly" in English by the teaching personnel in a Structured English Immersion (SEI) or English Language Mainstream (ELM) classroom. State legislation left the interpretation of "overwhelmingly" to individual districts. This law did; however, provide parents the right to seek a *Parental Exception Waiver* so that their child may participate in a bilingual program. In 2016 SB 1174 overturned Proposition 227. This bill deleted the *sheltered English immersion* requirement and waiver provisions of Proposition 227, and instead provides that school districts and county offices of education shall, at a minimum, provide ELs with a structured English immersion program, as specified. The bill authorizes parents or legal guardians of pupils enrolled in the school to choose a language acquisition program that best suits their child. Although IEP teams determine the language of instruction for ELs with disabilities, this law will most likely result in more availability of bilingual programs which will provide more access and greater benefit to this subgroup of learners with unique language learning needs (Jepsen & De Alth, 2005).

Federal Regulation - Every Student Succeeds Act (ESSA).

In 2015, Every Student Succeeds Act (ESSA) reauthorized the federal Elementary and Secondary Act and replaced *No Child Left Behind* (NCLB). Overall, the new law provides states more authority on standards, assessments, accountability, supports and intervention. The new reporting requirements under Title III requires that States and LEAs report the number and percentage of ELs who are making progress toward achieving English language proficiency in the aggregate and disaggregated by English learners with disabilities, as well as must separately report ELs with disabilities. Professional Development: Under ESSA, *professional development includes activities that are designed to give teachers of children with disabilities or children with developmental delays and other instructional staff, the knowledge and skills to provide instruction and academic support services including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations.* In addition to professional development; under Section 3115 (c) (1)-(3), an LEA must also now conduct a third activity, which is providing and implementing other effective activities and strategies that enhance or supplement IEPs for EL students. This must include parent, family and community engagement activities, and may include strategies that serve to coordinate and align related programs prior to ESSA, an LEA was required to use its Title III funds for two required activities: professional development and providing an IEP. Under Section 3115(c)(1)-(3) of the ESEA, an LEA must still conduct these two required activities, but must also now conduct a third activity: providing and implementing other effective activities and strategies that enhance or supplement IEPs for ELs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs.

An LEA may also use Title III funds for a number of permissible activities listed in Section 3115(d) of the ESEA. *These activities include, for example, providing community*

participation programs, family literacy services, and parent outreach and improving the instruction of ELs, which may include English learners with disabilities, by acquiring or developing educational technology and accessing electronic networks. Under ESSA's Title I, state accountability plans for elementary and middle schools must now include four components:

1. Students' achievement on academic content assessments;
2. A measure of student growth or other academic indicator;
3. A non-academic **indicator** of school quality; and,
4. ELLs' "progress in achieving English language proficiency"

Additionally, under the **Every Student Succeeds Act** (ESSA), accountability for "ELLs" performance shifted from **Title III** — which targets aid exclusively for English language acquisition programs — to **Title I**. This may potentially provide more funding to address the needs of ELs. Most of the provisions of ESSA will not take effect until 2017-2018.

Below is specific ESSA guidance from the US Department of Education regarding "ELLs" with Disabilities:

1) What are the new requirements under Title III for English learners with disabilities and how can States, LEAs, and schools use this data to improve instruction for English learners with disabilities?

The ESEA supports States' efforts to accelerate the progress of ELs in several ways. These include acknowledging the diversity of ELs and drawing attention to subgroups of ELs by requiring that certain data reported under Title III be disaggregated by English learners with disabilities. Specifically, the new reporting requirement under Title III of the ESEA requires that States and LEAs report the number and percentage of ELs in the programs and activities who are making progress toward achieving English language proficiency in the aggregate and disaggregated, at a minimum, by English learners with disabilities. It also requires that the data on former ELs be disaggregated by English learners with disabilities (ESEA Section 3121(a)(2), (a)(5)).

Additionally, although not required by Title III, States, LEAs, and schools are encouraged to consider further disaggregating the data on English learners with disabilities' attainment of English language proficiency, and the number and percentage of English learners with disabilities who have not attained proficiency within five years of initial classification as an EL. States, LEAs, and schools should use the Title III data on English learners with disabilities to inform program planning, staff professional development, and instructional decision-making. These data can also inform program improvements and help LEAs and States determine instruction to address gaps in achievement.

2) How do the new Title III reporting requirements differ from the IDEA reporting requirements for English learners with disabilities?

The new Title III reporting requirements are intended to track progress toward achieving English language proficiency for students identified as ELs, including English learners with disabilities. There is no similar reporting requirement under Section 618 of the IDEA. Rather, under Section 618 of the IDEA, States must continue to report data each year

to the Secretary and the public on the number and percentage of children with disabilities by race, ethnicity, gender, limited English proficiency status, and disability category in specified areas, including the number and percentage of children who are receiving special education and related services on the State-designated child count date (Part B Child Count Data); the educational environment in which they are receiving services on the State-designated child count date (Part B Educational Environments Data); and how they exit special education (e.g., graduate with a regular high school diploma, receive a certificate, or dropout) (Part B Exiting Data). (IDEA Section 618, 20 U.S.C. §1418(a)(1)).

3) What should SEAs and LEAs consider when determining the effectiveness of teachers and professional development for teachers who teach English learners with disabilities?

Instruction for English learners with disabilities should take into account their specific special education and related services needs, as well as their language needs. Teachers should have an understanding of the second language acquisition process, and how this might be influenced by the child's individual development, knowledge of EL effective instructional practices and, if relevant, the child's disability. Note that under the IDEA, States and LEAs must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of Part B of the IDEA are appropriately and adequately prepared and trained, and that those personnel have qualifications and personnel development requirements apply to personnel serving English learners with disabilities.

4) What guidance and resources are available to assist States, LEAs, and school staff in providing appropriate instructional and assessment accommodations for English learners with disabilities?

Federal resources to support States in this area are available through Department-funded technical assistance centers such as the National Center for Educational Outcomes (NCEO) and the Center for Parent Information and Resources (CPIR). CPIR provides an annotated list of resources that address how to make determinations regarding accommodations; below are some examples.

- Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities. This includes fact sheets and teacher tools.
www.osepideasthatwork.org/toolkit/accommodations_manual.asp;
- Online Accommodations Bibliography: NCEO resource on the range of possible accommodations and what empirical research studies have to say about the effects of various testing accommodations for students with disabilities.
www.cehd.umn.edu/NCEO/OnlinePubs/AccommBibliography/AccomStudies.htm;
- Special Topic Area: Accommodations for Students with Disabilities. NCEO answers frequently asked questions about testing accommodations for students with disabilities, discusses State policies and research in this area, and offers a number

English Language Development Standards

In November 2012, the California State Board of Education adopted new English Language Development (ELD) Standards aligned with the Common Core State Standards. The state is in the process of transitioning from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC – see Section II).

Other federal regulations and case law related to English learners in special education have also been influential as noted below:

- Civil Rights Act (1964)
- 1970 – It is a violation to exclude children from effective participation in school because they can't understand English.
- Diana vs. State Board of Education (1970) – One cannot identify a child as mentally retarded based on IQ tests administered in English. The child must be assessed in his or her first language and in English or use nonverbal IQ tests utilized.
- Larry P. vs. Riles – One cannot use IQ tests with African American students – thus, tests must be validated for use with specific populations. Individuals with Disabilities Education Act (IDEA) (1975; 1997 & 2004 amendments) – *ELs are not eligible for services if their learning problems are primarily the result of environmental, cultural, or economic disadvantage. Evaluation and placement procedures must be conducted in the child's native language, unless it is not feasible to do so. Parents must understand proceedings of IEP meetings to provide informed consent. They must know they have the right to an interpreter at no cost. The multidisciplinary team must consider the language needs of ELs when developing, reviewing or revising IEPs.* (Artiles & Ortiz, 2002; IDEA 2004)

Intended Audience

LEAs (including school districts, county offices of education, and charter schools) are required by state and federal laws to implement programs and services to ensure that all ELs, including those with disabilities, become fluent in English and achieve academically in school. This resource book is intended to assist general and special education administrators and teachers, other special education staff, and English language support staff in fully understanding the needs of K-12 ELs who may have disabilities. This resource book provides information that may a) help prevent premature and/or inappropriate identification as students with disabilities; b) identify ELs who have disabilities requiring special education services; c) implement the IEP process for these students; and d) monitor each student's progress as they move toward meeting the linguistically appropriate goals established by their individualized education program (IEP) team.

Since each child's language proficiency and academic needs differ so widely, it is inappropriate to create a single structure to guide districts in assessing these students and determining how to meet their specific academic and language needs. Only when

special education, general education, and EL program staff are working closely together can the needs of ELs with disabilities be effectively supported in an education environment. This resource manual provides an overview of the key issues and a general process for effectively addressing their needs as learners. In order to ensure that there is the appropriate allocation of resources for program improvement efforts related to ELs with disabilities, district and site level leadership should be provided with professional development in the following areas:

- Principles of Second Language Acquisition
- Early Intervention & Response to Intervention for EL Students
- IDEA & State Legal Requirements Related to Identification of English Learners With Disabilities and IEP Requirements
- English Language Development for English Learners With Disabilities
- Effective Delivery and Instructional Content Design for ELs With Disabilities
- How to Promote Effective Collaboration Between General Education, Special Education, and English Learner Professionals

(See Appendix # B4 *Excerpts from English Learners and the Common Core Standards and B5 Proficiency Level Descriptors for California English Language Development Standards* (will be aligned to ELPAC beginning in 2018))

Overview of Second Language Acquisition Theory

An understanding of second language acquisition theory can improve the ability of general and special education teachers to serve the culturally and linguistically diverse students in their classrooms or on their caseloads (Fillmore & Snow, 2000; Hamayan et al., 2007). Current theories of second language acquisition are based on years of research in a wide variety of fields, including linguistics, psychology, sociology, anthropology, and neurolinguistics (Freeman & Freeman, 2001).

One concept endorsed by historical theorists is that of a continuum of learning that is predictable and consists of sequential stages of language development in which the learner progresses from no knowledge of the new language to a level of competency closely resembling that of a native speaker. These theories have resulted in the identification of several distinct stages of second language development (Krashen, 1981). Understanding that students are going through a predictable and sequential series of developmental stages helps teachers predict and accept a student's current stage, while modifying instruction to encourage progression to the next stage. Based on current theoretical constructs, second language acquisition is now viewed as a complex, gradual, nonlinear, and dynamic process versus being a linear process where students learn listening, speaking, reading and writing as separate processes (Larsen-Freeman & Long, 1991). We now know that second language learners progress from one level of proficiency to another with varying degrees.

Krashen's *Affective Filter Hypothesis* is another concept that has found wide acceptance with both researchers and EL instructors (Krashen, 1981; Krashen & Terrell, 1983). This theory suggests that an individual's emotions can directly interfere or assist in the learning of a new language. According to Krashen (1981), learning a new language is different from learning other subjects because it requires public practice. Speaking out in a new language can result in anxiety, embarrassment, or anger. These

negative emotions can create a kind of filter that blocks the learner's ability to process new or difficult words. Classrooms that are fully engaging, nonthreatening, and affirming of a child's native language and cultural heritage can have a direct effect on the student's ability to learn by increasing motivation and encouraging risk taking.

Krashen's stages of 2nd language acquisition are identified in the chart on the following page.

KRASHEN's STAGES OF ENGLISH LANGUAGE DEVELOPMENT

STAGE	NAME	TIMELINE	CHARACTERISTICS	EDUCATIONAL IMPLICATIONS
Stage I	Silent/Receptive or Preproduction Stage	10 hours to 6 months	Student has up to 500 receptive words Able to understand new words made comprehensible; involves "silent period" but can use gestures, yes, no, etc.	Teacher should not force students to speak until they are ready Provide structured English instruction with comprehensible input & first language support for instruction
Stage II	Early Production Stage	Approximately 6 months after preproduction stage	Student has developed up to 1,000 receptive/active words they can use Student is able to speak in one or two word phrases; able to give short answers to simple questions	Teachers should ask questions that require simple answers such as "yes" or "no" or "who, what, where, or when" questions Provide structured English instruction with comprehensible input & first language support for instruction
Stage III	Speech Emergence Stage	Approximately 1 year after early production stage	Student has developed up to 3,000 receptive/active words they can use Student is able to state short phrases; can ask simple questions; able to produce longer sentences (there may be grammatical errors)	Teachers can start to expand questions and conversations in English Students need structured English instruction; will benefit from SDAIE & primary language support for core subjects
Stage IV	Intermediate Language Proficiency Stage	Approximately 1 year after speech emergence	Student has developed up to 6,000 receptive/active words they can use Student can make complex statements; state opinions; ask for clarifications; and share thoughts	Teachers can use more complex questions and conversations in English Students can be fully mainstreamed with English speaking peers
Stage V	Advanced Language Proficiency Stage	5 to 7 years	Student has developed some specialized content area vocabulary Student is able to participate fully in grade level activities; able to speak English comparable to same age native speakers	Teachers can provide instruction in English as comparable to that of native speakers Provide primary language support when needed

(Krashen, 1981)

A concept endorsed by most language acquisition theorists is Krashen's *comprehensible input hypothesis* which suggests that learners acquire language by "intaking" and understanding language that is a "little beyond" their current level of

competence (Krashen, 1981). For instance, a preschool child already understands the phrase "get your crayon." By slightly altering the phrase to "get my crayons," the teacher can provide an appropriate linguistic and cognitive challenge by offering new information that builds off prior learning and is therefore comprehensible. Providing consistent, comprehensible input requires a constant familiarity with the ability level of students in order to provide a level of "input" that is just beyond their current level.

Research by Swain and Lapkin (1995) extended this concept to include "*comprehensible output*". According to several studies, providing learners with opportunities to use the language and skills they have acquired, at a level in which they are competent, is almost as important as giving students the appropriate level of input. Another theory that has directly influenced classroom instruction is Cummins' (1996) distinction between two types of language: basic interpersonal communications skills (BICS) and cognitive academic language proficiency (CALP). Research has shown that the average student can develop conversational fluency within two to five years. Developing fluency in more technical, academic language can take from four to seven years depending on many variables such as language proficiency level, age and time of arrival at school, level of academic proficiency in the native language, and the degree of support for achieving academic proficiency (Cummins, 1996; Thomas & Collier, 1997).

Cummins expanded this concept to include two distinct types of communication, depending on the context in which it occurs:

- 1) Context-embedded communication provides several communicative supports to the listener or reader, such as objects, gestures, or vocal inflections, which help make the information comprehensible. Examples are a one-to-one social conversation with physical gestures or storytelling activities that include visual props.
- 2) Context-reduced communication provides fewer communicative clues to support understanding. Examples are a phone conversation, which provides no visual clues, or a note left on a refrigerator.

Similarly, Cummins distinguished between the different cognitive demands that communication can place on the learner:

- 1) Cognitively undemanding communication requires a minimal amount of abstract or critical thinking. Examples are a conversation on the playground or simple yes/no questions in the classroom.
- 2) Cognitively demanding communication, which requires a learner to analyze and synthesize information quickly and contains abstract or specialized concepts. Examples are academic content lessons, such as a social studies lecture, a math lesson, or a multiple-choice test.

Understanding these theories can help teachers develop appropriate instructional strategies and assessments that guide students along a continuum of language development, from cognitively undemanding, context-embedded curricula, to cognitively demanding, context-reduced curricula. A basic knowledge of language acquisition theories is extremely useful for classroom teachers and directly influences their ability to provide appropriate content-area instruction to EL students. It is especially important in those schools or districts where limited resources result in little or no instructional support in a student's

native language. In these "sink-or-swim" situations, a committed mainstream teacher with a clear understanding of language acquisition can make all the difference.

Review of Laws & Regulations Governing Instruction for ELs

It is important that educators understand the major state and federal policies affecting EL students. According to Jepsen and de Alth (2005), Proposition 227, enacted in 1998, is one of the most controversial policies affecting EL students in the State of California. They state that this law "limits access to bilingual education by requiring that EL students be taught "overwhelmingly" in English by the teaching personnel in a Structured English Immersion (SEI) or English Language Mainstream (ELM) classroom. State legislation leaves the interpretation of "overwhelmingly" to individual districts". This law did; however, provide parents the right to seek a *Parental Exception Waiver* so that their child may participate in a bilingual program.

Equally important to the education of EL students is the federal No Child Left Behind Act (NCLB) (Jepsen & de Alth, 2005). In addition to its English proficiency goals, Title III of the NCLB Act provides funding to help ELs and immigrant students. NCLB requires yearly improvements in academic achievement for EL students. Measurement of English learner achievement is tracked through "Annual Measurable Achievement Objectives" (AMAOs) each year. The performance targets for English learners are equal to those set for all students. AMAO 1 requires EL students to show progress in attaining English proficiency, as measured by the California English Language Development Test *(CELDT). AMAO 2 requires EL students to demonstrate Proficiency on the *CELDT. AMAO 3 requires the EL subgroup to meet Adequate Yearly Progress (AYP) objectives at the LEA level. EL students demonstrate annual growth on the *CELDT in one of 3 ways, depending on their CELDT performance the previous tested year*:

- 1) If an EL earned an Overall level of Beginning (1), Early Intermediate (2), or Intermediate (3) on the *CELDT the previous year, he or she must gain a minimum of one performance level Overall for the current year. For example, if an EL student scored Early Intermediate (2) on the CELDT Overall in 2009, he or she must score at least Intermediate (3) on the *CELDT Overall in 2010.
- 2) If an EL earned an Overall level of Early Advanced (4) or Advanced (5) on the *CELDT the previous year but was not yet classified as Proficient on the *CELDT, he or she must achieve proficiency on the *CELDT for the current year. A student in grades 2-12 is considered Proficient on the *CELDT only when he or she earns a performance level of 3 (Intermediate) or above in every domain and also a 4 (Early Advanced) or above Overall. K-1 students, however, only have to meet this criteria for Listening, Speaking, and Overall in order to score Proficient. Only when an EL student scores Proficient on the *CELDT should he or she be considered for reclassification.
- 3) If an EL earned the Proficient status on the *CELDT the previous year, he or she maintain that level for the current year. ELs with disabilities frequently do not show the required growth to meet the Title III accountability measures, and many times this is due to their disabilities versus inadequacy in their English development instruction.

- * Note: the CELDT English language proficiency test will be phased out in the spring of 2018 and will be replaced by the *English Language Proficiency Assessment in California (ELPAC)*

English learners with disabilities are expected to meet both the targets set for students in special education and English learners. Therefore, LEAS need to ensure that English learners in special education have access to and are provided English language development services with fidelity that are closely monitored.

Program Monitoring and Compliance for ELs With Disabilities

As per the California Department of Education (CDE) email communication, the following items are reviewed during an FPM review for ELs, to include ELs with disabilities:

- Each EL receives a program on instruction in English language development (ELD) – **this includes ELs with an IEP**
- Each EL with disabilities is assessed annually for ELD using accommodations, modifications on CELDT or alternate assessment to CELDT
- For LEAs receiving Title III funds, within 30 days after beginning of school year,... the parents/guardians of initially identified ELs and annually thereafter must be notified of program placement - **this includes ELs with an IEP**

Note: Some LEAs have reported that reviewers will check compliance related to alternate assessment to CELDT and IEP team participants to ensure that persons with expertise in language development are present at the IEP.

Assessment, Identification, and Programs for English Learners

This section on assessment, identification, and programs for English learners (ELs) covers the following topics: California's Statewide Assessment System, the Home Language Survey (HLS), assessment of ELs in California, identification of English learners, instruction and program options for ELs in California, responsibility for monitoring and reclassification of ELs, curriculum and instruction for ELs, and staff certification requirements for teaching ELs.

California Assessment of Student Performance and Progress (CAASPP) System

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing Reporting (STAR) Program, which became inoperative on July 1, 2013.

The California Assessment of Student Performance and Progress (CAASPP) was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program.

California required the State Superintendent of Public Instruction to consult with specific stakeholder groups in developing recommendations for the reauthorization of the statewide pupil assessment system to bring school curriculum, instruction, and the state assessment system into alignment with the common core state standards. AB 484 established the new California Assessment of Student Performance and Progress (CAASPP) System.

On January 1, 2014, California *Education Code* Section 60640 established the CAASPP system of assessments. The table below illustrates the overview of the California Assessment System.

	Formative Assessment	Diagnostic Assessment	Interim/Benchmark Assessment	Summative Assessment
Description	• Process teachers and students use to continuously gather evidence of student learning • Evidence is used to adapt instruction on moment-to-moment and day-to-day bases • Requires evidence gathering that provides diagnostic information	• Formal strategies and/or tools used to identify specific strengths and weaknesses in student learning relative to specific learning standards and/or goals • Focused on individual students	• Assessment administered at specified intervals over the course of the academic year • Compares student learning or performance against set of learning standards or objectives • May be common across classes or schools	• Measures students' knowledge and skills relative to specific learning standards or goals • Also referred to as a "culminating assessment" • May be "high stakes"

It is important to note that Assembly Bill 484 exempts English learners who have been attending school in the United States less than 12 months from taking the Smarter Balanced English-Language Arts assessments. All English learners, including recently arrived English learners, are required to take the Smarter Balance mathematics assessments.

For additional information regarding AB 484, please consult the following web page for related questions and answers <http://www.cde.ca.gov/ta/tg/sa/ab484qa.asp> **Testing Accommodations and Modifications for ELs**

The Smarter Balanced tests are designed so that all students—including students who are learning English or have special needs—can participate in the tests and demonstrate what they know and can do. Thus, the end-of-year test includes accessibility resources that address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

The accessibility resources built in to the Smarter Balanced Assessment incorporate principles of *Universal Design for Learning* (UDL) – flexible learning environments that accommodate learning differences to include those of ELs. They include Braille, Spanish translations, videos in American Sign Language, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages. Each of these accessibility resources was built with students in mind and would be cost prohibitive for any state to create on its own. The accessibility resources include:

- ✓ **A set of universal tools** – such as a digital notepad and scratch paper – are available to all students.
- ✓ **Designated supports** – like a translated pop-up glossary – are available to students for whom a need has been identified by school personnel familiar with each student's needs and testing resources.
- ✓ **Accommodations** are available to all students with a documented need noted in an Individualized Education Program (IEP) or 504 plan. Accommodations include Braille and closed captioning, among others.
- ✓ **The Individual Student Assessment Accessibility Profile (ISAAP)** tool and training module support educators in selecting accessibility resources that match student access needs.

All of the Smarter Balanced assessments were created through collaborative work with educators, students, and experts in the field to design and test the assessment system. The assessment authors work with advisory panels on English language learners and students with disabilities to ensure that the assessments are developed using principles of Universal Design and research-based best practices.

(See Appendix # B2 English Learner Test Variations (2017) Matrix Two (CELDT Excerpts)

Assessment of English Learners in California

Upon enrollment, every family completes a home language survey. There are two types of measures used with ELs: individual assessment such as the CELDT and group assessments like those used in the CAASPP.

Home Language Survey (HLS)

When parents or guardians first register their child for school, they complete a HLS that indicates what language(s) is spoken in the home. The survey is a form administered by the school district to be completed by the pupil's parent or guardian at the time of first enrollment in a California public school indicating language use in the home, which, if completed, fulfills the school district's obligation (Education Code (EC) 60810). A sample home language survey is available on the California Department of Education (CDE) English Learner Forms Web page at <http://www.cde.ca.gov/ta/cr/el/forms.asp>. The California State Board of Education approved the following guidelines for interpreting the sample survey:

If a language other than English is indicated on:

- Any of the first three questions, student should be tested with the CELDT;
- The fourth question, student may be tested at the LEA's discretion (CELDT Information Guide).

ELP Assessment In California

The English Language Proficiency Assessments for California (ELPAC) will be the successor to the California English Language Development Test (CELDT). The CELDT is the current required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards, and will be comprised of two separate ELP assessments:

- An initial identification of students as English learners
- An annual summative assessment to measure a student's progress in learning English and to identify the student's ELP level **ELPAC Implementation Timeline.**
- The current ELPAC timeline for upcoming school years is as follows:

2016–17 School Year

- Summative Assessment Field Test Window (for selected local educational agencies): March 6–April 14, 2017

2017–18 School Year

- Initial Assessment Field Test Window (for selected local educational agencies): August 28–September 22, 2017
- First Operational Summative Assessment Administration: proposed February 1–May 31, 2018
- Information about the Summative and Initial Field Tests is available on the [Test Administration](#) page.

2018–19 School Year

- First Operational Initial Assessment Administration: beginning July 1, 2018

 Comparison of the CELDT to the ELPAC	
CELDT	ELPAC
Aligned with the 1998 English Language Development (ELD) Standards with five proficiency levels	Must be aligned with the 2012 ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
One test used for two purposes: initial assessment and annual assessment	Two separate tests for two purposes: (1) initial identification, and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four-month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grade/grade spans: K–1, 2, 3–5, 6–8, and 9–12	Seven grade/grade spans: K, 1, 2, 3–5, 6–8, and 9–10, and 11–12
Reported in five performance levels	Proposed four performance levels
Reporting domains: Listening, Speaking, Reading, and Writing	Reporting domains: Listening, Speaking, Reading, and Writing

The proposed first administration of the ELPAC in California public schools is slated to begin with the summative assessment in Spring of 2018. The first administration of the initial diagnostic ELPAC screener is slated to begin in the fall of 2018.
<http://www.elpac.org/>

Alternative Assessment to ELPAC

Most students with disabilities will be able to participate in the ELPAC. For those students whose disabilities make it impossible for them to participate in one or more domains of the ELPAC, their IEP teams may recommend accommodations, modifications, or an alternate assessment (See EC 56345). The current ELPAC Information Guide available on the California Department of Education website includes a **Participation Criteria Checklist for Alternate Assessments** (see Appendix 1A) to assist LEAs and schools in planning for the administration of the ELPAC to students identified with an IEP or Section 504 Plan and for reporting their results. Go to <http://www.cde.ca.gov/ta/tg/ep/documents/celdt1618guide.pdf>. Since modifications and alternate assessments “fundamentally alter what the ELPAC measures”, students taking alternative assessments receive the lowest obtainable scale score (LOSS) on each domain affected and Overall. In addition, “The LOSS will be used to calculate the AMAOs. If the student is not reclassified, the LOSS will be entered as the most recent previous scale score(s) at the next year’s administration of the ELPAC. In accordance with EC 56342(a) and 56345, the initial identification of English fluency, reclassification, and other instructional decisions should be made by the IEP team based on the results of the modified CELDT or, if used, the alternate assessment along with other local assessment information about the student’s English language fluency” (ELPAC Information Guide, p. 13). “The CDE does not make specific recommendations about which alternate assessment instruments to use. The appropriate alternate assessment must be identified annually in a student’s IEP, and the IEP team should include an “ELD specialist” or person with second language expertise whenever possible” (see current CELDT Information Guide).

Below is a list of assessment tools that LEAs around the State of California may use as alternatives to ELPAC for students that are precluded from taking one or more sections of ELPAC.

**ALTERNATIVE ASSESSMENT TO STATEWIDE ELD
ASSESSMENTS FOR ENGLISH LANGUAGE WITH MODERATE TO SEVERE
DISABILITIES**

Assessment Name	Skills Assessed	Publisher
Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)	Listening, Speaking, Reading, Writing literacy	Ventura County SELPA

Note: VCCALPS is the only known tool that meets State Department of Education requirements that is available to schools in California.

Identification of English Learners

One of the purposes of the ELPAC is to identify students who are limited English proficient (LEP). EC Section 306(a) defines an LEP student as a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. For all students in transitional kindergarten through grade twelve (TK–12), upon first enrollment in a California public school, the LEA uses a standardized procedure to determine a student's primary language. This procedure usually begins with a home language survey (HLS), which is completed by the parents or guardians at the time the student is first enrolled" (ELPAC Information Guide).

All students in TK–12 whose primary language is not English must take the ELPAC as an initial assessment to determine if they are English learners within 30 calendar days after they are first enrolled in a California public school or 60 days prior to instruction, but not before July 1, per ELPAC regulations. The ELPAC also must be given annually as an all to students identified as English learners until they are reclassified as fluent English proficient (RFEP) (CELDT Information Guide). The following are the guidelines for meeting the ELPAC criteria for English fluency:

Grades K-1 (includes Transitional Kindergarten students)

- Overall performance level is below early advanced
- Domain scores for Listening and Speaking are below the intermediate level

Note: For TK–1, if the above criterion is met, the domain scores for Reading and Writing are not required to be at the Intermediate level for an Initial Fluent English Proficiency (IFEP) designation

Grades 2-12

- Overall performance level is Early Advanced or higher, and
- Domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher.

- The above criteria for students in grades 2–12 should be met for an IFEP designation.

LEAs may determine if a student with disabilities is not able to access the ELPAC in order to provide meaningful data about language proficiency upon entry. The LEA must then utilize other assessment alternatives to determine proficiency at entry.

Assembly Bill 2193, signed in September 2012, added new Education Codes to definitions and reporting requirements. A “long-term English learner meets the following criteria: is enrolled in any of grades 6-12, inclusive; has been enrolled in schools in the United States for more than six years; has remained at the same English language proficiency (ELP) level for two or more consecutive years as determined by the ELPAC or any successor test; and scores far below basic or below basic on the English-language arts standards-based achievement test or any successor test. An “English learner at risk of becoming a long-term English learner” means an EL who fits the following description: is enrolled in any of grades 5-11, inclusive; is in schools in the United States for four years; scores at the intermediate level or below on the CELDT or any successor test (i.e., the ELPAC); and scores in the fourth year at the below basic or far below basic level on the English-language arts standards-based achievement test or any successor test. If funding is provided, the CDE will have to report these EL numbers on its Website.

California English Language Development Standards

Assembly Bill 124, signed into law in October 2011, required the State Superintendent of Public Instruction (SSPI) to convene a group of experts in English language instruction, curriculum, and assessment to assist in updating, revising, and aligning the state’s English language development (ELD) standards. As of November, 2012 there are now revised ELD Standards. Some key features of the 2012 ELD standards include:

- A set of ELD standards for each grade level, Kindergarten through grade 8, and for the high school grade spans 9-10 and 11-12;
- Correspondence to CCSS ELA (Common Core State Standards English Language Arts) standards noted for each ELD standard ;
- Three English language proficiency levels: Emerging, Expanding, and Bridging;
- Standards organized into:
 - Three language modes: collaborative, interpretative and productive, and
 - Three categories under the headings of learning about how English works: structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas.

The 2012 ELD standards are designed to:

- 1) Be used in tandem with CCSS for ELA and Literature;
- 2) Highlight and amplify the critical language uses, knowledge about language, and skills using language in the CCSS necessary for ELs to be successful in school
- 3) Provide fewer, clearer, higher standards so teachers can focus on what’s most important.

California's ELD Standards describe the knowledge, skills, and abilities in English as a new language that are expected at exit from each proficiency level, with the highest level, Bridging, being aligned to California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical subjects. These exit descriptors signal high expectations for ELs to progress through all levels to attain the academic English language they need to access and engage with grade level content in all content areas. It is important to note that the proficiency level descriptors specifications at "early stages" and at "exit" for each of the three levels provide valuable information that can be used for determining meaningful performance level distinctions based on assessment results. Further information about The California ELD Standards and Proficiency Level Descriptors (rubric) for the standards are displayed in Appendix B4.

Instructional Programs & Methodology for English Learners in California An English language classroom is the placement for all ELs in California, unless a parental exception waiver is granted for an alternate program. In addition, it is required that all ELs, regardless of the program they are being served in, be provided with English Language Development (ELD) and Specially Designed Academic Instruction (SDAIE). A description of each is provided below:

English Language Development (ELD).

ELD consists of instruction of English designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of the EL student. All ELs, regardless of placement, must receive ELD appropriate to their proficiency level (CTC, 2007). During the regular day, differentiated ELD instruction appropriate to the English proficiency level of each EL must be provided by an authorized teacher until the student is reclassified. Districts are to provide ELs with instruction using whatever materials are deemed appropriate that are specifically designed to enable students to acquire academic English rapidly, efficiently, and effectively. LEAs must provide EL students at the secondary level a *prescriptive English language program* for not less than one full period a day or its equivalent (see E.C. 52163).

Specially Designed Academic Instruction in English (SDAIE).

SDAIE is an instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class. Prior to 1994, the term *sheltered English instruction strategies* was used to describe this type of instruction (CTC, 2007). All EL students should receive SDAIE, and, if necessary and reasonably possible, primary language support. School districts are required to continue to provide additional and appropriate educational services to ELs until they have met reclassification criteria. This means that ELs must be provided with ELD and SDAIE as needed, until they are reclassified as fluent English proficient (RFEP).

Curriculum and Instruction for English Learners

ELs must be provided access to curricular materials aligned to the California Common Core State Standards. These are state-adopted instructional materials in mathematics, science, reading/language arts, and history/social science that are consistent with the content and cycles of the curriculum frameworks and include universal access features that address the needs of ELs (see Appendix A1, A2, A3, & A4 for lists of curricular materials appropriate for EL students).

Common Core Standards support many aspects of what research promotes as needed for English Learners and open the door for implementation of powerful approaches that have been difficult to implement in the past. *Californians Together* (2014) stress the following related to implementation of the Common Core Standards for ELs:

- Common Core Standards call for attention to literacy and language across the curriculum both as subject and vehicle for learning. They call upon all academic content teachers to focus more explicitly upon the vocabulary, oral language and discourse patterns so essential to participation in academic work – and so foundational to the development of language among English Learners. As a result, all teachers (not just ELD teachers) will need an understanding of literacy and language, and the strategies to promote active engagement with language in the classroom.
- Common Core Standards call for collaboration and teamwork as a key component of instruction, and recognize that students need to develop the skills for collaborative engagement in academic work. (e.g., Anchor Standard #1 Speaking and Listening). This understanding of the role of “language in action” opens the door for more project based and inquiry-based teaching and learning, the active use of language in the context of inquiry and collaborative work, and for the integration of the 4C’s: communication, collaboration, critical thinking, creativity.
- Common Core Standards include language standards for all students, with a focus not just on the conventions of language, but how language functions in different contexts, and choices about uses of language. This elevates the study of language to new levels. In a linguistically diverse society, and for students who encounter and move through multiple language communities, this enhanced focus on language itself is an important development.

Staff Certification Requirements for Teaching English Learners (ELs)

The California Commission on Teacher Credentialing (CTC) requires that teachers of ELs, including special education teachers, attain English learner authorization. The type of certificate, permit, or credential required depends on the type of service or instruction being provided to ELs. As of the 2011-2012 school year the appropriate certificates, credentials, and permits required, according to the type of EL service provided per EC 44258.9, are listed in the chart from the CTC *Administrator’s Assignment Manual* (2007).

Beginning July 1, 2003 –CCTC may only grant initial teaching credentials that include preparation and authorization for instruction of English Learners

- Multiple Subject
- Single Subject
- Education Specialist

California Education Code §44259.5

Below is a chart of recent changes made to credentialing requirements for provision of *English language development (ELD)* through the CCTC.

Route	Authorization
M ultiple Subject Teaching Credentials	SDAIE and ELD in self-contained and core settings
S ingle Subject Teaching Credentials	SDAIE and ELD within the content area(s) authorized on the credential
E ducation Specialist Instruction Credentials	SDAIE and ELD for students with special needs across the full continuum of placement options indicated in the students' IEPs and in alignment with the disability categories authorized by the teacher's credential and authorizations

Frequently Asked Questions

Question: Who can administer the ELAPC?

Response: Employees of the school district, who are proficient in English (e.g., have complete command of pronunciation, intonation, and fluency, and can correctly pronounce a full range of American English phonemes), and have received training (ELPAC Information Guide).

Question: What are the consequences for not administering the ELPAC within 30 calendar days after a student enrolls for the first time in a California public school?

Response: LEAs engage in compliance program monitoring reviews required by the CDE to ensure that they are following the California State Board Adopted Guidelines for Administering ELPAC. Districts that do not adhere to federal regulations related to English learners may be at risk of losing their Title III funds.

Question: What are the ELPAC requirements for annual assessment? Must it be given within the first 30 days of the school year?

Response: The annual testing window for LEAs to administer ELPAC to English learners begins July 1 of each school year and ends October 31 (ELPAC Information Guide).

Question: May a special education teacher provide English Language Development (ELD) services to EL students in their classroom or on their caseload?

Response: Yes. Under the current credentialing requirements, all special education teachers should have the appropriate certification (see CCTC chart above) to provide ELD services to students. It is not a requirement that the special education case manager or teacher provide the ELD services. Provision of services, to include English language development, should be decided by the IEP team.

Question: What if the parent(s) or guardian of a kindergarten student marks the home language survey (HLS) indicating that the student speaks another language in the home on

question 4, but in fact the student is in an environment where both parents speak English and the native language fluently and the child may be fully bilingual? Is it still required for the student to take CELDT?

Response: No, it is at the LEA's discretion whether or not to administer the ELPAC to the pupil. When using the CDE sample HLS, the guidelines indicate that, if a parent or guardian marks "yes" to one of the first three questions on the HLS, the LEA is to administer the CELDT; however, if the parent(s) or guardian of a student marks "yes" on question 4, it is at the discretion of the LEA to administer or not to administer ELPAC.

Question: Are students who use American Sign Language (ASL) as their mode of communication required to take the ELPAC?

Response: No. ASL is not a trigger for identifying a student as an EL, unless parents indicate HLS that a language other than English is used in the home (e.g., Spanish, Korean). *Note: The directions in the R30 Language Census will clarify the information above. ASL is not listed as a language code for a primary language. For purposes of federal and state categorical funding, ASL is not considered a primary language to be used in the designation of the student as an EL.*

Question: Are students who are in a transitional kindergarten (TK) treated as kindergarten students for purposes of initial identification and ELs? **Response:** Yes, students in TK are considered kindergarteners.

Interventions for English Learners Prior to Making a Referral to Special Education

This section provides an overview of prereferral interventions for ELs to include: pre-intervention for English learners, best practices for promoting reading literacy in English learners, a checklist for carrying out the recommendations, response to instruction and intervention for ELs, the role of problem solving teams in the pre-referral process, and frequently asked questions. **Pre-Referral Interventions for English Learners**

There are three categories of English learners who may experience academic difficulties:

- 1) Those with deficiencies in their teaching or learning environment; lack of effective ELD instruction and support;
- 2) Those experiencing academic difficulties not related to a learning disability; interrupted schooling, limited formal education, medical problems, low attendance, high transiency or other factors; and
- 3) ELs that truly have a disability and in need of special education (Artiles & Ortiz, 2002; Saunders, Goldenberg, & Marcelletti, 2013).

Frequently, children from diverse language backgrounds fall behind in English academic environments and are inappropriately labeled as needing special education. Many times ELs struggle academically because of more than one of the three reasons cited above. Therefore, it is the job of professionals that work with ELs to determine if continuing academic difficulties are truly the result of a disability or other factors, and if the student may need a referral to special education. In many instances, students who are ELs may be struggling due to lack of receiving an appropriate education or other factors that serve as barriers to learning. What many ELs really need is more intensive academic support and the opportunity to learn in an appropriate, culturally responsive environment. Meeting the instructional and second language development needs of students who are ELs in the general education setting is a critical first step in determining whether a student's academic struggle is due primarily to a disability or to inadequate instruction (Gersten & Baker, 2000). Artiles and Ortiz (2002) suggest that educators engage in the following two steps prior to referring ELs to special education: 1) analyze the school environment to see if there is appropriate curriculum and instruction for ELs; and, 2) provide prereferral intervention to ELs or RTI that includes screening, observing, intervening, and tracking progress over time.

Based on the literature, the provision of research-based, intensive early intervention services for ELs with disabilities can minimize their being at risk for later school failure. Early intervention means that "supplementary instructional services are provided early in students' schooling, and that they are intense enough to bring at-risk students quickly to a level at which they can profit from high-quality classroom instruction" (Madden, Slavin, Karweit, Dolan, & Wasik, 1991). Provision of intervention services above and beyond the "core", to include *English language development* (ELD) services, may be what many ELs require to be successful. It is recommended that the following steps be taken when it is determined that an EL student is struggling academically:

Step 1: Analyze the School Environment: Determine if there is appropriate curriculum and instruction for ELs being implemented.

Step 2: Provide Pre referral intervention, Multi-Tiered Systems of Support (MTSS) or Response to Intervention (RtI). Determine if prereferral interventions in areas of weakness have been implemented and documented over time, to include progress monitoring outcomes.

Step 3: Referral to Special Education. Assess in native language and English and other best practices for bilingual assessment to rule out language difference versus disability.

There is also evidence to support that ELs that are struggling in reading when compared to their like peers will benefit from intensive early reading intervention. Unless these students receive appropriate early academic intervention in reading, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time (Gersten, et al., 2007).

Snow, et al. (1998) identified the following skills as necessary for developing reading competence in struggling readers, to include ELs:

- Phonemic awareness (i.e., the insight that language is made of individual sounds);
- Concepts about print (e.g., book handling skills, purposes for reading),
- Understanding the alphabetic principle (i.e., the connection between letters and speech sounds);
- Decoding strategies (e.g., blending sounds, using analogies);
- Reading fluency (i.e., reading quickly and accurately with expression); and,
- Comprehension strategies (e.g., using background knowledge to understand a passage).

Without these early skills, a reader cannot understand and construct meaning from text, which is the goal of reading. ELs and students with reading disabilities need direct instruction in the above skills areas to ensure that they acquire reading skills that will increase their later academic success.

Per Ortiz and Yates (2001), several factors are critical to the success of working with English language learners, they include:

- 1) A shared knowledge base among educators about effective ways to work with students learning English;
- 2) Recognition of the importance of the students' native language;
- 3) Collaborative school and community relationships;
- 4) Academically rich programs that integrate basic skill instruction with the teaching of higher order skills in both the native language and in English; and 5) Effective instruction.

Per Ortiz and Yates (2001), five essential components of effective instruction for ELs with disabilities are:

- 1) Provide comprehensible input. Teacher's use of gestures, pictures, demonstrations, etc. to facilitate comprehension is critical;

- 2) Draw on prior knowledge. Teachers provide students opportunities to review previously learned concepts and then teach them to apply those concepts to new learning;
- 3) Organize curricular themes or strands. Teachers organize the curriculum so that themes connect the curriculum across subject areas;
- 4) Provide individual guidance. Teachers provide individual assistance and support to fill gaps in background knowledge; and,
- 5) Provide meaningful access to the core curriculum. Teachers ensure that instruction and materials for ELs with disabilities deal with grade-appropriate content, concepts, and skills.

Best Practices for Promoting Reading Literacy in English Learners

According to Gersten et al. (2007), there are five research-based practices for ensuring that English learners are appropriately identified for special education. Each of the five practices is rated as being strong (high level of positive correlation in the research) or low based (positive correlation evident in research but not as high of level) on the research-based evidence as a best practice. The five practices are included in the following chart on the next page.

Recommendation	Level of Evidence
1) Conduct formative assessments with English learners using English language. These assessments should include measures of phonological processing, letter knowledge, and word and text reading. Use this data to identify English learners who require additional instructional support and monitor their reading progress over time.	Strong
2) Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements: phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Explicit, direct instruction should be the primary means of instructional delivery.	Strong
3) Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned.	Strong
4) Ensure that the development of formal or academic English is a key instructional goal for English learners, beginning in the primary grades. Provide curricula and supplemental curricula to accompany core reading and mathematics series to support this goal. Accompany with relevant training and professional development.	Low

5) Ensure that teachers of English learners devote approximately 90 minutes a week to instructional activities in which pairs of students at different ability levels or different English language proficiencies work together on academic tasks in a structured fashion. These activities should practice and extend material already taught.	Strong
---	---------------

Checklist for Carrying Out the Recommendations:

1) Screen for reading problems and monitor progress

- Districts should establish procedures and training for schools to screen English learners for reading problems. The same measures and assessment approaches can be used with English learners and native English speakers.
- Depending on resources, districts should consider collecting progress monitoring data more than three times a year for English learners at risk for reading problems. The severity of the problem should dictate how often progress is monitored – weekly or biweekly for students at high risk of reading problems.
- Data from screening and progress monitoring assessments should be used to make decisions about the instructional support English learners need to learn to read. Schools with performance benchmarks in reading in the early grades can use the same standards for English learners and for native English speakers to make adjustments in instruction when progress is not sufficient. It is the opinion of Gersten et al. (2007) that schools should not consider belowgrade level performance in reading as “normal” or something that will resolve itself when oral language proficiency in English improves. Provide training on how teachers are to use formative assessment data to guide instruction.

2) Provide intensive small-group reading interventions

- Use an intervention program with students who enter the first grade with weak reading and pre-reading skills or with older elementary students with reading problems. Ensure that the program is implemented daily for at least 30 minutes in small, homogeneous groups of one to three. Research shows that the “intensity” of an academic intervention is related to the size of the instructional group, how frequently intervention is provided (e.g., two to five times per week), the length of each session (e.g. 30–60 minutes), the duration of the intervention (i.e., number of weeks or months for which it is provided), and other factors, including the nature of the intervention, the knowledge and experience of the teacher, and how time is used during each session (Vaughn & Linan-Thompson, 2003).
- Provide training and ongoing support for the teachers via interventionists (i.e. reading coaches, Title I personnel, or para educators) who provide the small group instruction. Training for teachers and other school personnel who provide the small-group interventions should also focus on how to deliver instruction effectively, independent of the particular program emphasized. It is important that this training include the use of the specific program materials the teachers will use during the school year. But the training should also

explicitly emphasize that these instructional techniques can be used in other programs and across other subject areas.

3) Provide extensive and varied vocabulary instruction • Adopt an evidence-based approach to vocabulary instruction.

- Develop district-wide lists of essential words for vocabulary instruction. These words should be drawn from the core reading program and from the textbooks used in key content areas, such as science and history.
- Vocabulary instruction for English learners should also emphasize the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the academic curriculum.

4) Develop academic English

- Adopt a plan that focuses on ways and means to help teachers understand that instruction to English learners must include time devoted to development of academic English. Daily academic English instruction should also be integrated into the core curriculum.
- Teach academic English in the earliest grades.
- Provide teachers with appropriate professional development to help them learn how to teach academic English.
- Consider asking teachers to devote a specific block (or blocks) of time each day to building English learners' academic English.

5) Schedule regular peer-assisted learning opportunities

- Develop plans that encourage teachers to schedule about 90 minutes a week with activities in reading and language arts that entail students working in structured pair activities.
- Also consider the use of partnering for English language development instruction

According to Francis and colleagues, most ELs do not demonstrate significant reading difficulties in the primary grades and only a small percentage of ELs struggle with acquiring automatic word reading skills. However, difficulties are seen when the emphasis shifts from learning to read to reading to learn and reading and comprehending written text becomes central to mastery of the curriculum and to overall academic success. ELs frequently perform poorly on assessments of reading comprehension. They can read words accurately, but they don't necessarily understand the meaning of the words and the overall understanding of the passage or text. It appears there is emerging research in this area; however, it is limited and it is not entirely clear what causes these comprehension difficulties even though an EL student many have well-developed word recognition skills. There is a consensus that for the majority of struggling ELs, their reading fluency, vocabulary, and other skills linked to comprehension of texts (e.g., strategy use) are insufficient to support the effective understanding of written material (Francis, et al., 2006).

ELs would benefit from a better fit between their instructional needs as ELs and their instructional environment in order to prevent some of their academic difficulties. Consideration must be given to school-level factors for ELs such as the fit between the

learner and his or her environment and how this may influence his or her academic success. Francis, et al. (2006) provides the following examples of what must be considered: the learner's educational history, language and literacy ability in their native language, their socio-cultural backgrounds, as well as educational placements and the instructional contexts (e.g., grouping, curriculum) in U.S. schools each have an effect on academic achievement and outcomes in students' second language. By the upper elementary years, ELs must be able to "read to learn", since the majority of the learning comes from written text. Francis and his colleagues propose five guiding principles based on a developmental, conceptual framework reading (there are many factors—individual, instructional, and contextual—that influence reading outcomes):

- 1) The crucial application for reading skills (reading comprehension) required in order to learn new concepts and to develop new knowledge across a range of content areas.
 - 2) In order to plan for effective instruction, educators must have a clear understanding of the specific sources of difficulty or weakness for individual students and groups of students
 - 3) Second language learners often lack the academic language necessary for comprehending and analyzing text.
 - 4) The vast majority of ELs experiencing reading difficulties struggle with the skills related to fluency, vocabulary, and comprehension.
 - 5) When planning instruction and intervention, there is a need to consider the function of the instruction (i.e., preventive, augmentative, or remedial).
- (Francis, et al., 2006)

Multi-Tiered Systems of Support (MTSS) and Response to Intervention for ELs

The California Department of Education Definition of MTSS is: "MTSS ensures equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RtI²) as well as additional, distinct philosophies and concepts" and these include the interventions within the RtI² processes, supports for Special Education, Title I, Title III, support services for English Learners".....

According to West Ed, 2012, MTSS is defined as "a coherent continuum of evidence based, system - wide practices to support a rapid response to academic and behavioral needs, with frequent data - based monitoring for instructional decision- making to empower each student to achieve high standards" (West Ed, 2012). In California the terms RtI and MTSS are sometimes used synonymous; however, MTSS refers to an overall system of support and approach to designing school systems that

(1) efficiently and collaboratively focus resources to provide all students with high quality core instruction and (2) respond to any student's need for differentiated instruction and/or targeted academic or behavioral interventions and supports (Special Edge, 2013).

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RtI as: "...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications of increasingly intensified services using progress monitoring data." Per the National Association of State Directors of Special Education (2005), RtI utilizes a problem

solving framework to identify and address academic and behavioral difficulties for all students, including English learners, using scientific, research-based instruction. Essentially, RtI is the practice of:

- Providing high quality instruction and intervention matched to all student's needs and,
- Using learning rate over time and level of performance to make important educational decisions to guide instruction

Response to Intervention - RTI

RtI practices are proactive and should incorporate both prevention and intervention for all levels from early childhood to high school, for all students, including ELs. It is premised on data-based decision-making for all learners within the system. The essential elements of an effective RtI system should include: 1) Universal Screening

- 2) High Quality Differentiated or Multi-Tiered Instruction
- 3) High Quality English Language Instruction
- 4) Progress Monitoring

Universal Screening: All students, including EL students should be administered screening assessments at the beginning of the school year to determine individualized learning needs and allow for differentiated instruction. Outcome assessments from the previous year may also be used as screening tools or data to inform how to differentiate the instruction for EL students.

The purpose of conducting universal screening assessments is to provide initial information about how to differentiate instruction for EL students and whether some students may be at risk for difficulties in reading, writing or math. Screening assessments can also inform teachers whether or not an academic difficulty is due to a language difference or a learning problem.

Screening approaches or instruments should meet three criteria. First, a good screening tool accurately classifies students as at risk or not at risk for reading failure. Second, the procedure must not be too costly, time-consuming, and cumbersome to implement. Good screens can be administered, scored, and interpreted quickly and accurately. Third, the net effect for students must be positive (Shinn, 1989). This means students identified as at risk for failure must receive timely and effective intervention, and no students or groups should be shortchanged.

One common, user-friendly assessment tool utilized for universal assessment in school systems is the Dynamic Indicators of Early Literacy Skills (DIBELS) assessment system is a frequent choice for a screening and progress-monitoring tool for RtI. Unfortunately, sensitivity and specificity levels for DIBELS are far from the ideal of 90% and 80%, respectively, for predicting reading outcomes measured by standardized tests (Jenkins, 2007; Vanderwood, 2009). It is recommended that educators rank order students based on their critical benchmark performances (as indicated by the universal screening conducted) by three categories (Vanderwood, 2009).

- 1) High Risk students need significant or "strategic" intervention. This should be supplemental instruction.

- 2) Moderate Risk students need “moderate support - in class modifications.” This should be supplemental instruction.
- 3) At or Above Grade Level students functioning at or above grade level do not need supplemental instruction but need regular class instruction (core).

High-Quality Multi-Tiered Instruction.

Research has demonstrated that many reading problems can be prevented by providing high-quality core classroom reading instruction in the early grades, along with supplemental intervention for students who need it (Denton, et al., 2007). Brain imaging research has demonstrated that the way the brain processes information is different in typically developing readers than in those at risk for experiencing reading difficulties; however, these processing patterns in the brains of struggling readers, even those with severe dyslexia, can actually change in a period of a few weeks when they are provided with concentrated, powerful reading instruction (Denton et al., 2007).

Tier 1: What does high quality core reading instruction at Tier 1 usually look like? The overriding research-supported characteristics of high quality reading instruction can be summarized as follows:

- 1) Teach essential skills and strategies.
- 2) Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs.
- 3) Provide explicit and systematic instruction with lots of practice with and without teacher support and feedback, and including cumulative practice over time.
- 4) Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support.
- 5) Don't just "cover" critical content; be sure students learn it; monitor student progress regularly and reteach as necessary.

As schools adopt and begin to make use of programs and approaches that are supported by scientific reading research, it is important that teachers receive the training and support they need to implement these programs well. They should also receive appropriate training on how to address the learning of ELs. There is no silver bullet – the problems of struggling readers are not solved by simply adopting a particular program. What teachers emphasize from these programs and how they deliver instruction matters a great deal. In addition, for ELs, in order for instruction to be “effective,” the assessment as well as instruction must be both *linguistically* and *culturally* appropriate. The teacher who teaches ELs must know their levels of language proficiency in their first language (L1) and second language (L2) when planning assessment and instruction, and provide culturally relevant curricula that reflect the background and experiences of the students (Brown & Doolittle, 2008). When a student that is an EL becomes a focus of concern, the instructional program itself must be examined to determine the match between the demands of the curriculum and the child’s current level of proficiency in the language of instruction. It is important to examine the achievement of the student’s “true peers” (similar language proficiencies, culture and experiential background) to see if they are making adequate academic progress. If several other “true peers” are struggling, this is an indication that the instruction may be a mismatch for the student of concern (Brown & Doolittle, 2008). If the student does not

make appropriate progress after providing instructional modifications such as re-teaching, smaller groupings in the general education classroom, or, if deemed appropriate, receives some instruction in a his/her L1, it may be recommended that he/she receive Tier 2 support.

Tier 2: Reading instruction at this level usually includes supplemental instruction and/or intervention to the core reading instruction that is intensive in nature.

Researchers in the field recommend that, in addition to the core curriculum, reading intervention at this level should be provided a minimum of thirty minutes to one hour daily (Vanderwood, 2009). Also, intervention should be delivered by a specialist or a trained, highly-skilled individual at teaching reading. Tier 2 interventions are supplemental to the general education curriculum. "In other words, students should receive a 'double dose' of instruction targeted at specific goals based on students' needs" (Brown & Doolittle, 2008).

High quality intervention is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for *most* students. Individual responses to even the best instruction/intervention are variable. Selection and implementation of scientifically based instruction/intervention markedly increases the probability of, but does not guarantee, positive individual response. Therefore, *individual* response is assessed in RtI and modifications to instruction/intervention or goals are made depending on results with *individual* students (Batsche, et al., 2005). Go to <http://ies.ed.gov/ncee/wwc/> to view reading programs that scientific research indicates are associated with high rates of learning to read.

Tier 3: Intervention at this level is provided as supplemental instruction above and beyond and in addition to the core curriculum. In some systems, Tier 3 may actually be identification for special education. In other systems, this is the most intensive level of support provided to students outside of identification for special education. This level of intervention often differs from Tier 2 in the intensity defined as the amount of time the intervention is provided and the ratio of students to the instructor. RtI models vary in their conceptualization of Tier 3. In some models, Tier 3 would be considered special education and students who progressed to this tier would automatically qualify for special education services. In other models, children would be provided intensive and individual interventions at this tier while concurrently undergoing an assessment for special education eligibility. Service providers at this level should work in close collaboration with English learner specialists (Brown & Doolittle, 2008). Researchers in the field recommend that intervention at this level be provided a minimum of one or more hours daily with a student to instructor ratio that does not exceed 4:1 (Vanderwood, 2009).

Progress Monitoring.

Ongoing assessments should be conducted frequently to monitor the progress EL students are making toward reaching or exceeding grade level standards. It is recommended that benchmark assessments should be administered at least three times a year, but more frequently depending on student progress and needs. For students experiencing reading difficulties, assessments should be administered weekly, bi-weekly, or monthly, depending on the severity of the problem. Curriculum-embedded

assessments are typically administered every 6–8 weeks, but more frequently depending on the curriculum and student needs (Vanderwood, 2009).

The Role of Multi-Disciplinary Problem Solving Teams in the Pre Referral Process

Many districts use existing teams of professionals such as Student Study Teams (SST), Educational Monitoring Teams (EMT), or Professional Learning Communities (PLCs) to monitor and track students as part of the RtI process. Such teams create a formal process by which a team of education professionals consult on the strengths and weaknesses of an individual student to help improve the child's academic skills. The role of the team is to track and analyze student progress, as well as to make student referrals to higher-level interventions or special education. It has been documented in the research that it is important for such multidisciplinary teams to have in-depth knowledge about second language acquisition. Brown and Doolittle (2008) indicate that the use of RtI without a foundation in culturally and linguistically appropriate instruction may lead to *greater* disproportionality. They also found that most teachers lack the training, expertise, and experience in teaching reading and other subjects to ELs. They feel it is essential to address teacher-related and school-related issues as well as child traits such as being a second language learner. Further, they feel all educators should be knowledgeable in first and second language acquisition principles and culturally responsive methodology, as well as consult with specialists who are trained in differentiating cultural and linguistic differences from disabilities.

Brown & Doolittle (2008) propose the following framework for multi-disciplinary teams to follow when determining the needs of English learners who may be struggling:

- 1) A systematic process for examining the specific background variables or ecologies of ELs (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) that impact academic achievement in a U.S. classroom;
- 2) Examination of the appropriateness of classroom instruction and the classroom context based on knowledge of individual student factors; 3) Information gathered through informal and formal assessments; and, 4) Nondiscriminatory interpretation of all assessment data.

RtI research indicates there are two treatment models: a standard treatment protocol model and a problem-solving model, though in reality, most school districts use a combination of the two (Batsche et al., 2005). Some initial RtI related activities that may occur during the problem solving team process for English learners are:

- The parent, teacher and/or EL staff, as well as other RtI staff members attend and participate in the meeting.
- Background information is reviewed and completed with the parent.
- Review of concerns regarding academic or language acquisition, behavioral, social or emotional progress takes place.
- Specific areas of need are determined (identify the problem)
- Needed interventions established.

- A progress monitoring schedule, person responsible for conducting probes, and the frequency of probes are determined.
- All information should be recorded.

Follow-up Rtl or problem solving team meetings should occur. Some of the activities that may occur during these subsequent meetings are:

- The parent, teacher and/or EL staff, as well as other Rtl staff members attend and participate in the meeting.
- The data collected during the last interval is reviewed (typically no more than 12 week intervals).
- The team determines if student is making progress toward expected targets.
- The team decides whether or not the interventions should be continued and should select new interventions (if student is not responding to the current interventions).
- The team determines a schedule for monitoring progress and who will be responsible for conducting probes (this must occur at least two times weekly).
- All information is recorded in a written format.

According to a model Rtl program implemented by Murray County Schools (2008), Rtl follow-up meetings are not recommended prior to completion of 24 weeks of Rtl intervention when the team may be considering a referral to special education. It is also recommended that the school psychologist, and possibly other special education staff members as appropriate, be invited to the problem-solving meeting.

(See Appendix # D1 English Learner Pre Referral Checklist).

Frequently Asked Questions

Question: Is it advisable to group ELs with non-ELs for Rtl intervention?

Response: It is best practice for ELs to be grouped according to their level of English proficiency for Structured English Immersion (EL services). For other types of targeted intervention, such as reading, writing, or math, ELs may benefit from being grouped with peers with similar learning needs.

Question: What is the recommended or required amount of time an EL must be in Rtl before making a referral for special education?

Response: It is best practice for ELs to receive high quality, research based interventions over a period of time long enough to determine if the student is struggling academically due to a disability or language difference and if the student's academic difficulties can be remediated in general education.

Assessment and Identification of English Learners for Special Education

This section provides guidance on assessment and identification of ELs for special education. Important topics associated with these processes include learning disability versus language differences, legal requirements for assessment of ELs, assessment of EL students for special education, use of interpreters for assessment, components of the assessment report for ELs, determining eligibility for special education, and frequently asked questions.

Learning Disability versus Language Difference or Lack of Language Fluency Some students who are English learners (ELs) are misidentified as having learning disabilities because of inadequate assessment tools and practices (Klingner & Artiles, 2003; Garcia & Ortiz, 2004; Klingner, et al., 2008; Rueda & Windmueller, 2006). Assessment tools for evaluating learning disabilities among students who are ELs are still in development (Baca, et al., 2008; Skiba, et al., 2002). One of the challenges is capturing the broad spectrum of bilingualism in assessment, which is difficult to capture with a set of assessment tools (Olvera, 2010).

Educators face an ongoing challenge in distinguishing a learning disability from the challenges of learning a second language (Klingner & Artiles 2006; Rueda & Windmueller, 2006). When a student who is an EL fails to learn English at the expected pace, falls behind academically, or exhibits inappropriate behavior, educators must decide whether this is caused by a learning disability or by difficulty in developing second language skills (Gopaul-McNicol & Thomas-Presswood, 1998; Orozco et al., 2008). Researchers have identified issues related to the identification of disabilities among students who are English learners that lead to a disproportionate number of these students being assigned to special education services. Some students who are ELs are misdiagnosed as having a disability, including a learning disability, while others are not properly identified as having a disability and thus do not receive the special education services to which they are entitled (Chamberlain, 2005; Warger & Burnette, 2000).

The literature identifies four challenges that contribute to disproportionate patterns in the identification of learning disabilities among students who are ELs: lack of professionals' knowledge of second language development and disabilities, poor instructional practices, weak intervention strategies, and inappropriate assessment tools (Sanchez et al., 2010). ELs may also manifest attention deficit disorder (ADD) like symptoms of inattention and distractibility, due to language differences unrelated to a disability. This sometimes results in an inappropriate designation a student having a specific learning disability (SLD) or other health impairment (OHI) (E. Gomez-Cerrillo, 2010). The process of acquiring a second language varies from child to child, and difficulties with language acquisition often appear similar to learning disabilities (Case & Taylor, 2005).

Teachers observing language acquisition in a student who is an EL can confuse the symptoms of learning disabilities with the patterns of pronunciation development (Piper, 2003), development of syntax (Gopaul-McNicol & Thomas-Presswood, 1998; Kuder, 2003), or semantic development (Mercel, 1987) for a student who is a second language learner. Because of the time required to acquire cognitive academic language proficiency, educators may incorrectly identify delays as a learning disability rather than a language development or difference issue (Cummins, 1984; Ortiz, 1997; Ruiz, 1995). Questions for the student study team and assessors to consider prior to making a referral for an EL student to special education might be:

- Has the student received intensive interventions using appropriate materials and strategies designed for ELs, and have they been implemented with fidelity over time and demonstrated little or no progress?
- Does the team have data regarding the rate of learning over time to support that the difficulties (academic, social-emotional, or in speech & language) are most likely due to a disability versus a language difference? If answers to the questions above are "YES," a referral to special education may be appropriate.
- Has the team consulted with the parent regarding learning patterns and language use in the home?
- Are the error patterns seen in L1 similar to the patterns seen in L2 (if student has sufficient primary language skills)?
- Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts?

(See Appendix # D2 *Learning Issues Frequently Seen In ELs (What it may seem like)* and *Language Difference Related Reasons for the Difficulty* and #D3 *Comparison of Language Differences Versus Disabilities*)

Legal Requirements for Assessment of ELs

Assessment Plan.

It is required that a Local Education Agency (LEA) or School District complete an *assessment plan* as part of the process of referring an English learner for assessment to determine eligibility for special education.

Following are considerations for developing an assessment plan for ELs:

- Be written in language easily understood by general public
- Native language or other mode of communication of parent, unless clearly not feasible
- Explain types of assessment to be conducted
- State that no IE will result from assessment without consent of parent
- Describe any recent assessments conducted (including recent *Independent Education Assessments*)
- Include information parents request to be considered
- Include information indicating student's primary language and language proficiency status

34 CFR § 300.503

(Adapted from Presentation by Jonathan Read, ESQ. *The English Learner and Special Education: A Legal Overview* presented at Lemon Grove School District 1-3-17)

Prior Written Notice.

Following are considerations for providing *prior written* notice to the parent/guardian of ELs when proposing to assess:

- Notice must be in native language or other mode of communication, unless clearly not feasible to do so
- If native language or other mode of communication is not written, school district must:
 - Translate orally or by other means
 - Provide written documentation that translation has occurred

34 CFR § 300.503

(Adapted from Presentation by Jonathan Read, ESQ. *The English Learner and Special Education: A Legal Overview* presented at Lemon Grove School District 1-3-17)

Assessment of EL Students for Special Education

Professionals assessing English learners should not only evaluate English interpersonal communication skills, but should also utilize formal or informal assessments that measure the literacy-related aspects of language. For example, assessors should analyze the EL student's ability to understand teacher-talk (e.g., tests of dictation or story retelling) and whether she/he can handle the language found in texts (e.g., close procedures or comprehension checks which measure inferential skills). Unless these skills are measured, teachers may attribute low achievement to learning disabilities when they may, in fact, be related to lack of academic language proficiency. Frequently, students at greatest risk of being misdiagnosed as disabled are those who have received EL instruction long enough to acquire basic interpersonal communication skills which takes approximately 1 to 2 years, but who need more time to develop academic language proficiency which takes approximately 5-7 years (Garcia & Ortiz, 2004). It is also a legal requirements to assess in the student's native language when feasible. Native language is defined as:

The language normally used by that individual, or in the case of a child, the language normally used by the parents of the child. In all direct contact with a child, the language normally used by the child in the home or learning environment. As per California Code of Regulations Title 5, Section §3001 (m)(q) "*Primary language*" means the language other than English, or other mode of communication, the person first learned, or the language which is used in the person's home.

34 CFR § 300.29

Assessing in the student's native language provides comparative data to the IEP team about how the student performs in the native language versus English. In addition, the assessor (psychologist, speech & language specialist, special educator, etc.) can determine if similar error patterns are seen in both the native language and English (listening, speaking, reading, or writing) in order to discern if the student is having academic difficulty due to a language difference or a disability.

Note that there is no legal requirement to formally identify preschool students as English learners, as there is no assessment process designated for this purpose in the State of California; however, the IEP team must follow bilingual assessment protocol to determine the language of preference of the student if the parent indicates that a language other than English is spoken at home and assess according to second language learner requirements. EC 56440 and 56441.11

Research suggests the following best practices to guide bilingual assessment decisions:

- An assessor fluent in both languages should assess to determine the student's relevant strengths and weaknesses in their native language and English to guide the assessment team regarding types of assessment to be performed by using like instruments in native language and English when available. This helps to provide a more comprehensive view of what the student knows and can do (Artiles & Ortiz, 2002).
- All assessors should assess in the language of preference when possible.
- If primary language assessments are not available, use non-verbal measures with other information gathering to inform decisions.
- Assessors should be trained in second language acquisition and assessment.
- The decisions made regarding language modality to assess in should be clearly documented in the assessment reports.

Some possible examples of when it may not "be feasible" to assess in the student's primary language are:

- The student is severely handicapped and lacks communication skills.
- Primary language assessments are unavailable. It is best practice to interview parent/guardian about the student's patterns of use in their primary language patterns through use of an interpreter.

IEP teams also must decide on the form of the assessment most likely to yield accurate information on what the child knows and can do academically when making determinations about how and when to assess in the primary language.

34 CFR § 300.504; EC 56320; 71 Fed. Reg. 46,642 (2006)

It is best practice for a psychologist to conduct cognitive assessment of an EL student in English and his or her native language to determine which language the student is currently processing language in at a higher level. It is important to determine if the student is functioning at a *basic interpersonal communication skills (BICS)* level or *cognitive academic-language proficiency (CALPS)* level in English versus their native language (Cummins, 1984). The results of this preliminary assessment may help to guide future assessment decisions such as in which language to conduct academic and speech and language assessments. For example, a student may perform academically higher in English since he or she has had little or no academic instruction in the native language; however the student may demonstrate higher levels of cognition in his or her primary language.

If the preliminary bilingual assessment data indicates the student has little or no skills in the native language (in cognition, academics, or speech & language), the team may opt to continue the remainder of the assessment in part, or in whole, in English. For example, the assessment team may opt to continue academic assessment in English and complete cognitive and speech assessment in the primary language. If an assessor makes the decision to discontinue any portion of the assessment for an EL in the primary language, the assessor should clearly document how or why he or she came to this decision in the assessment report and IEP.

Assessors should also address socio-cultural factors as part of the assessment process. The following four sources of information may be used to help address sociocultural factors related to English learners:

- 1) Norm-referenced assessments in English and the student's primary language (if primary language assessments are available)
- 2) Criterion-referenced tests
- 3) Systematic observation in educational environments
- 4) Structured interviews (with student, parent, teachers, etc.)

Based on the requirements in the regulations to assess students in their "native language" the follow hierarchy of best practices is recommended when conducting assessment of ELs to determine eligibility for special education:

First Best Option – It is best practice to engage in the follow steps "if feasible":

- 1) First administer cross cultural, non-discriminatory assessments that align to the referral concerns regardless of language difference in a standardized manner in English. If analysis of the data indicates the student is performing the average or above average range there is likely no disability; however, assess the student in their native language in relative or suspected areas of weakness to confirm scores using fully bilingual assessors. If student does not perform in the average or above average range in English then engage in native language assessment in all areas of concern.
- 2) Engage in structured interviews with parents and staff
- 3) Engage in observation of student in varied environments
- 1) Collect data from curriculum based and criterion-based assessment measures to validate potential areas of concern and strengths as compared to like peers

Second Option - If it is "not feasible" to engage in the above best practice assessment options for ELs above since there is no assessor available in the native language engage in the following:

- 1) Engage in structured interviews with parents and staff using an interpreter if necessary
- 2) Engage in observation of student in varied environments
- 2) Collect data from curriculum based and criterion-based assessment measures to validate potential areas of concern and strengths as compared to like peers
- 3) Using a trained interpreter, administer the native language assessments under the supervision a licensed assessor and document the limitations in assessment report of the student

Third Option - If it is "not feasible" to engage in either of the two above options for assessing ELs for determining eligibility for special education since there is no bilingual assessor available and there are no standardized assessment tools available in the native language engage in the following:

- 3) Engage in structured interviews with parents and staff using an interpreter if necessary

- 4) Engage in observation of student in varied environments
- 5) Collect data from curriculum based and criterion-based assessment measures to validate potential areas of concern and strengths as compared to like peers
- 6) Use an interpreter who speaks the native language to provide an oral translation of assessments normed and written in English – document limitations in assessment report and do not report standardized test scores but document the patterns of strengths and weaknesses seen.

Fourth Option (worst case scenario) – The worst case scenario is when none of the above options is “feasible”:

- 1) Engage in structured interviews with parents and staff using an interpreter if necessary
- 2) Engage in observation of student in varied environments
- 7) Collect data from curriculum based and criterion-based assessment measures to validate potential areas of concern and strengths as compared to like peers
- 3) Assess in English, to include non-verbal areas of cognition. If student shows low cognition or there are patterns of weakness attempt to validate with nonstandardized data collection

(Ortiz, et al., 2005; Butterfield & Read, 2011)

(see Appendix # D4 *Assessment of English Learners For Eligibility For Special Education Compliant Best Practices* and Appendix # D6 *English Learner Assessment for Special Education Checklist*, and D7 (Spanish) & D8 (English) *English Learner Parent Interview Questionnaire*

Academic Assessment Options for English Learners.

When assessing the academic skills of an English learner to determine eligibility for special education, it is required to assess in both the primary language and English skills (unless it has been determined that the student has little or no academic skills in the primary language). When assessing academic skills in the primary language one needs to consider the amount and quality of primary language academic instruction an English learner has received. Some of the factors that need to be considered are:

1. Last grade completed if the EL attended school in their country of origin,
2. Amount of time passed since the EL has received native language instruction,
3. Amount of native language instruction the EL has received since leaving the their country of origin (e.g. dual immersion program vs. transitional bilingual program),
4. Subjects taught in the native language, and
5. Levels of academic achievement in the native language when first entering the United States.

Many times a student from a second language background is born in the United States and has received most of their academic instruction in school in English; however, one cannot assume that this student is unable to think, read, or write their primary language.

If the EL's native language is other than Spanish and there are no bilingual assessment materials available, and the cognitive assessment result indicate the student has higher processing

skills in their native language, the assessor should attempt to engage in informal assessment in the areas of reading, writing, and math in the native language to the extent possible. If the student has received little or no instruction in the native language then the assessor should document the level of native language assessment attempted and engage in assessment of academic skills in English.

Note that if an interpreter is used for assessing academic skills using English instruments that haven't been normed in the native language, then numerical standardized test scores should not be used and this test variation must be noted in the assessment report. The information obtained using an interpreter must be noted in assessment reports and shared at the IEP meeting for decision-making purposes. For example, after giving the "Applied Problems" subtest from the Woodcock Johnson III (W-J III) in English to an EL, an interpreter is then used to check if the student would perform better after hearing the problem read in their primary language. A new score could not be obtained, but if the EL was more successful after hearing the problem in their primary language, then the "difficulty" could be due to second language acquisition rather than a learning disability affecting math skills. The effect of "test/retest validity" does need to be considered in these cases and included in the assessment report. Many English learners have been educated "overwhelmingly in English) since kindergarten or upon entry and have received little to no formal academic instruction in their native language. The question always comes up "should we assess them in their native language if they have had no academic instruction in their native language. It is recommended that, "when feasible" English learners first be assessed cognitively in English and then their native language to obtain the most accurate levels of cognition and to determine if they are processing at a higher level cognitively in his or her native language or English. This information is important prior to engaging in academic assessment. If the EL student is processing higher in his or her native language, then some level of academic assessment (this may be done informally) should be conducted to determine if the student has any academic skills in their native language. For instance, an EL student may have higher levels of verbal/oral language in their native language than in English and oral language is one area of academic consideration. Potential tools for making this determination for students that are native Spanish speakers are contained in *CORE Assessing Reading: Multiple Measures* includes informal assessments in all areas of languages arts in Spanish and English (available at https://www.corELearn.com/store/?modEL_number=SM-8467-2).

Once the academic assessor determines that the student has higher skills academically in English, standardized assessment tools in English only can be utilized. If it is determined a student has some level of academic skills in both languages, the assessor should continue assessment in English and the native language "when feasible". Academic assessors should document their rationale for assessing in both the native language and English at some level and what tools were utilized, as well as the rationale for assessing in English only in the assessment report.

(See Appendix # D10 for a comprehensive list of potential bilingual assessment tools in areas of cognitive, social emotional, language, academics, and speech & language)

Speech and Language Assessment for English Learners.

Speech and language assessors should practice caution since there may be some limitations with age norms, as with expressive language measures which only go to 12 years old for the bilingual portion. For newcomers, some assessors administer all the Spanish portions of the

above tests and try the PPVT and EOWPVT English version as well to see if there is any appreciable English vocabulary. Some speech and language assessors start off with the vocabulary measures to see where the student may have deficits and then move to the more complex measures. One scenario may be that an EL student has limited language proficiency skills in both languages, or has somewhat limited skills in English and is even more limited in his/her primary language. In addition, the student engages in code switching and there seems to be confusion in both languages. It is important for the assessor to discern if this is due to lack of quality instruction over time in both languages, prior schooling in English only, or other environmental reasons such as the use of both languages at home versus it being a language or learning disability.

It may also be very useful for the speech and language assessor to attend the student study team meetings for students who are ELs that may potentially be referred for assessment. The assessors can then talk to the parents and get more background information on the student. It is also best practice for bilingual assessors to observe the students in their classrooms and talk to their teachers about their patterns of learning, along with gathering information about both languages and the use of each across different contexts with different people.

One issue may be that the student attended school but did not receive an appropriate curriculum, or may have missed a lot of school due to illness, or other reasons. The clinician must determine if the language level is commensurate with the student's actual education. Also, one must consider if the student's language is a mirror of the models in the home.

Recent CELDT test scores, if available, may also be used as a measure of the student's current level of functioning in regards to understanding reading, writing, and being able to speak in English, as well as to determine if additional assessment may be needed in the student's primary language.

Sometimes students who talk to their family and peers in their native language conversationally may seem fluent in both languages (English and their native language); however, because the student's use of their native language is very simple and concrete they cannot understand more complex test directions in their native language.

The same may be true of a student's use of English.

Many speech and language assessors find it beneficial to conduct conversational sampling in both languages to check for functional language and pragmatic/social language issues.

- a. When it appears that a student can't really understand directions in his or her primary language and/or responds to test items consistently in English, it may be appropriate to discontinue administering the primary language portions of the assessment and complete the testing in English. As mentioned earlier, it is recommended that assessors document this process in their assessment reports. A word of caution: the assessment results given in English must be interpreted in relation to the EL's process of acquiring English.

Below is a list of the 2016-2017 California Department of Education Compliance Checklist items for English learners related to assessment:

Compliance Test	Guidance
1) Does the written assessment report include the results of test administered in the student's primary language by qualified personnel?	Statement on the Assessment Report and on the IEP that addressed the student whose primary language is not English
2) Does the LEA assess all students identified as English learners annually using the California English Language Development Test (CELDT)?	Children with disabilities who are English learners are assessed and participate in CELDT.

Recommended Use of Interpreters for Assessment in Bilingual Assessment.

It is recommended that the following steps be taken in preparation for use of an interpreter in assessment:

1. Know what tests are being administered
2. Be prepared for the session to account for extra time needed with an interpreter
3. Know the skill level of the interpreter
4. Ensure the interpreter speaks the same dialect of the student
5. Administer only the tests which the interpreter has been trained to assist in administering

The following briefing procedures are recommended prior to administering assessments with use of an interpreter (assessor and interpreter review together):

1. Go over the general purpose of the assessment session with interpreter.
2. Describe to the interpreter the assessment instruments that will be administered.
3. Provide the interpreter information about the student.
4. Review English test behavior with the interpreter, if applicable.
5. Remind the interpreter they he or she should make a written note of all behaviors observed during the assessment.
6. Allow time for the interpreter to organize materials, re-read the test procedures, and ask for clarification if needed.
7. Remind interpreter that they will need to follow the exact protocol of the test (ex: can they repeat question, cue, etc.).

The following debriefing procedures are recommended after the interpreter has assisted with an assessment:

1. Ask interpreter to go over each of the test responses without making clinical judgment.
2. Go over any difficulties relative to the testing process.
3. Go over any difficulties relative to the interpretation process.

4. Go over any other items relevant to assessment process.

The following best practices are recommended when conferencing with parents with the use of an interpreter:

1. Observe body language when meeting with an interpreter and parent. Rely on interpreter to assist you in understanding culturally appropriate behavior.
2. If the interpreter is used with the parent, avoid portraying the interpreter as the parent's representative or advocate – stay professional.
3. Seating arrangements are critical. Give the name and position of each person present. The interpreter should not in any way block the parent from the school person. Parents must be able to see both interpreter and assessor.
4. The interpreter should only translate not editorialize or give opinion.
5. The educator needs to speak to the parent, not to the interpreter.

Recommended Components of the Assessment Report for an English Learner In addition to the basic requirements of a report, assessment reports for EL students are required to have the following documentation included in the report.

- 1) Impact of language, cultural, environmental and economic factors in learning;
- 2) How standardized tests and techniques were altered;
- 3) Use of the interpreters, translations for tests; include a statement of validity and reliability related to the use of such; and
- 4) Examiner's level of language proficiency in language of student and the effect on test results and overall assessment.

5 CCR 3023; EC 56341 & 56327

It is best practice to include cross-validation of information between norm referenced, criterion, and interview/observation based measures, to include information from home setting. In addition, it is best practice to include the following in an assessment report for a student who is EL/bilingual:

- Consideration of the second language acquisition process and its relationship to the possible handicapping conditions
- Results of current language proficiency testing
- If and how standardized tests and techniques were altered
- A statement of student limitations if non-verbal measures were used
- Recommendations for linguistically appropriate goals
- Test scores and interpretation of the scores - what do they mean and how do the test scores/results relate to the student's performance in school and in life.

Lastly, remember that assessment reports must be translated into the primary language if requested by the parent/guardian in order to substantiate that the parent is fully informed and has had the opportunity to meaningfully participate in the IEP process. Often parents will indicate that verbal translation is sufficient. Remember to document all requests and LEA/district responses.

Determining Eligibility for Special Education

It is important to note – limited English proficiency cannot be the primary determining factor for making an English learner eligible for special education. When looking at an English learner's performance on an English academic test, such as the WJ III, one needs to view this assessment as a possible level of second language acquisition and not necessarily a true measurement of the EL's academic skills. When interpreting the levels of achievement on the English tests, one must factor in such things as the grade/age the EL was first exposed to English, the amount, consistency and type of schooling, and EL services the student has received. This needs to be documented in the assessment report and taken into consideration when eligibility decisions are being made.

Remember, if an EL has been assessed in similar tests in the native language and English, and if a discrepancy model is being used to qualify a student as learning disabled, the highest cluster scores need to be used for purposes of qualifying the student for special education. For example, if an EL whose native language is Spanish receives a standard score (SS) of 95 on the Spanish test for "Basic Reading Skills" and a SS of 80 on the English test for "Basic Reading Skills," then the 95 would be used to calculate the discrepancy between ability and achievement; however, both scores should be reported in the assessment report. If an EL receives a SS score of 95 in English "Basic Math Skills" and an 80 SS in Spanish on "Basic Math Skills," then the 95 would be used to calculate the discrepancy; however, it is best practice to report both scores in the assessment report.

Frequently Asked Questions

Question: Are there any written guidelines or procedures for the assessment of preschool age students who are bilingual or who have a primary or dominant language that is other than English? Our preschool assessment teams are having a hard time with this in consideration of special education eligibility (in many situations without consideration of language differences.)

Response: No. There are no clear written laws that pertain specifically to preschool students. However, in California, we typically rely on EL status to trigger primary or native language assessment. Since we do not classify preschool children as EL and require them to take the CELDT or a like test, it is presumed the federal laws regarding native language assessment apply. For infants and toddlers, the family may choose the mode of communication for assessment. The assessors of preschool students must also rule out a language difference versus a disability in order to establish eligibility.

Question: Are districts required to assess an English learner with moderate to severe disabilities in their primary language in order to qualify them for special education?

Response: The regulations state you must assess in the native language unless it is clearly not feasible to do so. Based on the severity and type of disability, it may not be feasible to assess in the native language. The IEP team should determine the type of assessments that are most appropriate to assess the student's needs and/or eligibility. **Question:** May the parent waive the requirement for a student to be assessed for special education in their primary language?

Response: There is no specific provision for a parent to waive assessment in the primary language. A parent may decline assessment in part or in whole; however, the assessors determine the language for the assessments to be administered in.

Question: Is it required that an interpreter who assists an assessor administer a test in the primary language be certified or receive formal training?

Response: There is no regulatory requirement; however, it is best practice to ensure that interpreters are fluent in the language of the assessment and have been appropriately trained to interpret in a formal assessment setting since the validity of the test results must be documented.

Question: Is it true that schools or student study teams must wait until a student has been receiving EL services for 4-6 years or is at least in the 5th grade so he or she can fully develop his or her English language skills before being referred for special education?

Response: No, this is a common misconception. Disabilities occur in primary and second languages and across all contexts. It is required that assessors rule out that the student has a disability versus a language difference. Skilled assessors trained in second language acquisition and bilingual assessment can make this determination even if the student has not fully acquired English (Fortune & Menke, 2010)

Development of Linguistically Appropriate IEP for English Learners with Disabilities

To properly meet the complex needs of students identified as English learners (EL) with disabilities, education professionals from various disciplines must effectively collaborate and involve families in the process. This requires that general education teachers, special educators, and EL specialists consult and collaborate to design and implement effective individualized programs (IEPs) and services for ELs with disabilities to ensure optimal educational outcomes for this diverse group of learners. This section includes information on development of linguistically appropriate IEPs, required IEP components for EL students, other legal requirements related to the IEP of ELs, and frequently asked questions.

The IEP team must consider the language needs of the student as those needs relate to the student's IEP. Specifically, the IEP must include "linguistically appropriate goals, objectives, programs and services". There are also specific IEP team requirements relative to making decisions about whether or not the student will take CELDT or an alternate assessment to measure English proficiency progress, as well as whether or not accommodations or modifications will be needed for the student to take CELDT (20 USC 1414(d) (3) (b) (ii); 34 CFR 300.324 (a) (2) (ii); 30 EC 56345 (b) (2); 30 EC 56341.1 (b) (2)).

California Code of Regulations Title 5, Section §3001 (m) "Linguistically appropriate goals, objectives, and programs" means:

- (1)(A) those activities which lead to the development of English language proficiency; and
- (1)(B) *Those instructional systems which lead to the language development needs of English language learners.*
- (m)(2) *For individuals whose primary language is other than English, and whose potential for learning a second language, as determined by the IEP team, is severely limited, the IEP team may determine that instruction may be provided through an alternate program, including a program provided in the individual's primary language. The IEP team must periodically, but not less than annually, reconsider the individual's ability to receive instruction in the English language*

Note: Even though it is not a legal requirement to formally identify a preschool age student as an English Learner in California, federal regulations require the IEP team to determine if the student is an English learner for purposes of the IEP and include linguistically appropriate goals and services. For purposes of IDEA's requirement to write IEPs that meet the language needs of the student, IEP teams must determine if students in Pre K are English Learners and ensure that their IEPs are linguistically appropriate. This is not a formal EL identification that is entered in the LEA/district student database.

Role of the IEP Team for English Learners With Disabilities

As per the CDE 2016-17 and 2017-18 CELDT Information Guide the IEP team for ELs with Disabilities has the following responsibilities:

- **IEP Team Membership and Meetings** - Convene IEP team meetings that include school officials and the child's parents/guardians as IEP team members

- **Parent Participation** - Ensuring the parent/guardians of students understand and are able to meaningfully participate in the IEP meeting
- **ELP Assessment** - Making decisions about whether or not the student takes the ELP assessment (CELDT) with or without appropriate accommodations, or an alternate assessment in lieu of the CELDT
- **IEP Contents** – The IEP team must ensure the content of the IEP for English learners addresses the students language needs

(See Appendix # D5 *IEP Checklist Form for English Learners*)

Required IEP Team Members for ELs

When

appropriate the IEP shall also include, but not be limited to, all of the following: “for individuals whose native language is other than English, linguistically appropriate goals, objectives, programs and services” (EC 56345(b)). The IEP is a written document that is developed for each public school child who is eligible for special education services. The IEP is created through a team effort and reviewed at least once a year.

The required “IEP Team” members are:

- 1) The parents of a child with a disability;
- 2) Not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- 3) Not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- 4) A representative of the Local Education Agency (LEA) who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; knowledgeable about the general education curriculum; and, knowledgeable about the availability of resources of the LEA;
- 5) An individual who can interpret the instructional implications of evaluation results, and who may be a member of the team described above;
- 6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- 7) Whenever appropriate, the child with a disability.

A person specialized in ELs should be one of the IEP team members with special expertise under number 6 above (34 CFR 300.321(a)(6)-(7); EC 56341(b)(6)-(7)). For EL students it is best practice to invite staff members to the IEP who have expertise in English language development and can also interpret the results of CELDT testing and primary language testing when applicable (see CDE 2016-17 and 2017-18 CELDT Information Guide pg. 12 and 13 and ED July, 2014 FAQ #7).

Parent Participation

The IEP team must also ensure that parents are provided copies of the IEP notice in their primary language. The parent also must be provided notice they have the right to an interpreter if their primary language is other than English. In addition, districts must ensure that parents understand the proceedings of the IEP meeting. This may require the district to provide an interpreter if necessary.

Parents also have the right to request that a copy of the IEP be provided to them in their primary language. It is also best practice to provide a copy of the assessment reports in the parents' primary language if requested in order to allow them to meaningfully participate in the IEP meeting.

IEP Team Decisions Regarding English Language Proficiency (ELP) Assessment

Most students with disabilities take the CELDT along with all other students under standard conditions. Some students with disabilities may require test variations, accommodations, and/or modifications, or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Accommodations, modifications, and/or alternate assessments must be specified in each student's IEP or Section 504 Plan. Before any test variation is used, the following activities must be considered when preparing or updating the IEP:

- 1) The IEP team determines if the student's disability would preclude him or her from taking any or all domains of the CELDT (with or without variations, accommodations, and/or modifications). The IEP Team completes the CDE's ***Participation Criteria for Alternate Assessments*** (See Appendix # B1 and the CDE 2016-17 and 2018 *CELDT Information Guide*).
 - 2) IEP teams review *Matrix 1* in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments*. (see Appendix B1 or go to <http://www.cde.ca.gov/ta/tg/el/resources.asp>). **Note:** *Since modifications and alternate assessments fundamentally alter what the test measures, students receive the lowest obtainable scale score (LOSS) on each domain affected and Overall. The LOSS will be used for Title III accountability purposes.*

Results from a modified or alternate assessment should be used for instructional, initial designation and reclassification decisions, since the LOSS does not reflect the student's English proficiency level.
- 1) IEP teams discuss the impact of modifications or alternate assessments on the CELDT resulting in scores that are not valid.

IEP Contents

Below is a sample IEP checklist for staff members to use when drafting IEP for an EL student with a known or suspected disability:

- ✓ The IEP indicates if the student is classified as an English learner
- ✓ The IEP includes information about the student's current level of English language proficiency in listening, speaking, reading, and writing (based on current CELDT or alternate assessment scores/levels)
- ✓ The IEP indicates if testing accommodations or modifications are needed for the student to take CELDT or if the student requires an alternate assessment to CELDT and, if so, what the alternate assessment(s) utilized will be
- ✓ The IEP addresses programs and services / instructional systems for the EL, to include how English language development needs will be met and who will provide those services *Note: Indicate the setting, duration and frequency.*

- ✓ The IEP indicates if primary language support is needed
- ✓ The IEP indicates what language will be the language of instruction
- ✓ The IEP includes goals and objectives that are linguistically appropriate

(LAGOS) (See Appendix # D5 for a sample *IEP Checklist* that can be utilized by when drafting IEPs for ELs)

Documenting Classification as an English Learner (EL) in the IEP.

The current EL status of students must be documented in the IEP. If a student has been redesignated, then the student is not marked (✓) as an English learner; however, the IEP should indicate the student has been “redesignated”.

Documenting Current Levels of Language Proficiency in the IEP.

The IEP must indicate the English learner's current levels of language proficiency. If the student takes CELDT, then the CELDT scores should be documented in the IEP. If the student takes an alternate assessment to CELDT (as indicated in the IEP), then the IEP must indicate what *English language assessment (ELP)* the student took and the levels of proficiency. If a student has no ELP levels documented in their cumulative file, then it is recommended that the IEP team should administer a language proficiency assessment or work with the EL staff to seek assessment.

Documenting Programs and Services / Instructional Systems in the IEP.

The IEP must include the type of program the student will be served in per California and federal regulations. The program options in California are:

- 1) English Language Mainstream (ELM) – an educational setting for ELs where they are integrated with English only students for the majority of the day and receive *English language development (ELD)*,
- 2) Structured English Immersion (SEI) – this is an educational setting or classroom for ELs that are typically functioning below an overall level 3 on CELDT or have low levels of English proficiency. The criteria may be set by the local District, and
- 3) Alternate program (bilingual program with primary language

instruction). (34 C.F.R. 300.320; 5 CCR 3001)

Documenting Primary Language Support in the IEP.

Most English learners would benefit from some level of primary language support. Primary language support is not to be confused with “primary language instruction” or bilingual education. Primary language support refers to a means of using the student's native language strategically to assist them in accessing the core curriculum. It should be noted on the IEP if a student requires primary language support and how it will be provided. Examples of providing primary language support would be:

- Preview/review or directions on tests or assignments in the student's native language
- Translation of test or assignment directions provided to the student in native language by an interpreter or use of a translation device

- A written translation of a new math concept in the native language or an oral interpretation

Documenting the Language of Instruction in the IEP

It is the jurisdiction of the IEP team to determine what the language of instruction in the core curriculum is for the student. The IEP team determines if instruction will be in “English” or the student’s “Native Language”. This should be based on the student’s needs relative to research related to language acquisition for individuals with disabilities that affect language. As per IDEA no waiver is required when the IEP team determines that a student will receive primary language instruction in the core curriculum or “bilingual education.” Remember, this is also relevant for students in preschool.

It is recommended that IEP teams also indicate who by title (such as general education or special education teacher) who will provide the student’s English language development (ELD) services. Remember, ELD is not a special education service (*specialized academic instruction*) and it should not be documented on the IEP on the “supports and services page”. They may be provided by special education staff in a pull out setting, push in model or through a collaboration model in general education. Note that formal “ELD” services are not required for students in preschool; however, it is recommended that staff incorporate principles of *Universal Design for Instruction*, to include SDAIE.

Linguistically Appropriate IEP Goals and Objectives (LAGOS)

Why is it important to write linguistically appropriate IEPs? It is required that the IEP for an English Learner include linguistically appropriate goals and objectives (*objectives are only required for students receiving a functional skills level curriculum*).

The IEP team must ensure that IEP goals that involve language are linguistically appropriate. Linguistically appropriate IEP goals should align to the student’s current linguistic level in English or assessed level on the CELDT (or designated alternate assessment). This means the goals must reflect the student’s current linguistic level in order to ensure the student can access the goal.

When drafting IEP goals, IEP teams should consider the following:

- Cognitive level of the student;
- Linguistic level of the student;
- The developmental level of the student’s primary (L1) and secondary (L2) language match;
- Access to the student’s prior knowledge and experiences;
- Inclusion of culturally relevant materials and experiences; and
- The student’s cultural heritage.

In developing linguistically appropriate goals and objectives (LAGOS), IEP teams must first determine the linguistic levels of the student. Once the team has determined the linguistic needs of the student (by analyzing progress towards attaining the ELD Standards and reviewing CELDT or other language assessment results), the next step is to draft goals based on assessed areas of need related to the disability that align to the student’s linguistic needs.

It is important to note that there is no requirement under federal or state laws and regulations to include English language development goals for students with disabilities since being an English learner in and of itself is not a disability. IEP teams may find it useful to utilize ELD standards* as a starting point for developing LAGOS and as part of the baseline data for each; however LAGOS are not “English language development (ELD) goals”.

Remember, IEP teams must take into consideration the student’s assessed areas of need due to the disability or present levels of performance (PLOPS), language proficiency level, and learning style when selecting developing LAGOS for EL students.

*CELDT is aligned to the prior California English Language Development (ELD) Standards so IEP teams may find it useful to use the prior standards as a guide for developing LAGOS.

Note: A minimum of two (2) benchmark objectives must be developed for each goal if the curriculum the student uses is considered an alternate-curriculum that focuses on life-skills.

The following are samples of linguistically appropriate goals (LAGOS) that are aligned to CELDT data and prior ELD standards for a hypothetical student.

Sample Goal 1

Domain: Listening and
Speaking **Strand:** Strategies
and Applications **Sub Strand:**
Comprehension

Level: Beginning **Grade:** K-2

Goal: By (date), (student) will respond to simple directions and questions in English by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures) with 80% accuracy on 3 consecutive trials as demonstrated by written classroom data.

Objective: By (date), (student) will respond to simple directions and questions in English by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures) with 40% accuracy on 2 consecutive trials as demonstrated by written classroom data.

Objective: By (date), (student) will respond to simple directions and questions in English by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures) with 60% accuracy on 3 consecutive trials as demonstrated by written classroom data.

Note: The above goal and objectives are written at the “beginning” level of English language development and would be appropriate for a student whose CELDT score is at the beginning level in listening. This goal was adapted from the California ELD Standards published in 1999.

Sample Goal 2

Domain: Reading
Strand: Word Analysis

Sub Strand: Concepts about Print, Phonemic Awareness, and Vocabulary and Concept Development

Level: Early Intermediate **Grade:** 3-5

Goal: By (date), (student), while reading aloud a short passage of 8-10 lines at grade level, will recognize and produce English phonemes that do not correspond to phonemes he or she already hears and produces with 80% accuracy on 3 consecutive trials as demonstrated by data tracking records.

Objective: By (date), (student), while reading aloud a short passage of 1-2 lines at grade level, will recognize and produce English phonemes that do not correspond to phonemes he or she already hears and produces with 40% accuracy on 2 consecutive trials as demonstrated by data tracking records.

Objective: By (date), (student), while reading aloud a short passage of 3-4 lines at grade level, will recognize and produce English phonemes that do not correspond to phonemes he or she already hears and produces with 60% accuracy on 3 consecutive trials as demonstrated by data tracking records.

Note: The above goal and objectives are written at the “early intermediate” level of English language development and would be appropriate for a student whose CELDT score is at the beginning to early intermediate level in reading word analysis. This goal was adapted from the California ELD Standards published in 1999.

Sample Goal

3 Domain:

Writing

Strand: Strategies &

Applications **Sub Strand:**

Organization & Focus **Level:**

Intermediate

Grade: 6-8

Goal: By (date), (student) will develop a clear purpose in a short essay (two to three paragraphs) by appropriately using the rhetorical devices of quotations and facts with 90% accuracy on 3 consecutive trials as demonstrated by a written response to a prompt.

Objective: By (date), (student) will develop a clear purpose in a short essay (two to three paragraphs) by appropriately using the rhetorical devices of quotations and facts with 50% accuracy on 2 consecutive trials as demonstrated by a written response to a prompt.

Objective: By (date), (student) will develop a clear purpose in a short essay (two to three paragraphs) by appropriately using the rhetorical devices of quotations and facts with 80% accuracy on 3 consecutive trials as demonstrated by a written response to a prompt.

Note: The above goal and objectives are written at the “intermediate” level of English language development and would be appropriate for a student whose

CELDT/ELPAC score is at the early intermediate level in writing. This goal was adapted from the California ELD Standards published in 1999.

Sample Goal 4

Domain:

Reading

Strand :Fluency and Systematic Vocabulary Development

Sub Strand: Vocabulary and Concept Development

Level: Early Advanced **Grade:** 9-12

Goal: By (date), (student) will use a standard dictionary to determine the meaning of a list of 20 unknown words (e.g., idioms and words with multiple meanings) with 80% accuracy on 2 consecutive trials as demonstrated by classroom written records. **Objective:** By (date), (student) will use a standard dictionary to determine the meaning of a list of 100 unknown words (e.g., idioms and words with multiple meanings) with 60% accuracy on 2 consecutive trials as demonstrated by classroom written records.

Objective: By (date), (student) will use a standard dictionary to determine the meaning of a list of 10 unknown words (e.g., idioms and words with multiple meanings) with 80% accuracy on 2 consecutive trials as demonstrated by classroom written records.

Note: The above goal and objectives are written at the "early advanced" level of English language development and would be appropriate for a student whose CELDT score is at the intermediate level in reading vocabulary. This goal was adapted from the CDE ELD Standards published in 1999.

Sample Goal (Based on New ELD

Standards) Current ELD Levels

<i>Age/Grade</i>	<i>Level of Student</i>	<i>Mode of Communication</i>	<i>Proficiency Level</i>
<i>1st Grade</i>	<i>CAPA Level</i>	<i>Collaborative</i>	<i>Exit Emerging</i>
			Participates in simple, face-to-face conversations with peers and others

Appropriate ELD and IEP Target Level

<i>Age/Grade</i>	<i>Level of Student</i>	<i>Mode of Communication</i>	<i>Proficiency Level</i>
<i>1st Grade</i>	<i>CAPA Level</i>	<i>Collaborative</i>	<i>Early Stage Expanding</i>
			Initiates simple conversations on social and academic topics

Goal Baseline: The student manifests a disability separate from language differences or being EL in the area of verbal expression. The student currently is able to initiate non-verbal gestures of simple one-word nouns to communicate wants and

needs or engage in simple conversations in English and one or two word utterances in his or her native language.

Goal: By (date), (student) will initiate simple conversations (3 to 5 word utterances) on social and academic topics to peers or adults; on 2 consecutive trials as demonstrated by classroom observation and data tracking records.

IEP Accommodations and Modifications

The IEP should stipulate appropriate accommodations and/or modifications that may be needed to assist the student who is an English learner to be successful in an educational setting.

Examples of accommodations that may be appropriate to consider for students learning English may be but are not limited to the following:

- Primary language support to assist with academics
- Translation devices
- Extra time on tests and assignments
- Use of reference materials with visuals to aide comprehension
- Bilingual dictionary if applicable to second language

Examples of modifications that may be appropriate to consider for students learning English may be but are not limited to the following:

- Tests provided or adapted to be more “comprehensible”
- Tests and assignments modified in length and content
- Alternate testing formats such as use of visuals or drawings

Other Legal Requirements Related to IEPs for ELs:

Section 3302 of Title III of NCLB requires school districts receiving Title III funds states: “no later than 30 days after the beginning of the school year or within two weeks of a student’s placement in a language instruction program after the beginning of the school year, to inform parents or guardians of (1) the reasons for their student’s identification as an English learner and (2) the need for placement in the specified program.” “Parents or guardians of English learners with an IEP must be notified how the recommended placement will help their child to meet the objectives of the IEP.” This requirement is typically met through a letter that is sent out through the English Learner Department (see sample letter in Appendix B2).

California Department of Education (CDE) 2016-2017 Compliance Items for IEPs of English Learners

Compliance Test	Guidance
Does the IEP team consider language needs of the student, as such needs relate to the student's IEP, and does the IEP include linguistically appropriate goals, programs and services? Compliance Standard: IEP consideration must be evident.	Look in the assessment report and any other documentation that the LEA has assessed the child's language needs; look in the IEP for a statement that the IEP team has considered the child's language needs. Look for linguistically appropriate goals, programs, and services
Does the LEA assess all students identified as ELs annually using the ELPAC or an alternate to determine English Language Proficiency?	Review policies and procedures to ensure that children with disabilities who are English learners are assessed (with ELPAC or alternate assessment) Compliance Standard: The District must annually assess all children identified as ELs and maintain a record
Does the IEP of students identified as ELs include a determination of whether the ELPAC will be administered with or without modifications or accommodations, or whether English proficiency will be measured using an alternate assessment?	Review policies and procedures to ensure that children with disabilities that are ELs are assessed. Compliance Standard: The District must annually assess all children identified as ELs and maintain a record of all pupils who participate in ELPAC.
Compliance Test	Guidance
Does the IEP of students identified as ELs include activities which lead to the development of English language proficiency?	Review the student's IEP. Compliance Standard: The IEP must include linguistically appropriate goals, objectives, programs and services including language development activities.
Does the IEP of students identified as ELs include a determination of whether the	Review district policies and procedures. Review the child's IEP (including notes) to

ELPAC will be administered with our without modifications or accommodations, or whether English proficiency will be measured using an alternate assessment?	determine if the IEP team determined how the ELPAC would be administered.
Does the IEP of students identified as ELs include instructional systems which meet the language development needs of the student and ensure access to the general education curriculum?	Review the student's IEP for language of instruction and instructional delivery systems (Mainstream English, Specially Designed Instruction in English, Primary language instructional support). Compliance Standard: The IEP must include linguistically appropriate goals, objectives, programs and services including instructional systems that meet the language development needs of the student.
Does the IEP of students identified as ELs include instructional systems which meet the language development needs of the student and ensure access to the general education curriculum?	Review the student's IEP for language of instruction and instructional delivery systems (Mainstream English, Specially Designed Instruction in English, Primary language instructional support) Compliance Standard: The IEP must include linguistically appropriate goals, objectives, programs and services including instructional systems that meet the language development needs of the student.

Programs, Services and Instructional Strategies for English Learners (ELs) with Disabilities

This section provides information regarding required programs for English learners, including English-language development (ELD) service delivery options for students in special education, best practice instructional strategies for English learners (ELs) with disabilities, and frequently asked questions.

Collaboration between Special and General Education

Expectations for achievement and learning have increased for students with disabilities and ELs. In order to meet the needs of ELs in special education, it is imperative that special educators collaborate with general education staff members to provide a continuum of services that meet the ELD and other academic needs of the student. Research indicates that collaboration between general and special education professionals is an effective way to support EL students with mild disabilities. One such strategy is referred to as "cooperative planning" (Hudson & Fradd, 1990). All professionals serving the students in the collaborative model are considered equals within their areas of expertise, and all have areas in which they can develop new skills for working with EL students. The steps in cooperative planning listed below can be implemented through formal, planned procedures or through informal interactions among colleagues:

- Establish meeting times
- Establish and maintain rapport
- Discuss demands of each instructional setting
- Target individual student needs
- Specify and summarize data
- Discuss student information
- Determine discrepancies between student skills and teacher expectations
- Plan instruction intervention and monitoring system
- Implement the plan and follow up as needed

A key feature that strengthens the collaborative process is ensuring that general and special education teachers receive training in how to apply multicultural concepts when addressing the needs of ELs with disabilities.

Collaboration across disciplines and grade levels cannot occur without an organizational structure that promotes interaction and communication. The local school level is the arena where collaboration can have an immediate impact on students. Although there is a strong movement toward collaboration, there are still many obstacles to be overcome in assisting ELs with disabilities.

Unfortunately, teachers are often unaware of the types of information available from their potential collaborators; thus they may not ask each other for specific information or request advice in developing instructional plans. In an informal collaborative setting, contributions from those of varying backgrounds may be neglected. The establishment of formal collaborative procedures can facilitate the exchange of information and ideas among different teachers and help foster the development of a collaborative and cooperative atmosphere that may lead to informal collaboration in the future.

It is beneficial for collaborative teams providing services to ELs to engage families in the process. The school experience for ELs is likely to be viewed from different perspectives by the many people involved-the most extreme differences usually occurring between family members and school personnel (Casanova, 1990). Without information from the parents, many assumptions may be made about the students that do not reflect the parents' perspective. Parents can provide important information about the student's status and behavior in the family and in the community, as well as information about family and community norms.

Programs and Services for EL Students with Disabilities

Appropriate instructional strategies that focus on language acquisition, scaffolding techniques, proven methodology effective with ELs, and collaboration between the EL programs and Special Education programs promotes academic success for all.

To ensure that all students are being educated adequately and effectively, the under-identification and over-identification of ELs must be examined and closely monitored.

Klinger and Artiles (2003) concluded that "it's imperative to monitor the quality of educational programs offered to linguistic minority students in general, bilingual, and special education, as well as the long-term consequences of placement decisions for these students". As part of monitoring programs that serve EL students, it is imperative to assess for eligibility for special education when there is a suspected disability when it is impacting their educational performance.

Districts/LEAs need to make sustained effort to provide appropriate programs and services to English learners to ensure that they are afforded the same educational and linguistic opportunities as their peers in the least restrictive environment. A full continuum of program options should be available to ELs in special education. To the maximum extent appropriate, they should be educated with students who do not have disabilities. The continuum of potential program options (from least restrictive to most restrictive) for providing special education services are as follows:

- Regular education program with specially designed accommodations and modifications
- Regular education classroom with pullout or collaborative in-class specialized academic instruction (SAI) with or without related supports and services
- Regular education classroom combined with SAI in a special education classroom with or without related supports and services
- Special education self-contained classroom or the majority of the day
- Home or hospital settings
- Nonpublic, nonsectarian school (NPS) with or without residential treatment
- State special schools

Students may receive their English-language development (ELD) in any of the above program options as is determined most appropriate by the IEP team. It should be clear in the IEP where and when the student will receive ELD services, the duration of the services, and who is responsible for providing the services. The IEP should also indicate which staff member(s) will be specifically working towards the "linguistically appropriate" IEP goals as

well as who will be responsible for monitoring English language development and annual measurable achievement objectives (AMAOs). Some recommended best practices for meeting the education needs of EL students with disabilities are:

- 1) Provide special and general educators professional development in evidence based best practices for working with ELs;
- 2) Collaboration between the English Learner and Special Education staff; and,
- 3) Native language core instruction be provided (Bilingual special education programs) and taught by dually certificated teachers if the IEP team determines it is FAPE for a student.

The following chart presents ELD service delivery options for ELs in special education:

OVERALL CELDT SCORE/LEVEL of PROFICIENCY	PROGRAM TYPE	SETTING	SERVICE PROVIDER
"Less than Reasonable Fluency" (Usually at the Beginning or Early Intermediate level depending on LEA decision)	<i>Structured English Immersion</i> (SEI) to include daily <i>specially designed academic instruction in English</i> (SDAIE)	Student is receiving intensive language development support all day in their classroom setting; ELD services are intensive; may be provided within the general education classroom or may be delivered in a special education or other setting	Regular classroom teacher or other qualified instructor such as a special education teacher
Reasonable Fluency Attained (Usually Intermediate or Above depending on LEA decision)	English language Mainstream (ELM) to include SDAIE	General education classroom; ELD services are provided but are less intensive than those provided in a SEI setting	Regular classroom teacher or other qualified instructor such as a special education teacher

Following are examples of possible of EL program service delivery options for students with disabilities.

Sample Elementary School ELD/SPED Service Delivery Models

Some districts implement the use of an ELD rotation system that groups students (including EL students with disabilities) for instruction by CELDT levels. ELs with disabilities are fully included

in the ELD groups based on their language levels and needs. The ELD instruction is provided to all ELs during a designated time of the school day by various staff members, to include special educators. The guidelines for this instructional delivery model were based on the following program principles:

- 1) Dedicated daily time for delivery of standards-based ELD instruction that addresses specific needs of EL students at each fluency level supported by use of quality, research-based materials that target all four domains of language with a major emphasis on building a strong oral language foundation;
- 2) Curriculum, instruction, and strategies that promote transfer between English and the native or home language and,
- 3) Emphasis throughout the curriculum is placed on research-based practices that focus on enriched oral language development.

A second common model for providing ELD services at the elementary level is where the ELD services are provided in a pullout special education setting by an education specialist (special education teacher). In this model the special education case managers/teacher engages in ongoing consultation with the general education teacher and ELD department. This model is more restrictive and should only be considered by IEP teams if the student cannot access a less restrictive ELD setting in general education with like EL peers.

A third model for providing ELD services to students with disabilities at the elementary level is through collaboration between the special and general education teacher into the general classroom setting. The special education teacher may go in to the general education classroom and work with a group or groups of EL student(s) that function at similar levels of language acquisition. It is important that not only special education students are included in the groups led by either the general or special education teacher. As stated earlier, it is important that teachers have training and background in successful collaboration techniques.

Sample Secondary School ELD/SPED Service Delivery Models

At the secondary level, some districts have implemented model programs to serve EL students with disabilities (in the mild to moderate range) by offering a *sheltered or targeted ELD English* class as the students' core English class. During this class the students receive ELD services as appropriate based on their levels of language acquisition integrated with the CORE curriculum.

A second model often utilized at the secondary level to provide ELD services to EL students with disabilities is for the students to receive their ELD services in a special education English class as appropriate for their levels of language acquisition. When implementing this type of service delivery model, staff members need to ensure that EL students have adequate access to the core English curriculum with English speaking peers. This model is more typical for providing ELD to a student that has moderate to severe disabilities and would have difficulty accessing ELD services with non-disabled peers. An appropriately credentialed education specialist may provide ELD services in a special education setting.

Note: Regardless of the ELD service delivery model implemented, this should be discussed at the IEP team meeting and included in the content of the IEP. Also, it is important to note that paraprofessionals may assist with the provision of ELD services as long as these services are designed and supervised by the credentialed teacher who has appropriate certification to provide such services.

English-language Development (ELD) Best Practices for ELs with Disabilities

Acc

According to Saunders, Goldenberg, and Marcelletti (2013), ELD instruction should include the following elements:

- 1) Explicitly teach linguistic elements of English (vocabulary, syntax, grammar, functions, and conventions)
- 2) ELD should integrate meaning and communication via explicit, direct teaching of language (academic & conversational)
- 3) ELD instruction should include interactive activities among students that are carefully planned and carried out.
- 4) Provide students corrective feedback on form.
- 5) Use of English during ELD instruction should be maximized with native language strategically incorporated.
- 6) ELD instruction should include communication and language-learning strategies.
- 7) ELD instruction should be planned and delivered with specific language objectives in mind

Core instructional strategies such as “Systematic ELD” as proposed by Dutro (2013) have been found effective for teaching English learners with disabilities. Systematic ELD:

- provides a time for English learners to learn and practice language they need in order to navigate rigorous content instruction and a myriad of adult and peer interactions, such as discussions and collaborative work,
- challenges students to explore language in compelling and playful ways, continually growing their ability to use English flexibly, fluently, and accurately to have agency over their own language use. Ultimately, the goal of Systematic ELD is for English to be a bridge to academic success rather than a barrier,
- puts language learning and exploration in the foreground.
- groups students by assessed proficiency level as determined by multiple sources,
- uses a functional language approach organized around essential purposes for communication. Language tasks are highly applicable to real world and academic interactions,
- provides an organized method of language instruction to help prevent gaps and fill existing gaps in language knowledge that can hinder students’ achievement, and
- explicitly emphasizes oral language development through structured, purposeful interaction.

Best Practice Instructional Strategies for ELs with Disabilities

An important component of the educational program for ELs with disabilities is to

ensure they are provided linguistically appropriate programs and services that are designed to meet their unique learning needs. Careful individual planning put into an EL student's program structure, design, and placement will help ensure that he or she has optimal opportunities for his or her needs to be addressed and targeted learning to occur. LEAs must provide ongoing professional development and support on what linguistically-appropriate instruction looks like and on how to implement that instruction.

Curriculum and materials should be carefully selected for ELs with disabilities that facilitate individualized, differentiated instruction to meet the varying levels of their linguistic and learning needs. This means that schools need to invest in teachers' knowledge and skills, as well as create the collaborative mechanisms for teachers to work together in the endeavor of designing long-term instruction for ELs.

In order to meet the educational needs of ELs with disabilities, it is recommended that teachers (special and general educators) received training in the following skills:

- 1) How to build upon the familiar (what the student already knows)
- 2) How to scaffold unfamiliar information through explicit activities
- 3) How to elicit and respond to what students have to say

All of this requires that teachers adapt, shape, select from, and add to the curriculum and materials they are given, as well as gear instruction so that each learner can access instruction.

Universal Design for Learning (UDL)

All EL students should receive SDAIE, and, if necessary and reasonably possible, primary language support. School districts are required to continue to provide additional and appropriate educational services to ELs until they have met reclassification criteria. This means that ELs must be provided with ELD and SDAIE as needed, until they are reclassified as fluent English proficient (RFEP).

UDL is a research based, proven framework found to assist educators in providing instruction to ELs (especially ELs with disabilities) that incorporates specially designed academic instruction in English (SDAIE). UDL improves educational outcomes for ALL students by ensuring meaningful access to the curriculum within an inclusive learning environment. UDL is a set of principles for delivering instruction and designing curricular materials in order to ensure that all individuals are provided equal opportunities to learn regardless of their disabilities or language differences. UDL is grounded in research related to learner differences and effective instructional settings. UDL principles call for **varied and flexible ways** to present information so all students can access learning or the "what" of learning, plan learning tasks or the "how" of learning, as well as ways to provide engagement for students, or the "why" of learning Meyer (2002); CAST (2017).

The UDL framework is grounded in three principles:

- 1) **Multiple means of representation** – using a variety of methods to present information and provide a range of means to support various types of learners
- 2) **Multiple means of action and expression** – providing learners with alternative ways to act skillfully and demonstrate what they know

3) Multiple means of engagement – engage and motivate learners by offering choices of content and tools as well as by offering varying levels of challenge

UDL (SDAIE) SUPPORT STRATEGIES FOR ELS WITH DISABILITIES

Linguistic Supports

Graphic Supports

Kinesthetic/Audio-Visual Supports

Frontload and provide definitions to key vocabulary; provide primary language support as needed

Use of charts

Modeling and demonstration of procedures

Modify verbal input/speech
(shorter phrases; slower rate; frequent pauses)

Use of tables, graphs and charts that link key concepts to words

Use gestures/facial expressions “total physical response”

Provide repetition and rephrasing or paraphrasing

Use visual supports for key vocabulary - use real objects
(such as realia or photographs)

Use of multi-media/videos; podcasts

Provide opportunities for interaction with adults and peers

Use word walls

Use manipulatives; hands on activities

Use variety of input materials (such as songs, poetry, videos, modeling, role play)	Use semantic webs/Venn diagrams	Use of audio books or read alouds; allow student to audio record versus writing thoughts
---	--	---

By Jarice Butterfield, Ph. D. Revised 2017

Frequently Asked Questions

Question: Is it compliant for a special education teacher to provide ELD services to ELs as part of the special education services?

Response: Yes, since content area teachers are required to have certification in “English-language development now.” (see CTC chart in Section 2). Frequently special education teachers will provide this service during English Language Arts (ELA) or as a support pull out period.

Question: When developing goals for students in special education, is it required that the ELD or “linguistically appropriate” goal (LAGOS) be a separate goal from the (ELA) goal?

Response: The regulations require that the IEP team include “linguistically appropriate” goals (and objectives if appropriate) in the IEPs of all students that are ELs. The LAGOS needs to reflect the student’s present levels of performance in English Language Acquisition (ELA) but target the student’s identified areas of need based on the disability. This information can be taken from the latest CELDT results, or an alternate to are provided, or other recent language assessment data such as an *ADEPT* assessment.

Reclassification/Redesignation of English Learners with Disabilities

Under current state law (EC Section 313), identified students who are English Learners (ELs) must participate in the annual administration of the * are provided T until they are reclassified (redesignated) as RFEP (2016-2017 & 2017-18 *CELDT Information Guide*). It is important that school personnel understand reclassification of English learners as Fluent English Proficient (RFEP), the California Education Code reclassification criteria guidelines, the issues related to reclassification of English learners, and how the reclassification criteria apply to students with disabilities. This section also includes sample reclassification scenarios and frequently asked questions.

It is not appropriate for an IEP team to reclassify a student with disability simply because they "have a disability". IEP teams must follow the guidance provided in the California Department of Education 2016-2018 & 2017-2018 *CELDT/ELPAC Information Guide* when reviewing the four reclassification criteria to determine whether or not a student with an IEP should be reclassified. With that said, there is some flexibility within the four criteria and how you apply them to making decisions about when and how to reclassify ELs with Disabilities. Recent guidance at both the state and federal level indicates that an IEP team may make decisions about reclassification/redesignation as RFEP. This is a LEA/district level decision. Some LEAs/school districts allow the IEP team to make reclassification/redesignation decisions, and others allow the IEP team to provide input to a "reclassification committee". Regardless of what team makes the decision, they should include personnel from both the special education and English learner department, or a person that has expertise in second language acquisition.

*Beginning in the Spring of 2018 the annual ELP assessment will be ELPAC and CELDT will no longer be used to monitor progress and determine language proficiency for purposes of reclassification.

Below is an excerpt taken from the July, 2014 Questions and Answers federal guidance received from the US Department of Education:

Question: *When and how can an EL with a disability be exited from EL status? An EL with a disability can be "exited" from EL status when he/she no longer meets the definition of an EL?*

Answer:

This occurs when the student meets the State's definition of "proficient" in English. Depending on the State's definition of proficiency, the LEA, school personnel, and/or the IEP Team may have input into the decision of whether a student is proficient in English. However, there is no provision in the IDEA that would authorize the IEP Team to remove the "EL" designation before the student has attained English proficiency. In addition, other LEA and/or school personnel do not have the authority under Federal law to remove a student's EL designation before the student has been deemed proficient in English solely because the student has an IEP.

US Department of Education 2016-2017 Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives

Understanding Reclassification of English Learners

Reclassification/redesignation is the process used by districts/LEAs to determine whether or not an EL student has acquired sufficient English skills to successfully access curriculum being delivered without English development support. When EL students demonstrate that they are able to compete effectively or are commensurate with English-speaking peers, they are then reclassified as fluent English speakers (RFEP). The reclassification process in public schools in California is based on guidelines approved by the State Board of Education (SBE) and is based on California EC Section 313(d). The reclassification guidelines utilize multiple criteria in determining whether to reclassify a student as being proficient in English.

The California Department of Education Reclassification Guidelines

It is important to remember that reclassification of ELs is a local decision. The *CELDT Information Guide* states: "Reclassification is a local decision to be established by the local school board in accordance with state law (EC Section 313). School districts must use individual CELDT results as one of four criteria when considering reclassifying English learners. Additional measures that must be considered are the comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, teacher evaluation, and parent or guardian opinion and consultation."

Further, the *CELDT Information Guide* states students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, local IEP teams may determine appropriate measures of English language proficiency and performance in basic skills, in accordance with local and SBE approved reclassification guidelines. LEAs/districts are to establish local reclassification policies and procedures based on the four criteria below:

- 1) *Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to EC 60810 (i.e., the CELDT);*
- 2) *Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;*
- 3) *Parental opinion and consultation; and*
- 4) *Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.*

Criterion 1: Assessment of Language Proficiency Using an Objective Assessment Instrument

As per the CELDT Information Guide: Use CELDT as the primary criterion. Consider for reclassification those students whose Overall performance level is Early Advanced or higher, Listening is Intermediate or higher, speaking is Intermediate or higher, reading is Intermediate or higher, and writing is Intermediate or higher. Those students

whose overall performance level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

Note: This may be applicable to students with an IEP.

In July 2010, the State Board of Education (SBE) modified the definition of the English proficiency level for K–1 students on the CELDT to require an Overall score of Early Advanced or Advanced, with the domain scores for Listening and Speaking at the Intermediate level or above. The domain scores for Reading and Writing would not need to be at the Intermediate level (CELDT Information Guide). For students that take an alternate assessment to CELDT as per their IEP, this assessment data may be utilized to determine if the student has acquired English as per the first criteria.

Criterion 2: Teacher Evaluation

General or special education teachers shall make recommendations about whether the student has acquired the English language skills to be successful in learning in English commensurate with English speaking peers. Teachers may base their recommendations on classroom work samples, criterion referenced tests, classroom assessments, progress towards academic IEP goals and objectives, and overall classroom performance. It may be a helpful to provide teachers with a checklist such as the *Student Oral Language Observation Matrix (SOLOM)* in order for them to provide more objective information regarding the student's skills in English.

Criterion 3: Parent Opinion and Consultation

Provide notice to parents or guardians of their rights and encourage their participation in the reclassification process by inviting them to a face-to-face meeting.

Criterion 4: Comparison of Performance in Basic Skills

Defi

nitions per the 2016-2017 & 2017-28 CELDT Information Guide:

Note: As of the 2013-2014 school year California Standards Test (CST) and California Modified Assessment (CMA) are no longer applicable to the 4th criterion as they are no longer administered. The CDE has transitioned from STAR to the Smarter Balance Assessment System (SBAC) and at the date of revising this guide book the *CELDT Information Guide* indicates ***LEAs may use other objective assessments of basic skills in English to determine if students have met criteria four.***

1. "Performance in basic skills" means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks).
2. "Range of performance in basic skills" means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
3. "Students of the same age" refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

"Students of the same age" refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

Basic skills criteria per the 2016-2017 & 2017-18 CELDT Information Guide:

1. *LEAs may identify local assessments they are going to use to determine whether English learners are meeting academic measures that indicate they are ready to reclassify. (See “Academic Criteria for Reclassification” letter [August 2014] located on the CDE Reclassification Web page at <http://www.cde.ca.gov/sp/el/rd/index.asp>). Students with scores above the cut point selected by the LEA should be considered for reclassification.*
 - *The LEAs may identify cut scores, or a range of scores, on the selected assessment instrument to determine the skill levels.*
 - *The LEAs may identify a cut point on the selected assessment instrument, which is comparable to the midpoint of the Basic level of the ELA CST, to determine skill levels.*
2. *Students with scores above the cut point selected by the LEA should be considered for reclassification.*
3. *For students scoring below the cut point, LEAs should attempt to determine whether factors other than ELP are responsible for low performance on the test of basic skills and whether it is reasonable to reclassify the student.*
4. *The LEAs must monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the ESEA.*

EC 3131(f)(4)

Application of the Four Criteria to Students with Disabilities

The CELDT Information Guide provides guidance to professionals regarding decisions about whether to reclassify a student with disabilities as follows:

For the Criterion 1, The Assessment of Language Proficiency Using an Objective Assessment Instrument, the CDE guide states *Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.*

Many students with disabilities often have a difficult time scoring at the overall level of advanced or higher on CELDT due to a learning or other type of disability after many years of instruction in English; however, the reclassification team may feel that the student is proficient in English and that further instruction in ELD may not improve their academic performance. For these students, the team may want to follow the guidance provided in the *CELDT Information Guide* and check to see if the students' *overall proficiency* is in or close to the upper end of the intermediate level on CELDT. In addition, the IEP team may designate an alternate assessment to CELDT to measure English proficiency. The use of “alternate assessments” may be considered to determine if the student meets the first criteria (2017-2018 & 2017-18 CELDT Information Guide). 2017-2018 & 2017-18 CELDT Information Guide:

For purposes of AMAO 1 and 2 calculations and Title III accountability requirements, a student assessed with an alternate assessment or the CELDT with modifications will receive the LOSS on the CELDT for each domain tested with an alternate assessment or the CELDT with modifications. The IEP team, however, may use results from the alternate assessment or CELDT with modifications in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student's score on an assessment of basic skills) to determine a student's eligibility for reclassification. Although the alternate assessment tests the student's ELP in accordance with the student's IEP, the alternate assessment results are not comparable to CELDT results, in general, or for the purposes of Title III accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this section.

For Criterion 2, *Teacher Evaluation*, the CELDT Information Guide stipulates that the reclassification team should consider that "incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification." A disability may be a factor that contributes to low academic achievement and is unrelated to "English language proficiency." The reclassification team should conference closely with all teachers of the student, including special educators, to determine if a lack of or limited academic achievement in the classroom is due to other factors such as a disability or motivation.

Use the student's classroom performance information based on his or her IEP goals for academic and ELD.

For the Criterion 3, *Parent Opinion and Consultation*, it is important for the reclassification team to collaborate closely with the parent(s) and seek input about whether or not the parent(s) views their child as being proficient in English and/or is able to perform successfully in an education environment where the instruction is in English without ELD support. Some parents may not be able to attend the meeting; however, it is best practice for the team to seek and consider parent input when making reclassification decisions.

As per the 2016-2017 & 2017-18 CELDT Information Guide: The parent or guardian is a participant on the IEP team.

For Criterion 4, *comparison of performance in basic skills*, the CELDT Information Guide stipulates that for pupils scoring below the cut point, school districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CST or CMA (or other statewide test measures from SBAC) in English Language Arts (ELA) and whether it is reasonable to reclassify the student.

It may be best practice for reclassification teams to consider whether or not the impact of a student's disability, "other than English language proficiency", is contributing factor to the student's low achievement on standardized tests of basic skills (once guidance on the current statewide assessment performance indicators becomes available or other tool being currently utilized). If the team determines that low performance (lower than the beginning point of "basic") is due to a disability rather than English language proficiency and the student has acquired language proficiency, they must document this when making the decision of whether or not the

team determines that low performance (lower than the beginning point of “basic”) is due to a disability rather than English language proficiency and the student has acquired language proficiency, they must document this when making the decision of whether or not the student has met the fourth criteria. In addition, some students with disabilities, as designated in their IEP, take the alternate statewide tests such as the *California Alternate Assessment (CAA)*.

Reclassification/IEP teams may results from alternate test measure to whether a student has acquired the basic skills in English at their functional level. It is important for reclassification teams (be it the IEP team or other multidisciplinary reclassification team) to remember the purpose for identifying students as English learners when making a determination if an English learner has acquired sufficient English skills or fluency to perform successfully in academic subjects without ELD support. It is not advisable for educators to make hasty decisions when deciding whether or not to reclassify a student based solely on the student having a disability. English language development is a valuable service that specifically targets the skills required to be fluent in English. If the reclassification team feels a student would still benefit from an ELD program because he or she has not fully developed English language proficiency, reclassification may not be appropriate. Districts/LEAs are advised to seek further guidance from the CDE if they have questions about reclassification of students with disabilities.

As per the 2016-2017 & 2017-18 CELDT Information Guide:

The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment). The IEP team may consider using other assessments that are valid and reliable and designed to compare basic skills of English learners with disabilities to native speakers of English with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC Section 313(f)).

In accordance with federal and state law, the local IEP team may address the individual needs of each English learner with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). These four criteria are the minimal required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student. Additional information about assessing students with disabilities is available on pages 11–23.

(See Appendix #D11 for a sample *Reclassification Worksheet*)

Sample Reclassification Scenarios

SCENARIO 1: Student with Autism Takes an Alternate Assessment to CELDT

Lupe is a 6th grade student who has autism. She has an average to low average ability level. She is verbal; however a lot of her speaking is more “echolalia” or repetitive of what she hears. Her pragmatic and comprehension skills are low in both languages. She functions at approximately the 3rd grade level in math and 1st -2nd grade level in reading and writing. She was classified as an English learner upon entering school in kindergarten. The IEP team has designated that Lupe will take an alternate assessment to CELDT, the VCCALPS. Below is an analysis of Lupe’s English language development based on the four reclassification criteria.

Criterion 1: Assessment of Language Proficiency Using Objective Assessment Instrument. Since Lupe took an alternate assessment to CELDT, the reclassification team used the scores on the alternate measure Basics 2 and VCCALPS to determine if Lupe meets this criterion.

Results of Lupe's Alternate Assessment (VCCALPS) in Spanish

Skill Areas (Primary Language)	Points (25 pts) per domain
I. Listening Total Score (25 Points Possible)	24
II. Speaking Total Score	22
III. Reading Total Score	7
IV. Writing Total Score	6

Overall Score = 59 (Intermediate level in Spanish)

Results of Lupe's Alternate Assessment (VCCALPS) in English

Skill Areas (Primary Language)	Points (25 pts) per domain
I. Listening Total Score (25 Points Possible)	23
II. Speaking Total Score	23
III. Reading Total Score	13
IV. Writing Total Score	8

Overall Score = 67 (Upper End of Intermediate level in English)

The IEP team felt that even though Lupe's VCCALPS scores are not all in the "intermediate" range (writing is not), the team felt that since all other scores on the VCCALPS indicate she has comparable skills in her primary language and English in receptive language, and her **overall** proficiency level is in the upper end of intermediate, the relative weakness in writing is reflection of her disability versus being an English learner and that she met the first criteria for English proficiency.

Criterion 2: Teacher Evaluation

Lupe's teachers indicated that she has developed English language proficiency as evidenced by her day-to-day classroom performance (not related to her autism or disability).

Remember: Incurred deficits in motivation and academic success unrelated to English language proficiency may not preclude a student from reclassification as per the CELDT Information Guide.

Criterion 3: Parent Opinion and Consultation

Lupe's parents indicate that they feel she communicates well in English with other English speakers, that she is able to read books in English, and that she seems to be able to comprehend information from T.V. and radio in English and believe she is ready to exit the program.

Criteria 4: Comparison of Performance in Basic Skills

As per the *CELDT Information Guide Performance in basic skills means the comparison of the student's performance in basic skills against an empirically established range of performance in basic skills.*

Lupe took an alternate to SBAC (for her 6th grade level). The IEP team determined that they would use her alternate assessment scores to determine if she met the basic skills criteria. Lupe scored at the mid range of Basic level on her alternate assessment. The IEP team took Lupe's cognitive levels into consideration and determined that she did perform basic skills in English similar to her like peers that are not ELs and her English language proficiency is commensurate with her cognitive levels. In this scenario the reclassification team felt that Lupe met the four CDE reclassification criteria and made the decision to designate her as RFEP.

SCENARIO 2: High Functioning Student with Learning Disabilities Who Takes CELDT and Other Objective Test Measures

Jorge is an 8th grade student who is eligible for special education as learning disabled. He is a highly verbal student but struggles with a reading and writing disability due to visual processing deficiencies. He functions at approximately the 7th grade level in math and 4th - 5th grade level in reading and writing. He was classified as an English learner upon entering school in kindergarten.

Below is an analysis of Jorge's English language development based on the four California State Board of Education adopted reclassification criteria:

Criterion 1: Assessment of Language Proficiency Using Objective

Assessment Instrument

Jorge's CELDT test scores were:

Skill Area	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening				X	
Speaking				X	
Reading			X		
Writing			X		
Overall			X (upper end)		

The IEP team determined that Jorge did meet the CELDT assessment criteria for proficiency even though he did not obtain an overall proficiency level of Early Advanced or higher and writing was at the Early Intermediate level. As per the CELDT Information Guide recommendations the IEP team took into consideration other measures to determine if Jorge is proficient since his overall CELDT level is in the upper end of intermediate.

The reclassification team also took into consideration other curriculum based measures from the classroom in reading and writing when Jorge was allowed to use his accommodation of using a word processor and spell checker and auditory assistance with sounding out multiple-syllable words. The team also reviewed past test results from Woodcock Johnson Revised III (WJIII) and the Test of Written Language (TOWL). The IEP team ruled out that his lack of proficiency in reading and writing was due to his lack of proficiency in English. This was determined by analyzing the types of error patterns he made and by reviewing his overall progress towards achieving his IEP goals in reading and writing.

Criterion 2: Teacher Evaluation

Jorge's teachers (both special and general education) felt he has developed English language proficiency as evidenced by his day-to-day classroom performance (not related to his learning disability).

Remember: based on the *CELDT Information Guide* recommendations, *incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.*

Criterion 3: Parent Input

Jorge's parent(s) indicate that he is able to communicate with other English speakers fluently and understands his English school work; and therefore, should be reclassified.

Criterion 4: Comparison of Performance in Basic Skills

Performance in basic skills – Jorge's standardized test scores indicate his academic functioning in areas of English language arts fall below the average range; however, the reclassification team felt that "factors other than English language development" were the reason his scores were low (his learning disability) and that he is functioning at a level similar to other like peers that have learning disabilities but are not an EL.

As per the *2016-2017 & 2017-18 CELDT Information Guide*, "for pupils scoring below the cut point, LEAs/districts may attempt to determine whether factors other than English language proficiency (such as a disability) are responsible for low performance on the CST in English language arts and whether it is reasonable to reclassify the student".

Note: LEAs/districts have not been provided guidance on the use of SBAC statewide testing data to inform reclassification/redesignation decisions for criterion four at this time, so LEAs/districts may use other objective measures of academic performance in English language arts to make reclassification/redesignation decisions.

Frequently Asked Questions

Question: Is reclassification to RFEP the responsibility of the IEP team for EL students in special education?

Response: Each district/LEA must establish policies and procedures to designate which staff or the team members that are responsible for reclassification of EL students. As per the *CELDT Information Guide*, the IEP team may be the most appropriate group of professionals to make reclassification decisions. It is important to note that an EL specialist should be in attendance at the

IEP where reclassification decisions may be made since they have the specialized knowledge relevant to second language acquisition.

Question: May a school EL reclassification team use “alternate criteria” to reclassify a student who is EL to RFEP?

Response: No. There is no provision that allows an LEA to use “alternate reclassification criteria.” LEAs must follow the four criteria established by the CDE as per Ed Code Section 313(d).

However, as per the CELDT Information Guide, LEAs ultimately make final decisions about reclassification and may determine how to best apply the reclassification guidelines.

Question: May a school classify a student that has severe disabilities and is nonverbal as FEP upon entry without testing the student?

Response: No, not if the student’s primary way to communicate is with a language other than English as indicated by a mark of “yes” by the parent(s) or guardian on the first three answers of the HLS. The LEA must assess the student’s English proficiency using CELDT or another alternate assessment (as per the IEP) to determine if the student is FEP upon entry or EL. If the parent(s) or guardian indicate that a language other than English is used in the home on the fourth question, then it is up to the LEA whether to administer the CELDT or an alternate assessment to determine EL status.

It is also important to note that if the IEP team reviews the CELDT or alternate language proficiency results and determines that the student’s scores are not a valid reflection of the student’s English proficiency, the team may take into consideration other data and make a determination about whether the student is FEP upon entry or EL.

Question: According to the CDE’s first reclassification criterion, the student is required to pass the English language proficiency section on CELDT with an overall proficiency level of Early Advanced or higher, a listening score of Intermediate or higher, a speaking score of Intermediate or higher, a reading score of Intermediate or higher, and a writing score of Intermediate or higher. May the IEP team use the results of the “alternate assessment” to CELDT that was designated by the IEP team as the “objective assessment instrument?”

Response: Yes, the reclassification team may use the results of an alternate assessment as long as the student demonstrates English proficiency (appropriate to his or her level of functioning) in all four domains: Listening, Speaking, Reading, and Writing.

Question: For the fourth reclassification criterion “comparison of performance in basic skills,” may the reclassification team use data from an *alternate assessment* if the student does not take SBAC or the current statewide assessment?

Response: Yes, if that is the alternate assessment recommended by the IEP team.

Compliant Best Practices

1st Best Option – Engage in the following steps:

- 1) First administer cross cultural, non-discriminatory assessments that align to the referral concerns regardless of language difference in a standardized manner in English. If analysis of the data indicates the student is performing the average or above average range there is likely no disability; however, assess the student in their native language in relative or suspected areas of weakness to confirm scores using fully bilingual assessors. If student does not perform in the average or above average range in English then engage in native language assessment in all areas of concern.
- 2) Engage in observation of student in varied environments.
- 3) Collect data from curriculum based and other criterion assessment measures; analyze student performance compared to like EL peers.
- 4) Engage in structured interviews with parents and staff using an interpreter if necessary.

2nd Option if Option 1 is “not feasible” – Engage in the following steps:

- 1) If there is no assessor available in the native language; assess in English and use interpreter to administer the assessment in the native language under the supervision of licensed assessors and document limitations in assessment report.
- 2) Engage in steps numbers 2-4 above.

3rd Option if Options 1 and 2 are “not feasible” – Engage in the following steps:

- 1) If there is no assessor or assessment tools available in the native language; assess in English in a standardized format and use an interpreter who speaks the native language to provide an oral translation of assessments normed and written in English in the native language in areas of relative weakness as a comparison to the results in English. Document the non-standardized use of the assessments in the assessment report.
- 2) Engage in steps numbers 2-4 above.

Note: do not use standard scores - The data should only be used to confirm information regarding patterns of strengths and weaknesses

Last Option if Options 1, 2 and 3 are “not feasible” – Engage in the following steps:

- 1) If there is no assessment tool or interpreter available in the native language Assess in English in a standardized format, to include several non-verbal measures of cognition. If student shows low cognition or there are patterns of weakness attempt to validate with non- standardized data collection.
- 2) Engage in steps numbers 2-4 above.

POTENTIAL BILINGUAL ASSESSMENT TOOLS

I. POTENTIAL LANGUAGE ASSESSMENT TOOLS

Test Name & Publisher	Age/Grade	Description
Peabody Picture Vocabulary Test 3rd Ed. (PPVT) Pearson Assessment	Ages 2.5-40	Receptive verbal and non verbal language assessment
Dos Amigos Academic Therapy Publications	Ages 6-12	Verbal language & dominance assessment
Test de Vocabulario en Imagenes Peabody (TVIP) Western Psychological Services (WPS)	Ages 2.6-17;11 mo.	A measure of Spanish vocabulary based on the PPVT
The Bilingual Verbal Ability Test (BVAT) Riverside Publishing	Ages 5-adult	Verbal ability measure in 17 languages
Expressive One-Word Picture Vocabulary Test-R (EOWPVT-R-SBE) Spanish- Bilingual Edition Riverside Publishing	Ages 2-18+	Expressive vocabulary assessment in Spanish
Receptive One-Word Picture Vocabulary Test-R (ROWPVT-R-SBE) Spanish Bilingual Edition Riverside Publishing	Ages 2-18+	Receptive vocabulary assessment in Spanish
Clinical Evaluation of Language Fundamentals (CELF IV) Pearson Assessment	Ages 5 -21	Receptive & expressive language assessment in Spanish and English
Test of Auditory Processing 3 (TAPS 3) Academic Therapy Publications	Ages 5-0-18-11	Assessment of auditory processing skills in Spanish and English

Goldman-Fristoe La Meda (articulation) Pearson Assessment	Ages 2-90	Assessment of articulation in Spanish and English
Woodcock-Munoz Language Survey (WMLSR) Riverside Publishing	Ages 2-90	Language proficiency assessment in English, Spanish, & other languages
Idea Proficiency Test (IPT II) Ballard & Tighe Publishers	Grades 7-12	English oral language proficiency assessment of students who are native speakers of other languages
Contextual Probes of Articulation Competence – Spanish (CPAC-S) Super Duper Publications	Ages 3-8;11 mo.	Test of phonology and articulation skills in Spanish
Dos Amigos Academic Therapy Publications	Grades 6-12	Verbal language & language dominance assessment
ADEPT	Grades K-8	Aligned to CELDT http://www.cfep.uci.edu/crlp/adept.php

II. POTENTIAL BILINGUAL COGNITIVE ASSESSMENT TOOLS

Test Name & Publisher	Age/Grade	Description
The Bilingual Verbal Ability Test (BVAT) Riverside Publishing	Ages 5-adult	Verbal ability assessment in 17 languages
K-ABC (English & Spanish) Pearson Assessment	Ages 3-18	Cognitive & achievement assessment
Bateria' III Woodcock-Munoz - Riverside Publishing	Ages 2-90	Cognitive & achievement assessment in Spanish
WISC IV – Spanish Pearson Assessment	Ages 6-16;11 mo.	Cognitive / intellectual ability assessment

Southern California Ordinal Scales of Cognition (SCOSC) Foreworks Publisher (for the California Department of Education)	Ages Unspecified	Developmental language assessment – oral and gestural (for exceptional learners)
Cognitive Assessment System CAS Riverside Publishing	Ages 5-17;11 mo.	Cognitive ability assessment and predictor of achievement – appropriate for culturally diverse children

III. POTENTIAL NON-VERBAL COGNITIVE ASSESSMENT TOOLS

Test Name & Publisher	Age/Grade	Description
The Universal Nonverbal Intelligence Test (Unit) Riverside Publishing	Ages 5-17+	Non-verbal ability test
Bender Visual Motor Gestalt Test Pearson Assessment	Ages 3-adult	Visual-motor integration test
Naglieri Nonverbal Abilities Test (NNAT) Pearson Assessment	Ages 5-18	Non-verbal ability test
Test of Non-verbal Intelligence (CTONI) Pearson Assessment	Ages 6-89	Non-verbal ability test
Leiter Western Psychological Services (WPS)	Ages 2-20	Totally non verbal measure of non-verbal ability (for both examiner and student)
Test of Visual Perceptual Skills (TPVS) III Western Psychological Services (WPS)	Ages 4-18	Perceptual skills assessment separate from motor skills

DAYC – 2	0-5 years	Measures Social, Cognitive, Adaptive, and Communication Functioning http://www4.parinc.com/Products/Product.aspx?ProductID=DAYC-2
----------	-----------	--

IV. POTENTIAL BILINGUAL SOCIAL-EMOTIONAL RELATED ASSESSMENTS

Test Name & Publisher	Age/Grade	Description
Behavior Assessment System for Children (BASC-2) Spanish Pearson Assessment	Ages 2-2;11 mo.	Comprehensive rating scales and forms to assess behavior and emotionality
Vineland Adaptive Behavior Scales II – Spanish Pearson Assessment	Ages 3-18;11 mo.	Assessment of personal adaptive and social skills
Acculturation Rating Scale for Mexican Americans II (ARSMA-II) Israel Cuellar, Ph. D.	Ages 11-18+	Multi-factorial assessment of cultural orientation
Social Skills Input System (SSIS) - Spanish Pearson Assessment	Ages 3-18	Social skills and behavior assessment
Connors-3 Spanish (CPT3; CBRS, CDI-2, and EC) Pearson Assessment	Ages 6-17	Assessment of attention deficit (ADD) and behavior

V. POTENTIAL SPEECH & LANGUAGE ASSESSMENT TOOLS

Test Name	Publisher	Age/ Grade	Description
Peabody Picture Vocabulary Test (PPVT - 4)	Pearson Assessment	2.5 - 90	Receptive language verbal/non-verbal skills
Dos Amigos	Academic Therapy Publications	6 -12	Verbal language & language dominance
Test de Vocabulario en Imagenes Peabody (TVIP)	Western Psychological Services (WPS)	2.6 – 17-11	Vocabulary of Spanishspeaking and bilingual students
The Bilingual Verbal Ability Test (BVAT)	Riverside Publishing	5 - adult	Verbal ability in 17 languages
Woodcock-Munoz Language Survey	Riverside Publishing	2 - 90	Language proficiency in English, Spanish & other languages
Clinical Evaluation of Language Fund. (CELF IV)	Pearson Assessment	5 - 21	Receptive & expressive language in Spanish
Contextual Probes of Articulation Competence - Spanish (CPAC-S)	SuperDuper Publications	Pre K - adult	Test of phonological / articulation skills in Spanish
Expressive One Word Picture Vocabulary Test (EOWPVT-SBE) Spanish- Bilingual Edition	Academic Therapy Publications	4 - 12	Expressive vocabularies of individuals bilingual in Spanish
Receptive One word Picture Vocabulary Test (ROWPVT-SBE) Spanish -Bilingual Version	Academic Therapy Publications	4-12	Receptive vocabularies of individuals bilingual in Spanish
Test of Auditory Processing (TAPS 3) English & Spanish	Academic Therapy Publications	5-0 – 18-11	Auditory processing skills; reviewed by Spanishbilingual testing professionals.
Idea Proficiency Test (IPT – II)	Ballard & Tighe Publishers	Grades 7-12	English oral language proficiency of students who

			are native speakers of other languages
Speech Pre School Language Schools (PLS – 5) Spanish & English	Pearson Assessment	Birth – 7:11	Total language, auditory comprehension, expressive communication, standard scores, growth scores, percentile ranks, language age equivalents
Bilingual English Spanish Assessment (BESA)	http://www.arclinicalpubl.com/	Ages 4 – 6:11	Assessment of language development (phonology, morphosyntax, semantics) in Spanish-English bilingual children
Systematic Analysis of Language Transcripts (SALT)	http://www.saltsoftware.com	All ages and grades	Analysis of language samples compared to a norm in Spanish and English

References

- Artiles, A. J., Rueda, R., Salazar, J. J., & Higareda, I. (2005). Within-group diversity. *Exceptional Children*, 71, 283-300.
- Artiles, A. J., & Ortiz, A. (2002). *English language learners with special education needs: Identification, assessment, and instruction*. Washington, DC: Center for Applied Linguistics.
- Avary Carhill, Carola Suárez-Orozco & Mariela Páez, 2008. *Explaining English language proficiency among adolescent immigrant students*. American Educational Research Journal by Sage Publications. *Am Educ Res J* 2008; 45; 1155. DOI: 10.3102/000283120450041155
- Baca, L.M., Fletcher, T., & Hoover, J.J. (2008). Conclusion. Putting the pieces together. In J.K. Klingner, J.J. Hoover, & L.M. Baca (Eds.), *Why do English language learners struggle with reading? Distinguishing language acquisition from learning disabilities*. Thousand Oaks, CA: Corwin.
- Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovalski, J., & Prasse, D. (2005). *NASD - Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education.
- Brown, E. B., & Doolittle, J. (2008). *A cultural, linguistic, and ecological framework for response to intervention with English language learners*. Washington, DC: US Department of Education – National Center for Culturally Responsive Educational Systems (NCREST).
- Butterfield, J. S., & Read, J. P. (2011). *ELLS With Disabilities: A Guide for Identification, Assessments, and Services*. LRP Publications: Palm Beach Gardens, FL.
- California Department of Education (2012). Overview of the California English Language Development Standards and Proficiency Level Descriptors. California Commission on Teacher Credentialing. (2007). The administrator's assignment manual. (8th Rev. ed.). Retrieved from <http://www.ctc.ca.gov/credentials/manuals-handbooks/Administrators-AssignmentManual.pdf>
- California Department of Education (Annual). CELDT Information Guide <http://www.cde.ca.gov>
- Californians Together (2014). English learner success in the Common Core State Standards. Retrieved from <http://www.californianstogether.org>
- Casanova, U. (1990). Rashomon in the classroom: Multiple perspectives of teachers, parents, and students. In A. Barona & E. Garcia (Eds.), *Children at risk: Poverty, minority status, and other issues in educational equity* d(135-149). Washington, DC: National Association of School Psychologists.
- Case, R.E. & Taylor, S.S. (2005). Language difference or learning disability? Answers from a linguistic perspective. *The Clearing House*, 78(3).
- Center for Applied Special Technology (CAST) (www.cast.org), 2017.

Chamberlain, S. P. (2005). Recognizing and responding to cultural difference in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic*, 40(4), 195-211.

California Code of Regulations (Title 5 of the *California Code of Regulations*).

Cummins, J. (1981) The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), Schooling and language minority students: A theoretical framework. Evaluation, Dissemination and Assessment Center, California State University, Los Angeles.

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon England: Multilingual Matters Ltd. (Co-published in USA by College-Hill Press). ISBN: 0-905028-14-7 [hb]; 0-905028-13-9 [pb].

Cummins, J. (1986) Empowering minority students: A framework for intervention. Harvard Educational Review, 56, 18-36. Damico, J.S., & Nye, C. (1991). Collaborative issues in multicultural populations. "Best Practices in School Speech-Language Pathology," 1.

Data Quest. (2009, 2013). Retrieved from <http://data1.cde.ca.gov/dataquest/>.

Denton, C. A., Fletcher, J. M., Simos, P. C., Papanicolaou, A. C., & Anthony, J. L. (2007). An implementation of a tiered intervention model: Reading outcomes and neural correlates. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-based reading practices for response to intervention* (pp. 107–137). Baltimore: Brookes.

Dutro, S. (February, 2013). Presentation at Santa Barbara County Education Office: *El Achieve*.

Fetler, M. (2008). Unexpected testing practices affecting English language learners and students with disabilities under No Child Left Behind. *Practical Assessment, Research & Evaluation*, Vol 13, No 6 (pp. 1-6).

Fillmore L. & Snow C. (2000). What teachers need to know about language. *ERIC Digest*. Retrieved from <http://www.cal.org/resources/digest/digestpdfs/0006fillmoresnowwhat.pdf>

Francis, D. J., Rivera, M., Rivera, H., Lesaux, M. K., & Kiefer, M. (2006). Practical Guidelines for the Education of English Learners: Research-Based Recommendations for Instruction and Academic Interventions. Center On Instruction. Retrieved from: <https://www2.ed.gov/about/inits/ed/lep-partnership/interventions.pdf>

Fortune, T. W., & Menke, M. R. (2010). *Struggling Learners and Language Immersion Education: Research-based, Practitioner-informed Responses to Educators' Top Questions*, (Minneapolis, MN: CARLA. Retrieved from <http://www.carla.umn.edu/immersion/learners.html>

Freeman, D., & Freeman, Y. (2001). *Between Worlds: Access to Second Language Acquisition*. Portsmouth, NH: Heineman.

Garcia, S. B., & Ortiz, A. A. (2004). Preventing inappropriate referrals of language minority students to special education. Focus: The National Clearinghouse for bilingual Education. Retrieved from <http://aimhieducational.com/InclusionResources/Bilingual%209.pdf>.

- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English language learners. *Exceptional Children*, 66(4), 454–70.
- Gersten, R., Baker, S., Shanahan, T., Linan-Thompson, S., Collins, P., Scarcell, R. (2007). Effective literacy and English language instruction for English learners in the elementary grades. US Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>.
- Gomez-Cerrillo (2010). Personal communication.
- Gopaul-McNicol, S. A., & Thomas-Presswood, T. (1998). *Working with linguistically and culturally different children: innovative practice and clinical approaches*. Boston, MA: Allyn & Bacon.
- Hamayan, E., Marler, B., Sanchez-Lopez, C., & Damico, J. (2007). *Special Education considerations for English Learners. Delivering a Continuum of Services*. Philadelphia, PA: Caslon Publishing.
- Hudson, P., & Fradd, S. (1990, Fall). Cooperative planning for learners with limited English proficiency. *Teaching Exceptional Children*, 23(1), 16-21. EJ 416 641.
- Jenkins (2007)
- Jepsen, C., & de Alth, S. (2005). *English learners in California schools*. San Francisco: Public Policy Institute of California. Retrieved from http://www.ppic.org/content/pubs/report/R_405CJR.pdf
- Keller-Allen, C. (2006). English language learners with disabilities: identification and other state policies and issue. *State Directors of Special Education*. Retrieved from: <http://nasdse.org/Default.aspx>
- Klinger, J. K., & Artiles, A. J. (2003). When should bilingual students be in special education? *Educational Leadership*, 61(2), 66-71. Copyright © 2003 by Assn. for Supervision and Curriculum Development.
- Klingner, J.K., Almanza, E., de Onis, C., & Barletta, L.M. (2008). *Misconceptions About the Second Language Acquisition Process*. Corwin: Thousand Oaks, CA.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Krashen, S. & T. Terrefi. (1983). *The Natural Approach*. Hayward, CA: Alemany Press.
- Kuder, S.J. (2003). *Teaching students with language and communication disabilities*, (pp. 276-281). Boston: Allyn & Bacon.
- Larsen-Freeman, D., & Long, M. (1991). An introduction to second language acquisition research. London: Longman.
- California Legislative Analyst's Office (LAO) (2007). Analysis of the 2007-08 Budget Bill: Education. Retrieved from: [file:///Users/Jarice/Desktop/LAO%202007%20Budget%20Analysis %20English%20Learners.html](file:///Users/Jarice/Desktop/LAO%202007%20Budget%20Analysis%20English%20Learners.html)

Little, J. W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal*, 19, 325-340.

Madden, N. A., Slavin, R. E., Karweit, N. L., Dolan, L., & Wasik, B.A. (1991). Success for all. *Phi Delta Kappan*, 72, 593-99.

Mercel, C.D. (1987). *Students with learning disabilities* (3rd ed.). Columbus, OH: Merrill.

Rose, D. & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Murray County Schools. (2008). *Response to Intervention Student Support Team (RTI/SST)*. Retrieved from <http://www.murray.k12.ga.us/ESS/RTI/RTI%20Manual%20MCS%202007.pdf>

National Association of State Directors of Special Education (NASDE) (2005). Retrieved from: <http://www.nasdse.org/Projects/MultiTierSystemofSupportsMTSS/tabid/411/Default.aspx>

O'Connell, J. (2008). *Response to intervention and instruction*. California Department of Education. Retrieved from <http://www.cde.ca.gov/nr/el/le/yr08ltr1114.asp>

Olvera, P. (2010). Personal communication.

Ortiz, A.A. (1997). Learning disabilities occurring concomitantly with linguistic differences. *Journal of Learning Disabilities*, 30(3), 321–32.

Ortiz, A.A., & Yates, J.R. (2001). A framework for serving English language learners with disabilities. *Journal of Special Education Leadership*, 14(2), 72–80.

Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing Culturally and Linguistically Diverse Students*. The Guildford Press: New York, NY.

Rueda R. & Windmueller, M. P. (2006). English language learners, LD, and overrepresentation: A multiple level analysis. *Journal of Learning Disabilities*, 39(2), 99-107.

Ruiz, N.T. (1995). The social construction of ability and disability: I. Profile types of Latino children identified as language learning disabled. *Journal of Learning Disabilities*, 28(8), 476–90.

Sanchez, M., Parker, C., Akbayin, B., & McTigue, A. (2010). Processes and challenges in identifying learning disabilities among students who are English learners in three New York State districts. REL Northeast & Islands Regional Educational Laboratory at Education Development Center, Inc. # REL2010-085. Retrieved from <http://ies.ed.gov/ncee/edlabs>

Saunders, W., & Marcelletti, D. (2013). *The gap that can't go away: The Catch-22 of reclassification in monitoring the progress of English learners*. Educational Evaluation and Policy Analysis, 35 (2), 139-156.

Sheills, J. (2010). Personal Communication with Jarice Butterfield at Carpinteria Unified School District, Carpinteria California, March 4, 2010.

Shinn, M., (1989). *Curriculum Based Measurement: Assessing Special Children*. New York, NY: Guilford Press.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Special Edge, 2013, Rtl, Rtl² and MTSS: Establishing Clarity; Summer, Volume 26, 3

Stedman, L.C. (1987). It's time we changed the effective schools formula. *Phi Delta Kappan*, 69, 215-224.

Swain, M., and Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics*, 16, 371-391.

Thomas, W., and Collier, V. (1997). School effectiveness for language minority students (NCBE Resource Collection Series, No. 9). Washington, DC: National Clearinghouse for Bilingual Education retrieved from

<http://www.ncbe.gwu.edu/ncbepubs/resource/effectiveness/index.htm>

Vanderwood (2009). Personal communication.

Vaughn S, and Linan-Thompson S. (2003). Group size and time allotted to intervention: Effects for students with reading difficulties. In: Foorman BR, editor. Preventing and remediating reading difficulties: Bringing science to scale. Baltimore, MD: York Press; 2003. pp. 299–324.

Warger, C., and Burnette, J. (2000). Five strategies to reduce overrepresentation of culturally and linguistically diverse students in special education. Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved from <http://www.ericdigests.org/2001-3/five.html>

West Ed (2012). Power Point titled "California's Multi - Tiered System of Support (MTSS)/Response to Instruction and Intervention (RTI²) Implementation Survey Preliminary Results" retrieved from <http://www.ctc.ca.gov/commission/agendas/2012-12/2012-12-5A-ppt.pdf>

Ventura County Special Education Local Plan Area (SELPA)
Mary E. Samples, Assistant Superintendent
www.vcselpa.org



Ventura County Comprehensive Alternate Language Proficiency Survey for Students with Moderate-Severe Disabilities (VCCALPS)

**Adapted with permission from the
Orange County Office of Education
Alternate Language Proficiency Instrument (ALPI)**

2016

**Contact: Joanna Della Gatta, Director,
Technical Support & Transition
805-437-1560**

Introduction/Purpose

This survey instrument may be used to assess language proficiency of students with disabilities characterized as moderate or severe. It is for students who, because of their disability, cannot access all or part of the CELDT, and is designed for students who participate in the California Alternate Assessment (CAA). It assesses in all areas required by the California Department of Education, including listening, speaking, reading, and writing. It establishes levels in both the primary language as well as English. If unsure about which English Language Development assessment a student will best respond to, the IEP team may utilize the Worksheet for "CELDT Participation Criteria for Alternate Assessment".

Because students with moderate or severe developmental and intellectual disabilities usually have delays in the areas of general language development and cognition, it often is difficult to establish the level of English language proficiency. Therefore, an analysis of proficiency in English as compared to proficiency in the primary language becomes very informative.

The information from this survey can be used to determine whether the student is considered to be an "English Learner" or a student with disabilities in language and cognition, across languages. Students who are considered to be ELs will receive targeted instruction in ELD, including vocabulary, syntax, grammar, functions and conventions unique to the English language (academic and conversational). Students who are considered to be delayed in any language will receive targeted instruction in general development of language and communication.

Students who are ELs will have at least one IEP goal that addresses English Language Development. All IEP goals must be linguistically appropriate, which means they are at the appropriate EL level. Special consideration must be given to the language of instruction (English or primary language). IEP teams for ELs will include persons with expertise in second language acquisition who understand how to differentiate between limited English proficiency and a disability.

For our students with moderate-severe disabilities, this may mean that they will be taught to make simple requests or express needs first in the primary language, or, that instructions for functional skill activities are given in both English as well as the primary language, (or primary language only).

The VCCALPS can also be used to assist in reclassifying a student to Fully English Proficient (RFEP) who has formerly been considered an EL. For students who perform at low levels in both English and the primary language, the IEP team may recommend to the district English Language Development department that the low proficiency level in English is due to the disability. Although the IEP team may make the recommendation, the final decision about reclassification lies with the ELD Department, with input from parent(s).

For two years following reclassification, students will continue to receive support and monitoring of their English language development.

Student Name: _____ DOB: _____ Date: _____ School: _____ Grade: _____

Worksheet

CELDT Participation Criteria for Alternate Assessment

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the CELDT even with variations, accommodations, and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Circle “Agree” or “Disagree” for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environment.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot address the performance level assessed in the CELDT, even with accommodations or modifications.
Agree	Disagree	The decision to participate in the alternate assessment is not based on the amount of time the student is receiving special education services.
Agree	Disagree	The decision to participate in the alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in the alternate assessment is not based on language, cultural, or economic difference.
Agree	Disagree	The decision to participate in the alternate assessment is not based on the deafness/blindness, visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in the alternate assessment is not primarily based on a specific categorical label.
Agree	Disagree	The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of the statements is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary accommodations or modifications.

IEP Team Decision: _____ is eligible for participating in the CELDT. IEP

Team Decision: _____ is **not** eligible for participating in the CELDT.

Instructions

This instrument should be used in a similar manner as the CELDT, and must be used for all students with a language other than English in questions #1-#3 on the Home Language Survey. (Question #4 is discretionary for the districts).

WHEN: For all students entering school, the assessment should be administered within the first 30 days of enrollment. It should be readministered annually during the testing window for CELDT/ELPAC.

HOW/WHO: The listening, reading and writing portions of the assessment are to be administered in multiple sessions in short lengths of time as tolerated by the student. Because there is a great deal of overlap in the content of the items in English and primary language, it is suggested that those sections be administered in random order, with at least an hour between sessions. They should be administered by classroom staff who know the student well, to assure maximum performance.

The speaking session should be completed by those who know the student well, at minimum the teacher and primary caregiver.

Some sections require that directions and/or prompts be given in the primary language, so a person who is fluent in that language is required.

The assessor is advised to use the least intrusive prompting or adaptations necessary to obtain a response from the student. If he/she is capable of pointing, speaking, etc, they should be required to do so. If not, eye gaze, head nod, or indicating yes/no to adult model will suffice.

For each section, jot down the items or words the student correctly responds to or performs. Circle the number which best correlates with performance, place in points column and total the number of points per page.

Record totals from each page on the Summary Sheet, which will indicate levels in each area to be used for decision making and planning.

Note: In 2016, the EL levels will be changing in the English Language Proficiency Assessment for California (ELPAC) which will completely replace the CELDT by the 2018-2019 school year.

In 2007-18 school year, the ELPAC will be given in the spring of 2018 as a summative assessment. Subsequently, the ELPAC will be given as both the initial and the summative assessment.

Listening – Primary Language**VCCALPS**

Listening: Provide oral requests in **primary language** only. Describe responses on lines provided, then circle the score which best applies and record in points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

In response to the primary language, the student:**Points**

1. Turns head when called (describe):

Never 0-1/5 times Rarely 2/5 Times (2 pts) Occasionally 3/5 Times (3 pts.)
Often 4/5 Times (4 pts) Frequently 5/5 Times (5 pts.)

[0-5]

2. Identifies body parts by pointing, eye gaze or indicating yes/no to adult model. (May use pictures or have student point to self.) (list):

0 1 (1 pt.) 2 (2 pts.) 3 (3 pts.) 4 (4 pts.) 5+ (5 pts.)

[0-5]

3. Identifies family members/familiar people, by pointing, eye gaze or indicating yes/no to adult model. (May use people or pictures.) (list):

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5]

4. Identifies foods/food items by pointing, eye gaze or indicating yes/no to adult model (list):

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5]

5. Responds to commands (record highest level obtained):

1 part command with light physical prompt (1 pt.) 1 part with visual prompt (2 pts.)
1 part, no visual (3 pts.) 2 part, visual (4 pts.) 2 part, no visual. (5 pts.)

[0-5]

Total Listening Points (Primary) _____[0-25]

Listening – English**VCCALPS**

Listening: Provide oral requests in **English** only. Describe responses on lines provided, then circle the score which best applies and record in points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

In response to English, the student:**Points**

1. Turns head when called (describe):

Never 0-1/5 times Rarely 2/5 Times (2 pts) Occasionally 3/5 Times (3 pts.)
Often 4/5 Times (4 pts) Frequently 5/5 Times (5 pts.)

[0-5] _____

2. Identifies body parts by pointing, eye gaze or indicating yes/no to adult model (May use pictures or have student point to self.) (list):

0 1 (1 pt.) 2 (2 pts.) 3 (3 pts.) 4 (4 pts.) 5+ (5 pts.)

[0-5] _____

3. Identifies family members/familiar people by pointing, eye gaze or indicating yes/no to adult model. (May use people or pictures.) (list):

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5] _____

4. Identifies foods/food items by pointing, eye gaze or indicating yes/no to adult model (list):

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5] _____

5. Responds to commands (record highest level obtained):

1 part command with light physical prompt (1 pt.) 1 part with visual prompt (2 pts.)
1 part, no visual (3 pts.) 2 part, visual (4 pts.) 2 part, no visual. (5 pts.)

[0-5] _____

Total Listening Points (English) _____ **[0-25]**

Speaking – Primary Language**VCCALPS**

Speaking: Use input from people who know the student (parents, siblings, teachers). Describe on lines provided, then circle the score which best applies and record in the points column.

In the primary language:	Points
---------------------------------	---------------

- | | |
|---|-------------|
| 1. Student indicates toileting needs (describe): _____

~~Not at all (0pts)~~ ~~Gestures (1 pt)~~ ~~Vocalizations (2pts)~~ ~~Word (primary language) (3 pts)~~
Phrase (primary language) (4 pts) Sentence (primary language) (5pts) | [0-5] _____ |
| 2. Student indicates need for assistance (i.e., more of an item, physical help, negations, etc.) (describe):

~~Not at all (0pts)~~ ~~Gestures (1 pt)~~ ~~Vocalizations (2pts)~~ ~~Word (primary language) (3 pts)~~
Phrase (primary language) (4 pts) Sentence (primary language) (5pts) | [0-5] _____ |
| 3. Student uses words in primary language (list): _____

~~0~~ ~~1-5 (1 pt.)~~ ~~6-10 (2 pts.)~~ ~~11-15 (3 pts.)~~ ~~16-20 (4 pts.)~~ ~~21+ (5 pts.)~~ | [0-5] _____ |
| 4. Student uses phrases in primary language (may not be semantically correct) (list): _____

~~0~~ ~~2 word phrase (2 pt.)~~ ~~3 word phrase (3 pts.)~~ ~~4 word phrase (4 pts.)~~
~~5 word phrase or more (5 pts.)~~ | [0-5] _____ |
| 5. Student uses complete sentences in primary language (may not be semantically correct) (list): _____

~~0~~ ~~1 sentence (1 pt.)~~ ~~2 sentences (2 pts.)~~ ~~3 sentences (3 pts.)~~
~~4 sentences (4 pts.)~~ ~~5 sentences or more (5 pts.)~~ | [0-5] _____ |

NOTE: If student uses an augmentative communication system, records words or phrases used in the primary language (if any).

Total Speaking Points (Primary) _____ [0-25]

Speaking – English**VCCALPS**

Speaking: Use input from people who know the student (parents, siblings, teachers).). Describe on lines provided, then circle the score which best applies and record in the points column.

In English:**Points**

1. Student indicates toileting needs (describe): _____

 Not at all (0 pts) Gestures (1 pt) Vocalizations (2 pts) Word (English) (3 pts) [0-5] _____
 Phrase (English) (4 pts) Sentence (English) (5 pts)

2. Student indicates need for assistance (i.e., more of an item, physical help, negations, etc.) (describe): _____

 Not at all (0 pts) Gestures (1 pt) Vocalizations (2 pts) Word (English) (3 pts) [0-5] _____
 Phrase (English) (4 pts) Sentence (English) (5 pts)

3. Student uses words in English (list): _____

 0 1-5 (1 pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20 (4 pts.) 21+ (5 pts.) [0-5] _____

4. Student uses phrases in English (may not be semantically correct) (list): _____

 0 2 word phrase (2 pt.) 3 word phrase (3 pts.) 4 word phrase (4 pts.) [0-5] _____
 5 word phrase or more (5 pts.)

5. Student uses complete sentences in English (list): _____

 0 1 sentence (1 pt.) 2 sentences (2 pts.) 3 sentences (3 pts.) [0-5] _____
 4 sentences (4 pts.) 5 sentences or more (5 pts.)

NOTE: If student uses an augmentative communication system, records words or phrases used in English (if any).

Total Speaking Points (English) _____ [0-25]

Speaking/English

Reading – Primary Language**VCCALPS**

Reading: Present student with text in primary language. Present directions in both English and primary language. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Matches letter or character when presented with choice of two in primary language (pointing, eye gaze, or indicating yes/no to adult model). Present at least 10 trials (list):

0 2 correct (1 pt.) 4 correct (2 pts.) 6 correct (3 pts.) 8 correct (4 pts.) 10 correct (5 pts.) [0-5] _____

2. Indicates sounds of letters/meaning of characters in primary alphabet (making sound or indicating yes/no to adult model) (ie, "What sound does this make?") (list):

0 1-5 (1 pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20 (4 pts.) 21-25 (5 pts.) [0-5] _____

3. Matches word from primary language when presented with choice of two to match with. Present at least 5 trials of different words (matching, pointing, or eye gaze) (ie, "Which word is the same?") (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5] _____

4. When presented with two words in primary language indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5] _____

5. Reads sight words in primary language (list):

0 1-5 (1 pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20 (4 pts.) 21-25 (5 pts.) [0-5] _____

Total Reading Points (Primary) _____ **[0-25]**

Reading/Primary Language

Reading – English**VCCALPS**

Reading: Present all text in English. Present directions in both English and primary language. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Matches letter or character when presented with choice of two in English (pointing, eye gaze, or indicating yes/no to adult model). Present at least 10 trials (list):

0 2 correct (1 pt.) 4 correct (2 pts.) 6 correct (3 pts.) 8 correct (4 pts.) 10 correct (5 pts.) [0-5] _____

2. Indicates sounds of letters/meaning of characters in English alphabet (making sound or indicating yes/no to adult model) (ie, "What sound does this make?") (list):

0 1-5 (1 pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20 (4 pts.) 21-25 (5 pts.) [0-5] _____

3. Matches word from English when presented with choice of two to match with. Present at least 5 trials of different words (matching, pointing, or eye gaze) (ie, Which word is the same?) (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5] _____

4. When presented with two words in English indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5] _____

5. Reads sight words in English (list):

0 1-5 (1 pt.) 6-10 (2 pts.) 11-15 (3 pts.) 16-20 (4 pts.) 21-25 (5 pts.) [0-5] _____

Total Reading Points (English) _____ [0-25]

Reading/English

Writing – Primary Language**VCCALPS**

Writing: Present student with directions in primary language and English. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Traces letters/characters in primary language (present at least ten - include any letters unique to primary language) (list):

_____		[0-5] _____

(Record most common prompt level)		
Hand over hand-all letters (0pts)	Hand over hand 5 or more letters (1pt)	
Hand over hand 4 or less letters (2pts)	Intermittent physical prompts, all letters (3pts)	
Verbal Prompts (4pts)	Independent (5pts)	

2. Copies/types letters/characters minimally legibly in primary language when presented with model (present at least ten) (list):

_____		[0-5] _____

(Record most common prompt level)		
Hand over hand-all letters (0pts)	Hand over hand 5 or more letters (1pt)	
Hand over hand 4 or less letters (2pts)	Intermittent physical prompts, all letters (3pts)	
Verbal Prompts (4pts)	Independent (5pts)	

3. Prints letters from model minimally legibly when shown briefly and then removed (list):

_____		[0-5] _____

(Record most common prompt level)		
Hand over hand-all letters (0pts)	Hand over hand 5 or more letters (1pt)	
Hand over hand 4 or less letters (2pts)	Intermittent physical prompts, all letters (3pts)	
Verbal Prompts (4pts)	Independent (5pts)	

4. Prints/types/stamps alphabet letters/characters in primary language when read aloud (list):

_____						[0-5] _____

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21-25(5 pts.)	

5. Writes/types words in primary language (either words read aloud or word he/she chooses) (list):

_____						[0-5] _____

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21-25(5 pts.)	

Total Writing Points (Primary) _____ **[0-25]**