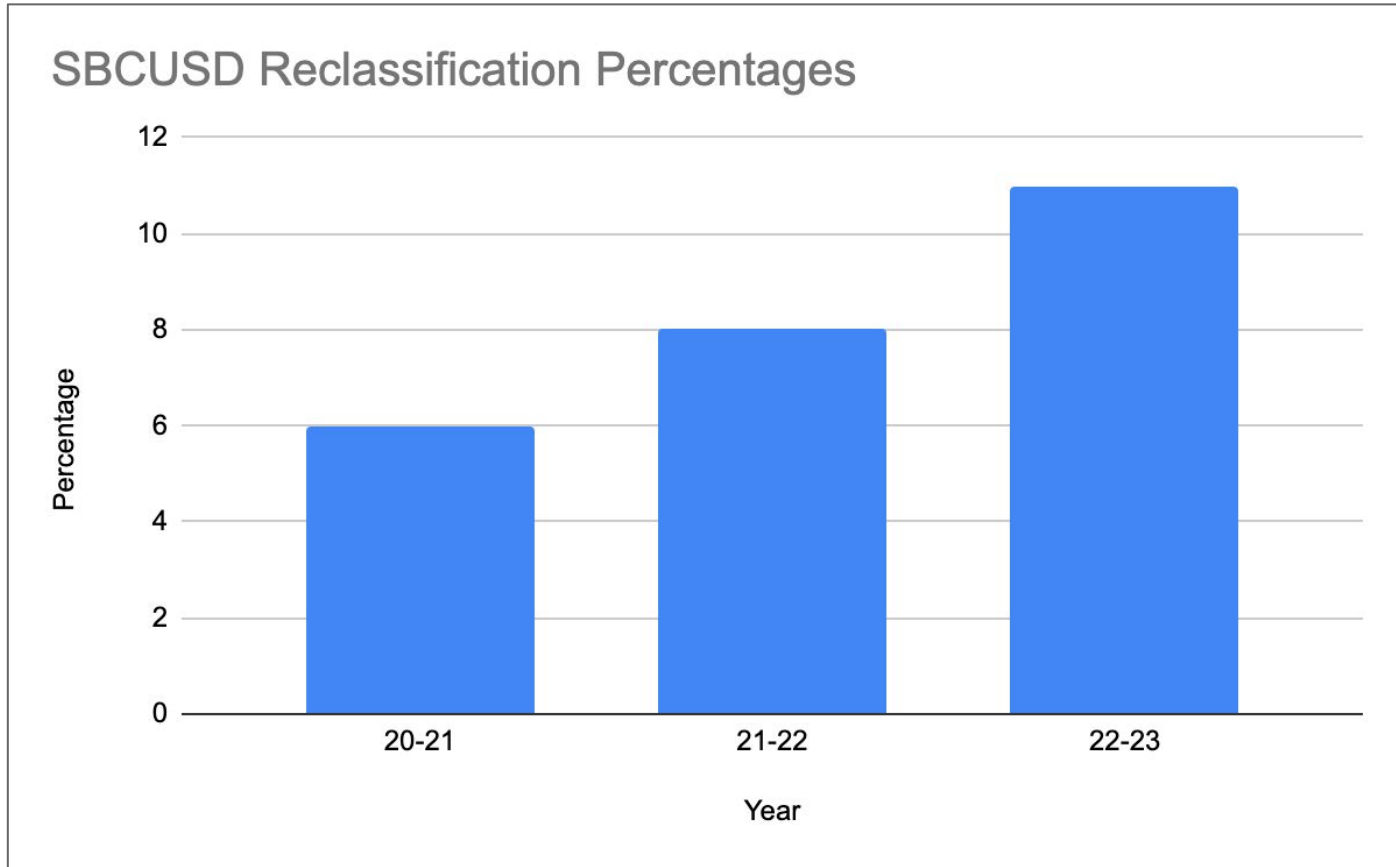# IEPs for English Learners

DELAC
December 1, 2023

Lester Ojeda, Elementary Director

Agenda

- EL Components to Consider During IEP meeting

- Process for Reclassifying English Learners with IEPs

District Reclassification Rates

SBCUSD Reclassification Percentages

SBCUSD Reclassifications of Dually Identified Students 22-23: 222

Site Reclassifications

Elementary	
Anton	7%
Arrowhead	2%
Barton	3%
Belvedere	7%
Bing Wong	11%
Bradley	4%
Brown	10%
Carmack	NA
Cole	3%
Cypress	13%
Davidson	3%
Del Rosa	4%
Dominguez	11%
Emmerton	15%
Fairfax	8%
Gomez	15%
Harmon	NA
Henry	14%
Highland-Pacific	2%
Hillside	25%
Holcomb	13%
Hunt	7%
Inghram	0%

Jones	10%
Kendall	17%
Kimbark	22%
Lankershim	8%
Lincoln	3%
Lytle Creek	8%
Marshall	4%
Monterey	6%
Mt. Vernon	8%
Muscoy	9%
Newmark	9%
North Park	9%
North Verdemont	38%
Norton	8%
B. Oehl	9%
Palm Avenue	8%
Parkside	13%
Ramon-Alessandro	10%
Riley	17%
Rio Vista	7%
Roberts	3%
Roosevelt	6%
Salinas	3%
Thompson	6%

Urbita	8%
Vermont	7%
Warm Springs	5%
Wilson	7%
Paakuma	2%
Virtual Academy Option 1	4%
Middle School	
Arrowview	22%
Chavez	20%
Curtis	23%
Del Vallejo	22%
Golden Valley	11%
King	16%
Paakuma	14%
Richardson Prep Hi	43%
Rodriguez Prep Hi	44%
Rodriguez Prep Hi	44%
Serrano	34%
Shandin Hills	19%
Virtual Academy Option 1	1%

High School	
Alt. Learning Ctr.	50%
Arroyo Valley	14%
Cajon	13%
Indian Springs	7%
Middle College	0%
Pacific	7%
San Andreas	30%
San Bernardino	11%
San Gorgonio	13%
Sierra	14%
Anderson	24%
Virtual Academy	16%

IEP Pages with EL Components

Present Levels of Academic Achievement

Special Factors

Statewide Assessments

Annual Goals and Objectives

Present Levels of Academic Achievement

☐ **Not Applicable**
☑ **ELPAC**

Overall Score: _1524_   Overall Performance Level: _level 2_   Oral Language Score/Level: _1523/3_

Written Language Score/Level: _1525/2_

Listening: _Somewhat/Moderately_   Speaking: _Somewhat/Moderately_   Reading: _Beginning_

Writing: _Somewhat/Moderately_

Alternate English Language Proficiency Assessments for California
☐ **Initial Alternate ELPAC**
☐ **Summative Alternate ELPAC**
Overall Score: Overall Performance Level:

Domain scoring
Beginning ➜ Emerging (EM)
Somewhat/Moderately ➜ Expanding (EX)
Well-Developed ➜ Bridging (BR)

ELPAC Summative (Overall)	ELD Standards
Level 1 Minimally Developed	**Emerging**
Level 2 Somewhat Developed	**Low Expanding**
	Mid Expanding
Level 3 Moderately Developed	**Upper Expanding**
	Low Bridging
Level 4 Well Developed	**Upper Bridging**

Special Factors Page

If the student is an English Learner, complete the following section:

1. All students who are English Learners must receive Comprehensive English Language Development (ELD) (designated and Integrated ELD instruction) as part of their core instructional program, based on assessed English language proficiency.

   a. Does the student need primary language supports during integrated ELD (across content areas)? ☐Yes ☑No

      If yes, please select:
      ☐ Oral clarification of directions in the primary language
      ☐ Illustrated glossaries in primary language
      ☐ Graphic organizer with key concepts translated to primary language
      ☐ Pair key text/words translated to primary language with visuals
      ☐ Pair key text/words translated to primary language
      ☐ Provide definitions in primary language in context of lesson
      ☐ Frontloading using primary language, to bridge new learning to previous knowledge
      ☐ Teach relationships between concepts in primary language
      ☐ Conduct frequent comprehension checks, allow for student response in primary language
      ☐ Bilingual dictionary
      ☐ Glossaries in primary language
      ☐ Other:

   b. Where will the student receive **Designated ELD?** ☐General Education ☑Special Education

2. The student who is an English Learner is currently participating in:
   ☑Structured English Immersion (SEI) or ☐Other, parent selected multilingual/language acquisition program

Comments:

What is Primary Language Support?

- <u>Primary language support </u>is **<u>NOT</u>** primary language instruction **<u>or</u>** 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.

Statewide Assessments Page

☐ **Initial ELPAC**
  - ☐ Without Designated Supports (All domains)
  - ☐ Designated Supports (All domains)
  - ☐ Without Accommodations (All domains)
  - ☐ Accommodations (All domains)

☑ **Summative ELPAC Computer-based**
  - ☐ Without Designated Supports (All domains)
  - ☐ Embedded Designated Supports
  - ☑ Non-embedded Designated Supports Separate Setting (also includes: testing during the most beneficial time, special lighting or acoustics, and adaptive furniture), Simplified Test Directions
  - ☐ Without Accommodations (All domains)
  - ☑ Embedded Accommodations Text-to-Speech Items & Passages (only available for: Listening, Speaking & Writing domains)
  - ☑ Non-embedded Accommodations Breaks (available in the middle of domain-level test administration)

☐ **Alternate ELPAC**
  - ☐ Alternate ELPAC Embedded Designated Supports
  - ☐ Alternate ELPAC Non-embedded Designated Supports
  - ☐ Alternate ELPAC Non-embedded Accommodations

Domain Exemptions

- **A domain exemption may be used if an English learner has a disability that precludes assessment of the student in one or more domains of the English language proficiency assessment such that there are no appropriate accommodations for the affected domain(s).**

- This use of a domain exemption(s) must be identified in the student's individualized educational program (IEP) or Section 504 plan.

Examples:
- a nonverbal English learner who cannot take the Speaking domain of the assessment

- a student who has been deaf since birth and is not able to participate in the Listening or Speaking domain of ELPAC because of the disability

- a student who is blind and does not read braille who is not able to participate in the Reading or Writing domain of the ELPAC because of the disability.

Annual Goals and Objectives Page

Student Name _____   **Date of Birth** _____   **IEP Date:** _____

Area of Need: Reading	Measurable Annual Goal# _1_
Baseline:	Goal: By 10/5/2018, _____ will delineate and evaluate the argument and specific claims in a text **in English** assessing whether evidence is relevant and sufficient and if the reasoning is valid **by comparing and contrasting a variety of grade-level texts** as measured by curriculum-based assessments and student work samples on 3 out of 4 trails with 80% accuracy.

☑ **Enables student to be involved/progress in general curriculum/state standard**
CCSS.RI.9-10.8; ELD.PI.B.9-10.6a.BR

☐ **Addresses other educational needs resulting from the disability**

☑ **Linguistically appropriate**

☐ **Transition Goal:**   ☐ **Education/Training**   ☐ **Employment**   ☐ **Independent Living**
Person(s) Responsible _General education teacher, Special education teacher, Special Education Tutor,_

Summary

Items to consider and discuss during the meeting:

- ❏ current ELPAC scores
- ❏ primary language support
- ❏ designated ELD and language program placement
- ❏ ELPAC or Alternate ELPAC
- ❏ ELPAC supports and accommodations
- ❏ domain exemptions
- ❏ academic goals modified according to EL level

Reclassifications

Should the student be reclassified?

If reclassification is being considered, the IEP team should ask the following questions:

- ❏ Is the student still benefiting from EL support and differentiation?

- ❏ **Has the student's EL proficiency level improved since last year? Is it trending upward or staying the same?**

- ❏ How is the student's disability specifically preventing them from achieving the reclassification requirements?

- ❏ **Has the student been receiving appropriate EL support?**

- ❏ Is the student performing at the same level as similarly disabled non-EL students?

- ❏ **Has every possible measure been exhausted to develop the student's English language proficiency?**

Language vs Disability

US DOE EL Toolkit, Ch. 6, pages 6-10

TOOL #2
CONSIDERING THE INFLUENCE OF LANGUAGE DIFFERENCES AND DISABILITY ON LEARNING BEHAVIORS

Differentiating language and literacy acquisition from disability can be difficult for some educators. The following table illustrates learning behaviors that a student might exhibit in class, followed by corresponding indicators of whether that behavior could represent a language difficulty or a potential learning disability. By determining the root of each student's difficulties, educators can select the most appropriate and effective teaching and learning strategies to use.

COMPARISON OF LANGUAGE DIFFERENCES VERSUS DISABILITIES

This tool is taken from *Meeting the Needs of English Learners with Disabilities: Resource Book* by Jarice Butterfield, Ph. D., Santa Barbara County SELPA, on behalf of the SELPA Administrators of California Association. In the tool below, L1 refers to the student's native language and L2 refers to the student's second language (English). It is reprinted with permission of Dr. Butterfield.

Oral Comprehension/Listening

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not respond to verbal directions	Student lacks understanding of vocabulary in English but demonstrates understanding in L1	Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
Student needs frequent repetition of oral directions and input	Student is able to understand verbal directions in L1 but not L2	Student often forgets directions or needs further explanation in L1 and L2 (home & school); may be due to an auditory memory difficulty or low cognition
Student delays responses to questions	Student may be translating question in mind before responding in L2; gradual improvement seen over time	Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit

Reclassification Steps

1. During the IEP meeting, the team decides if reclassification would be beneficial to the student. The parent/guardian must be a part of this decision.

2. If the team agrees to reclassification, the IEP and reclassification form is submitted to Multilingual Programs.

3. The Multilingual Programs Director reviews the IEP for approval.

   a. If the Director approves, the reclassification is processed.

   b. If the Director does not approve, the site will be notified and advised with next steps.

4. After the reclassification is official, the school can remove the EL supports from the IEP.

5. Students will be monitored for four years after reclassification.

Thank you!

Presented by:

SBCUSD Multilingual Programs
(909) 891-1013