Improving Outcomes for English Learners with Disabilities
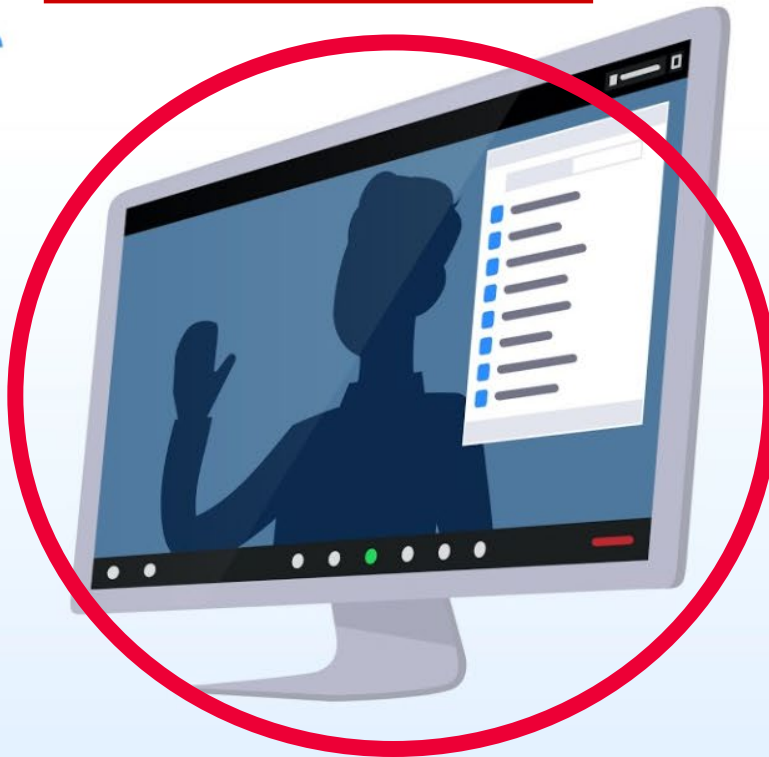
Today's Zoom will be presented in
Webinar format

zoom

Meetings vs. Webinars

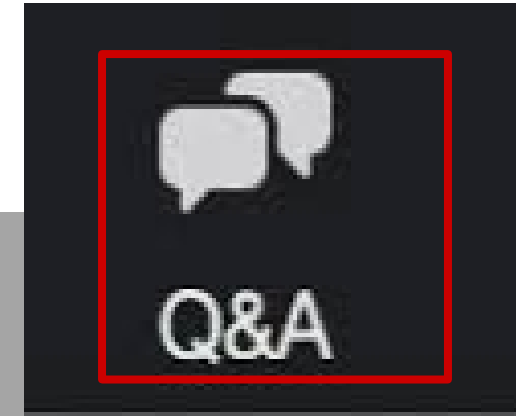|	
Content Sharing	**Panelists Only**
Audio	**Panelists Only**
Video	**Panelists Only**
Attendees join in "Listen and View Only" mode	

We Value Your Participation!

Please use the following features to engage with us throughout our time together today:
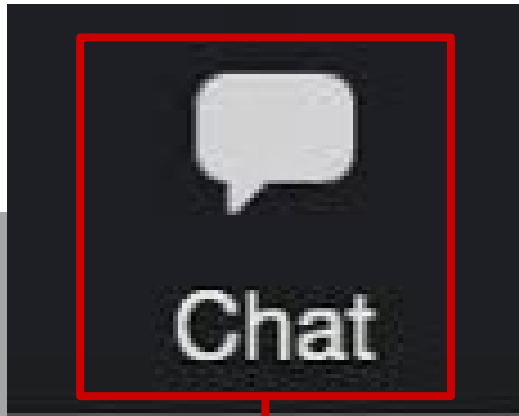
Use this feature to communicate your insights or share information w/the speaker &/or panelists

Use this feature to submit your questions to the speaker and or panelists

Improving Outcomes for English Learners with Disabilities

Imperial County SELPA · Department of Education State of California · CCEE California Collaborative for Educational Excellence

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Introductions

1. Name

2. District, COE, SELPA

3. Position

HELLO

My name is

Access Resources Here

Find the **slide deck** and **resources** referenced in this presentation on our **Padlet**

Feel Free to Remake & SHARE!

One System

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.
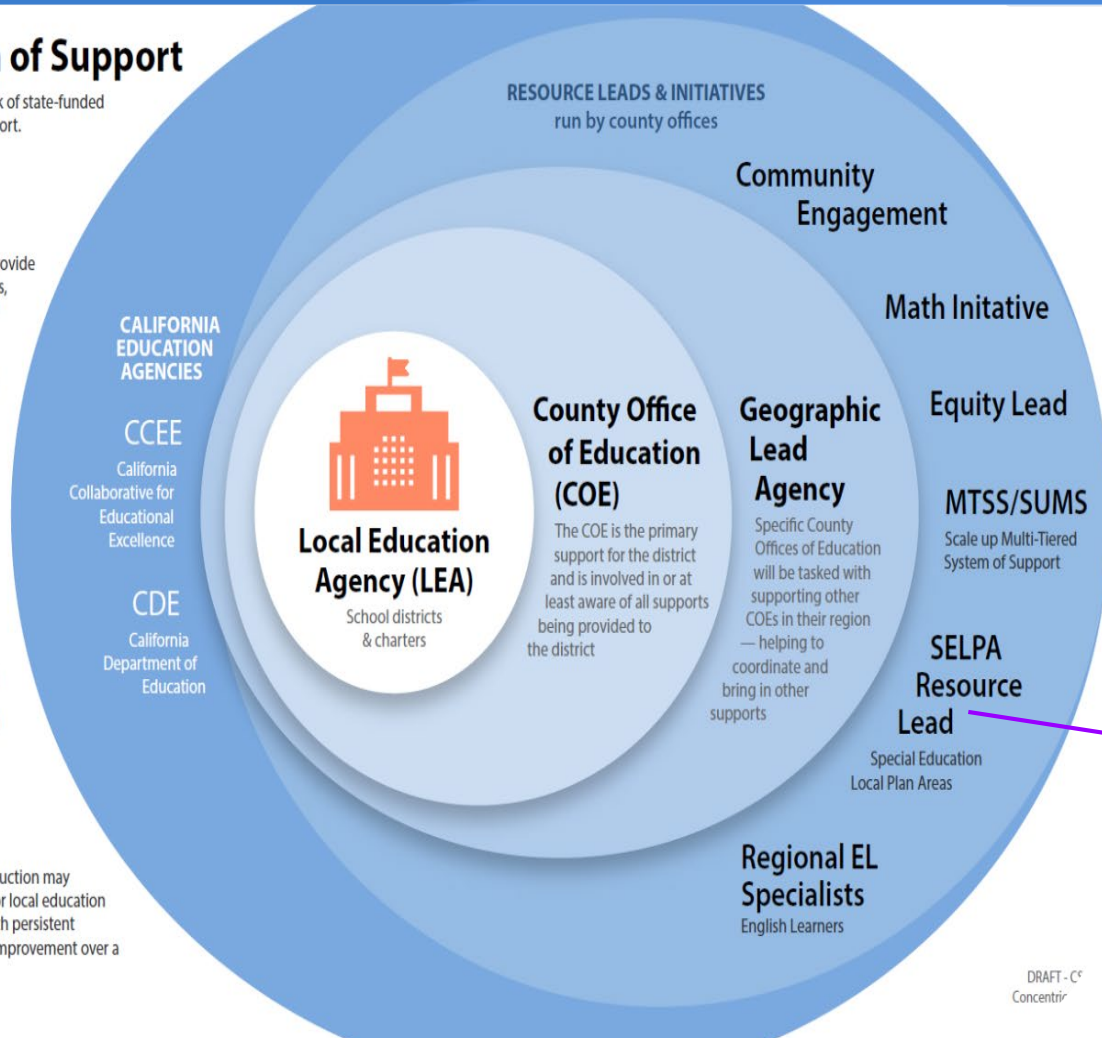
LEVEL 1
SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.

LEVEL 2
DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.

LEVEL 3
INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.

CALIFORNIA EDUCATION AGENCIES

CCEE — California Collaborative for Educational Excellence

CDE — California Department of Education

Local Education Agency (LEA) — School districts & charters

County Office of Education (COE) — The COE is the primary support for the district and is involved in or at least aware of all supports being provided to the district

Geographic Lead Agency — Specific County Offices of Education will be tasked with supporting other COEs in their region — helping to coordinate and bring in other supports

RESOURCE LEADS & INITIATIVES run by county offices

- Community Engagement
- Math Initative
- Equity Lead
- MTSS/SUMS — Scale up Multi-Tiered System of Support
- SELPA Resource Lead — Special Education Local Plan Areas
- Regional EL Specialists — English Learners

DRAFT - C° Concentric

California State System of Support — LEAD AGENCIES

SELPA Content Lead Agencies
- Placer COE SELPA
- Marin COE SELPA
- Imperial COE SELPA
- South County SELPA

SELPA Systems Improvement Lead Agencies
- El Dorado COE SELPA
- Riverside COE SELPA
- West San Gabriel Valley SELPA

Equity Lead Agencies
- San Diego COE
- Santa Clara COE

Community Engagement Initiative
- California Collaborative for Educational Excellence (CCEE)
- San Bernardino CSOS
- California Association for Bilingual Education (CABE)
- Families in Schools

Early Math Initiative Lead Agency
- Fresno COE

MTSS / SUMS Lead Agencies
- Orange CDE
- Butte COE

Expert Literacy Lead Agency
- Sacramento COE

Dyslexia Initiative Lead Agency
- Sacramento COE

English Learner Roadmap EWIG
- EL RISE!
- M°AP

Special Education EWIG
- CAST Inc.

Regional English Learner Specialist Liaison Agency
- Tulare COE

21st Century California School Leadership Academy (21CSLA)
- Statewide Center - UC Berkeley
- Shasta - Chico State Enterprises
- Sonoma - Sonoma COE
- Placer & Sacramento - Sacramento COE
- Alameda - UC Berkeley
- Tulare - Madera COE
- Kern - Los Angeles COE
- Riverside & San Diego - Los Angeles Education Partnership (LAEP)

Geographic Lead Agencies
- Far North Partnership - Shasta COE
- North Bay / North Coast Collaborative - Sonoma COE
- Capital Central Foothill Areas - Placer & Sacramento COEs
- Bay Area Consortium for Student Success - Alameda COE
- Mid-State Collaborative - Tulare COE
- Valley to Coast Collaborative - Kern CSOS
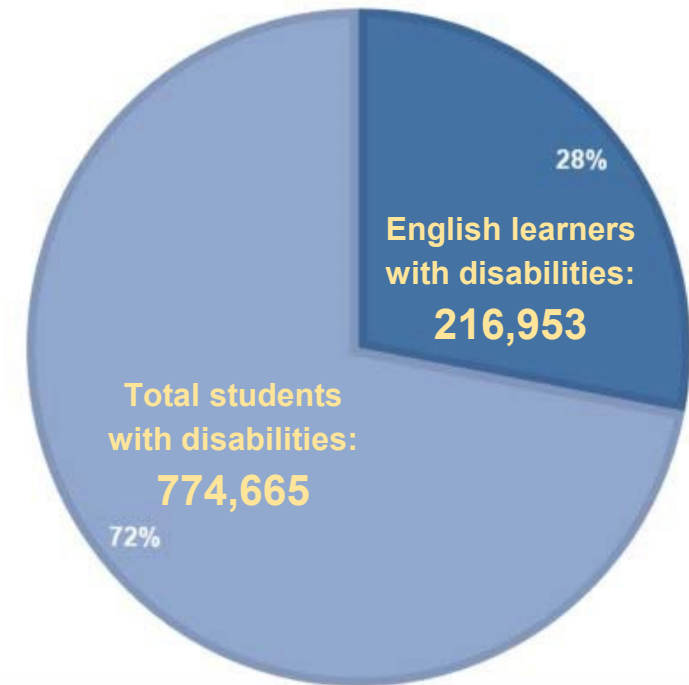- Southern California System of Support - Riverside & San Diego COEs
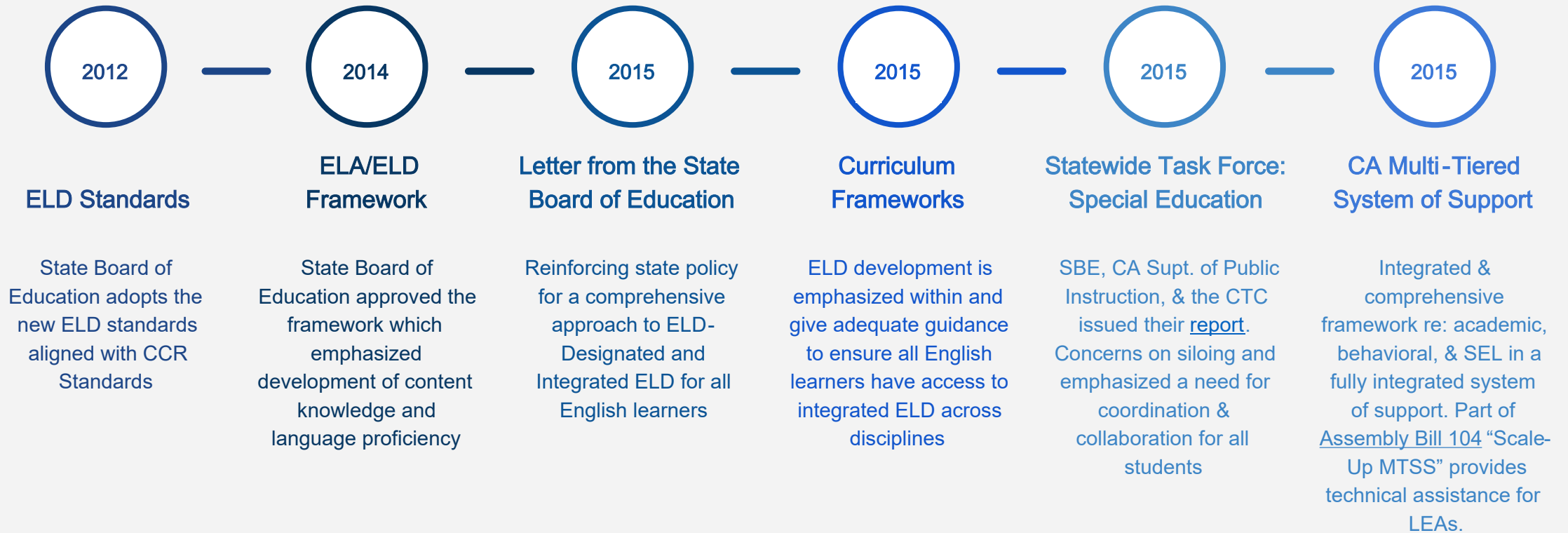
Who are ELs with Disabilities?

English language learner(s) (ELL): Students of a national-origin-minority who are limited in English language proficiency (United States Department of Education, Office for Civil Rights, 2016). The acronym ELL or ELLs, is used to refer to students whose home/native language is any language other than English, and who are in the process of learning academic English (CDE, 2015).

Student(s) with a disability (SWD): A student who has been formally identified as having a disability in one or more of the 13 disability categories as indicated in IDEA (IDEA, 2004). A SWD is a student whose disability adversely affects their learning, such that special education services and/or related services are required and necessary for the child to make educational progress (IDEA, 2004).

■ EL students with disabilities
■ Students with Disabilities not categorized as English learners

28%

English learners with disabilities:
216,953

Total students with disabilities:
774,665

72%

Setting the Context

2012 — **2014** — **2015** — **2015** — **2015** — **2015**

ELD Standards

State Board of Education adopts the new ELD standards aligned with CCR Standards

ELA/ELD Framework

State Board of Education approved the framework which emphasized development of content knowledge and language proficiency

Letter from the State Board of Education

Reinforcing state policy for a comprehensive approach to ELD-Designated and Integrated ELD for all English learners

Curriculum Frameworks

ELD development is emphasized within and give adequate guidance to ensure all English learners have access to integrated ELD across disciplines

Statewide Task Force: Special Education

SBE, CA Supt. of Public Instruction, & the CTC issued their report. Concerns on siloing and emphasized a need for coordination & collaboration for all students

CA Multi-Tiered System of Support

Integrated & comprehensive framework re: academic, behavioral, & SEL in a fully integrated system of support. Part of Assembly Bill 104 "Scale-Up MTSS" provides technical assistance for LEAs.

California Practitioners' Guide for Educating English Learners with Disabilities

From the "Policy Context" section of the Introduction to the California Practitioners' Guide to Educating English Learners

Setting the Context

2015 — **2015** — **2017** — **2017** — **2018** — **2019**

CA Dyslexia Guidelines

Authorized via AB 1369 & aims to assist GE, SPED teachers, & parents in identifying, assessing, and supporting students w/dyslexia. Chapter 7 addresses English learners

Proposition 58: Approved by Voters

CA Education for a Global Economy Initiative give CA public schools flexibility over the use of language acquisition programs. Goal - 3 out of 4 students proficient in two or more languages

EL Roadmap

State Board of Education approved the EL Roadmap Policy. Provides guidance for LEAs & calls for collaboration to better identify, understand, assess, & support English learners & English learners with disabilities

ELPAC Introduced

Replaces CELDT to determine EL proficiency and to assess progress. There are two versions: initial and annual summative. ELPAC captures more rigorous language demands aligned with ELD and CCR standards.

CA Statewide System of Support

Helps LEAs & their schools to meet student needs. Development of 3-way crosswalk: LCAP, EL Roadmap, and SPED APR indicators developed. May be used as a guide to improve performance of ELs with disabilities.

Development of the CA Practitioners' Guide

Highly collaborative process involving a team of writers; reviewers; CDE staff; statewide work group: researchers, administrators, state & LEA staff, & practitioners, as well as teacher focus groups to ensure accuracy, relevance, and practicality

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education Sacramento 2019

From the "Policy Context" section of the Introduction to the California Practitioners' Guide to Educating English Learners

The Department of Education developed this California Practitioners' Guide for Educating English Learners with Disabilities to provide information on **identifying, assessing, supporting, and reclassifying** English learners who may qualify for special education services and pupils with disabilities who may be classified as English learners.

The manual or guide will assist leaders in **developing and implementing policies and practices** related to English learners with disabilities.

Please Note...

AB 2785

The guidance provided in the California Practitioners' Guide for Educating English Learners with Disabilities is not binding on local educational agencies or other entities. Except for the statues, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory.

See California Education Code (EC) Section 33308.5.
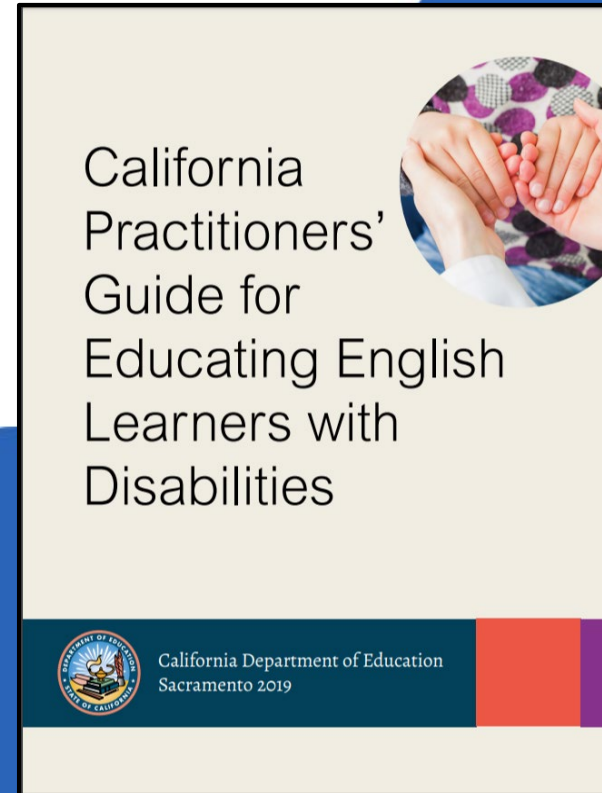
California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education
Sacramento 2019

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education
Sacramento 2019

Section 1- Identification of ELs, MTSS & Pre-referral Interventions

Section 2- Pre-referral & Referral, Assessment & IEP Process

Section 3- Educational Programs and Instructional Strategies

Section 4- Proposing Exit from Special Education Services

Section 5- Reclassification from EL Status

Section 1 Identification of English Learners, Multi-Tiered System of Supports (MTSS), and Pre-Referral Interventions

Chapter 1: Students with Disabilities Who May Be Identified as English Learners

Chapter Contents

- Questions Addressed in This Chapter
- Chapter Overview
- Identifying and Classifying English Learners
  - Identifying a Student as a Potential English Learner
  - Classifying a Student as an English Learner or Initially Fluent English Proficient Based on the Initial ELPAC
  - Annually Assessing an English Learner's Progress Toward and Attainment of the "English Proficient" Performance Standard on the Summative ELPAC
- Using Assessment Accessibility Resources for Students with Disabilities
- Placing English Learners in Language Acquisition Programs
- Detecting and Correcting the Misclassification of Students as English Learners
  - California's Approach to Detecting and Correcting Misclassifications
  - Implications and Strategies for Administrators and Teachers
- Student Scenario
- Chapter Summary
- Frequently Asked Questions
- References

Chapter 2: Supports for English Learners within the Multi-Tiered System of Supports Framework

Chapter Contents

- Questions Addressed in This Chapter
- Introduction and Overview of the MTSS Framework
  - Design of the Tiered System in MTSS
- Tier I Core Instruction—Social-Emotional Learning and Positive Behavior Supports
  - Social-Emotional Support Needs for English Learners
  - Culturally and Linguistically Responsive Teaching
- Tier I Core Instruction—Inclusive Academic Instruction
  - Comprehensive English Language Development
  - Universal Design for Learning
  - Academic Needs of Newcomer and Long-Term English Learners
  - Amplified Foundational Skills Instruction
- Academic Interventions
  - Tier II Supplemental Academic Instruction
  - Tier III Intensified Academic Support
- Behavioral Interventions
  - Tier II Supplemental Behavioral and Social-Emotional Supports
  - Tier III Intensified Behavioral and Social-Emotional Supports
- Ensuring an Effective MTSS for Pre-Referral Decisions
  - Critical Considerations for Long-Term English Learners
  - Addressing Linguistic Segregation and Implicit Bias

SECTION 1: Identification of English Learners, Multi-Tiered System of Supports (MTSS), and Pre-Referral Interventions

Chapter 1: Students with Disabilities Who May Be Identified as English Learners

Chapter 2: Supports for English Learners within the Multi-Tiered System of Supports Framework

California Practitioners' Guide for Educating English Learners with Disabilities Chapter 1
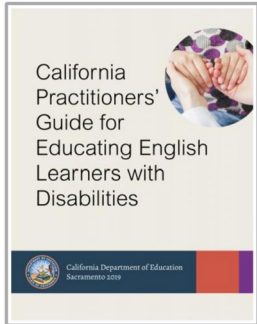
Chapter 1 Students with Disabilities Who May Be Identified as English Learners

Questions Addressed in This Chapter

For Teachers

- How are students with disabilities identified and classified as being English learners?

- What types of services and programs are available to my English learner students?

- What types of accessibility resources are available for my students with disabilities who also are English learners?

- What types of information do families receive and what information should I consider sharing with them?

For Administrators

- What strategies can I use to reduce misclassification?

- How can I implement an appropriate and consistent initial identification process?

Chapter 1

This chapter describes how **students with disabilities may also be classified as English learners**, using **appropriate assessment accessibility resources**, and placed in a **language acquisition program**.

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education
Sacramento 2019

Student Eligibility Requirements

→ A Home Language Survey must identify a language other than English.

- Individualized education program (IEP) team determines if alternate assessments are most appropriate.

- If **no** IEP is in place, administer the Initial ELPAC with the appropriate designated supports and universal tools.

Individualized Education Program

Assessment Timeline

California Assessment Timeline

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug

- Smarter Balanced Summative (Jan–Jul)
- Smarter Balanced Interim* (Jul–Aug)
- CAA for ELA and Mathematics (Jan–Jun)
- CAST (Jan–Jun)
- CAA for Science (Sep–Jun)
- CSA* (Jan–Jul)
- PFT (Feb–May)
- Summative ELPAC and Summative Alternate ELPAC (Feb–May)
- Initial ELPAC and Initial Alternate ELPAC (Jul–Jun)
- GED* and/or HiSET* (Jul–Jun)
- CHSPE* (Dates to be determined) (Jul–Jun)

CAA – California Alternate Assessments
CAST – California Science Test
CHSPE – California High School Proficiency Exam
CSA – California Spanish Assessment
ELA – English Language Arts/Literacy

ELPAC – English Language Proficiency Assessments for California
GED – General Educational Development
HiSET – High School Equivalency Test
PFT – Physical Fitness Test

All tests are operational.
*Optional test

California Department of Education • July 2022

Testing Window

- **Initial ELPAC**
- **Initial Alternate ELPAC**

July 1 - June 30

Home Language Survey (HLS)
- Initial enrollment in school TK/K-12
- Completed once by parent/guardian

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____

2. Which language does your child most frequently speak at home? _____

3. Which language do you (the parents and 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) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

California Department of Education Form HLS, Revised July 2020

Initial Assessment of English Language Proficiency

Four essential questions in identifying potential English learners:

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

2. Which language does your child most frequently speak at home?

3. Which language do you (the parent/guardian) most frequently use when speaking with your child?

4. Which language is most often spoken by adults in the home?

Initial Assessment of English Language Proficiency

Home Language Survey (HLS)

If a language other than English is indicated on any of the **first 3 questions**, the student's English language proficiency is assessed using the Initial English Language Proficiency Assessments of California (ELPAC).

- Initial ELPAC or an Alternate English Language Proficiency assessment is administered (within 30 calendar days of enrollment)

- Performance on the Initial ELPAC will establish if the student is classified an English Learner or is identified as Initial fluent English proficient (IFEP)

ELPAC
English Language Proficiency Assessments for California

4 Domains
- Listening
- Speaking
- Reading
- Writing

2 Performance Areas
- Oral Language
  - Listening/Speaking
- Written Language
  - Reading/Writing

Oral Language

Listening

Speaking

Overall ELPAC Score

Reading

Writing

Written Language
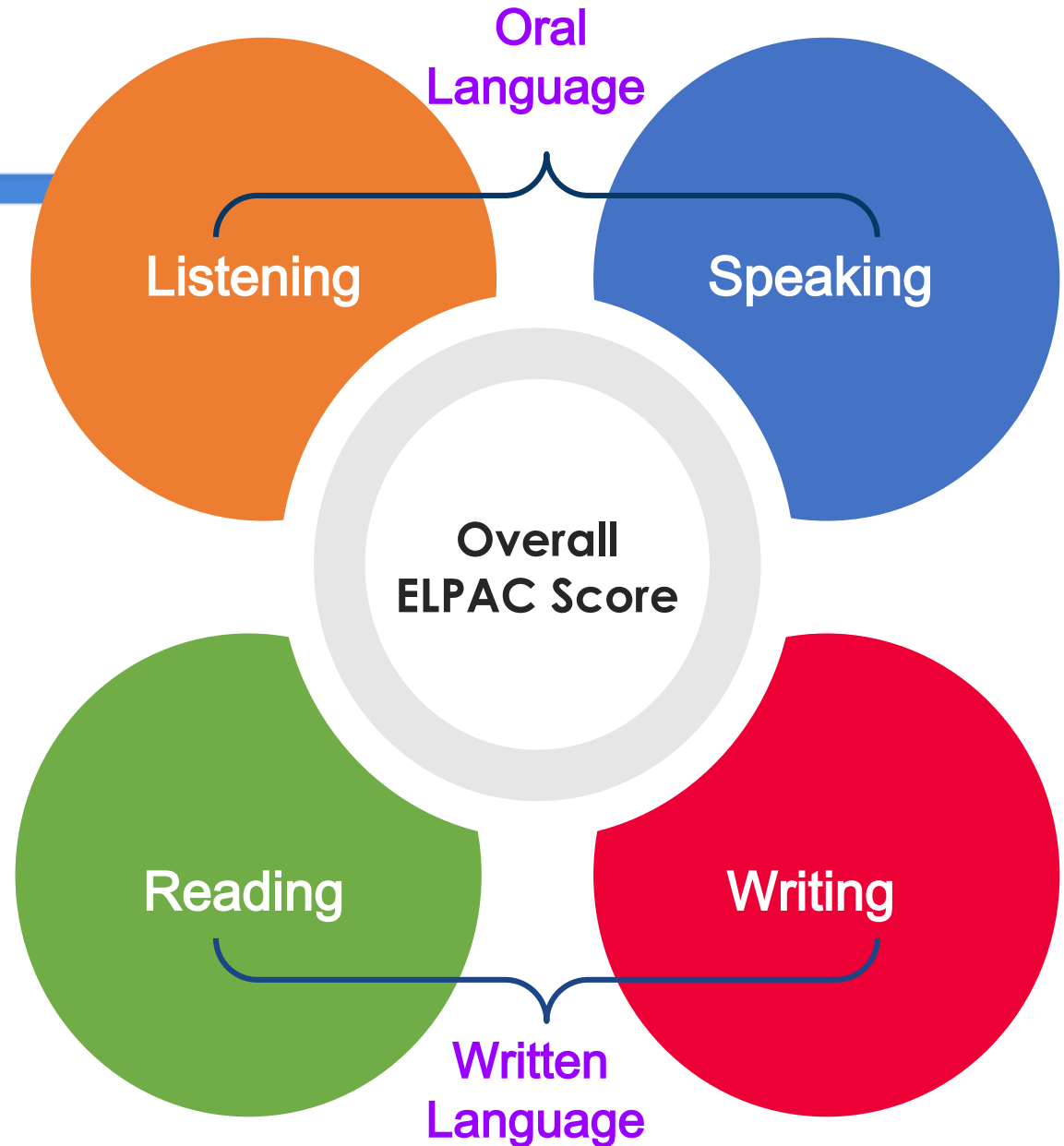
Firstname's Initial ELPAC Score Report

FOR THE FAMILY OF:
FIRSTNAME E. LASTNAME
310 DEMO ST
DEMOLAND, CA 93555

Student #: 9999992006
Date of Birth: 01/25/2010
Grade: 5
Test Date: 09/14/2020
School: Demo CDE School Four
LEA: Demo CDE District Four
CDS: 99999910000000

Overall Performance Level and Score

Initial Fluent English Proficient

Overall Score: **600**

What does my child's score mean?

Firstname recently took the Initial ELPAC, which identifies students who need help learning English. Based on the results, Firstname is **fluent** in English. Firstname will not have to take the Summative ELPAC this spring. If you have questions about your child's ELPAC results, please contact your child's school for more information.

Why do we administer the Initial ELPAC?

Identifying students who need help learning English is important so students get the support they need to do well in school, while receiving instruction in all school subjects.

Parent/Guardian Resources

Visit the Starting Smarter website at https://elpac.startingsmarter.org/ to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning
- View a parent guide to understanding the ELPAC

Overall Performance Level =

Oral Language
Your child has **well developed** listening and speaking skills.

+

Written Language
Your child has **well developed** reading and writing skills.

Initial Fluent English Proficient

Overall Score: 600

What Students Can Do At Each Level

Your child scored at this level.

Initial Fluent English Proficient Level (450–600)

Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.

Intermediate English Learner Level (370–449)

Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.

Novice English Learner Level (150–369)

Students at this level are **beginning to develop** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Complete results for schools, districts, and the state are available on the Test Results for California's Assessments website at https://caaspp-elpac.cde.ca.gov/.

Please see Chapter 1. pg. 22-23; & https://www.elpac.org/

What Students Can Do At Each Level

Your child scored at this level.

Initial Fluent English Proficient Level (450–600)

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Please see Chapter 1. pg. 22-23; & https://www.elpac.org/

Initial Assessment of English Language Proficiency

Promising Practices: Implications & Strategies for Administrators & Teachers

★ **Districtwide experts train school staff**

★ **Informal interviews with parents**

★ **English learner classification committee**

★ **Classification decision-making in consultation with parents.**

Initial Alternate ELPAC (ALT ELPAC)

The Initial ALT ELPAC is the required state test for English language proficiency (ELP) that is given to newly enrolled students with the **most significant cognitive disabilities** whose primary language is a language other than English.

Process for ALT ELPAC Eligibility

A student must have:

- an individualized education program (IEP) that indicates the student has significant cognitive disabilities and should take alternate assessments; and
- a home language survey that indicates the student has a primary language other than English, which results in an ELAS of TBD.
  - The Initial Alternate ELPAC provides initial classification.
  - A student classified as IFEP does not need to take the Summative Alternate ELPAC.
  - A student classified as EL must take the Summative Alternate ELPAC.

Initial Assessment of English Language Proficiency

Important Notes:

Parents/Guardians...

- **cannot** opt their child out of taking the Initial ELPAC*

- can make a request to change HLS responses prior to Initial ELPAC is administered and/or scored**

- a certificated employee of the LEA may request a review of a student's classification, prior to taking the Summative ELPAC**

*CA *EC 313 & Title I & Title III;* **5 CCR 11518.20*

Accessibility Checklist

California Assessment Accessibility Resources

ELPAC Administration
Student Accessibility Checklist

ELPAC
English Language Proficiency
Assessments for California

All English Learner (EL) students, or potential EL students must be assessed on the English Language Proficiency Assessments for California (ELPAC). This checklist may be used to help teachers, Section 504 teams, and Individualized Education Program (IEP) teams determine which resources, testing conditions, or combination thereof will allow each student to take the test. A complete list of accessibility resources (universal tools, designated supports, and accommodations) can be found on Matrix 4 at https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx. For more information, refer to *ELPAC Administration Guidance and Governing Definitions for Student Accessibility Discussions* at https://www.cde.ca.gov/ta/tg/ep/documents/elpacadminguide.pdf.

Accessibility Resources

Can the student access and take the domain with or without using accessibility resources?
If yes, administer the ELPAC. Indicate in the boxes below which accessibility resources are needed to access each domain.

Listening	Speaking	Reading	Writing
☐ Universal tools	☐ Universal tools	☐ Universal tools	☐ Universal tools
☐ Designated supports	☐ Designated supports	☐ Designated supports	☐ Designated supports
☐ Accommodations*	☐ Accommodations*	☐ Accommodations*	☐ Accommodations*
☐ Unlisted resources*	☐ Unlisted resources*	☐ Unlisted resources*	☐ Unlisted resources*

If any domain cannot be accessed with these resources, please consider the domain exemptions listed below.

Local educational agencies (LEAs) should document the use of designated supports, accommodations, or unlisted resources to determine test settings. If an unlisted resource is required, the LEA must seek approval from the California Department of Education.

Domain Exemption

If the student has an IEP or Section 504 Plan, and cannot access a domain with the use of accessibility resources listed above, should the student be exempted from the domain?
If yes, indicate for which domain(s) and document the exemption in the IEP or the Section 504 plan. Administer the domains of the ELPAC which are accessible to the student. If the student does not have an IEP or Section 504 plan, please review the accessibility resources listed above to determine which resource(s) will best allow access to the ELPAC. Administer the ELPAC with appropriate resources.

Domain Exemption*
☐ Listening   ☐ Reading
☐ Speaking   ☐ Writing

For an Overall score to be generated, only one domain from the Oral Language score (Listening or Speaking) and one from the Written Language score (Reading or Writing) may be exempted.

Alternate Assessment

Does the student have a significant cognitive disability and an IEP?

☐ Yes   ☐ No

If yes, the student is eligible to be administered an alternate assessment. If no, reevaluate the use of accessibility resources listed above. Federal law allows this option only for students with the most significant cognitive disabilities who have an IEP.

*An IEP or Section 504 plan is required for the use of accommodations, unlisted resources, and domain exemptions.

California Department of Education   November 2019

ELPAC Domain Exemptions

IEP Teams Considering Domain Exemptions:

- Domains which are accessible, with the use of universal, designated and/or accommodations, shall be administered.

- Only when a Domain is not accessible, the IEP team may determine that a Domain exemption is necessary.

- For an Overall ELPAC score to be generated, only one domain from the Oral Language Composite (Listening or Speaking) and one from the Written Language Composite (Reading or Writing) may be exempted.

Detecting and Correcting Misclassification

California's Approach: 3 Scenarios

1. If a student is classified as English only but the LEA has an indication that the student's primary or native language is not English and the student is unable to perform ordinary classroom work in English, the LEA may collect and review evidence

1. If an LEA administers the Initial ELPAC to a student who is not eligible for the assessment, the student's classification shall remain unchanged regardless of the assessment results,

1. After the administration of the Initial ELPAC—but before the student takes the Summative ELPAC and at the request of the student's parent or guardian or a certificated employee of the LEA—the LEA shall collect and review evidence about the student's ELP.

5 CCR 11518.20

Pause and Process

- What is your enrollment process related to EL Status classification?
- How is this process communicated to staff/families?
- Who is responsible for the different steps in the process?
  - ex) office staff/registrar, EL TOSAs, SpEd Admn., etc
- What are your checks and balances to ensure an accurate and effective process is being implemented?
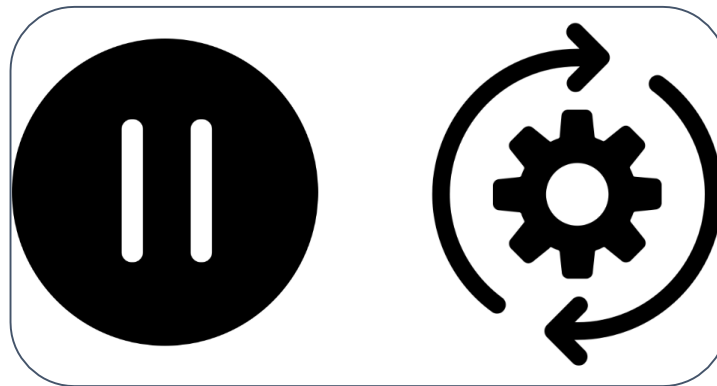
Student Eligibility Requirements

- A Home Language Survey must identify a language other than English.

Individualized education program (IEP) team determines if alternate assessments are most appropriate.

- If **no** IEP is in place, administer the Initial ELPAC with the appropriate designated supports and universal tools.

New IEP Team Guidance on Eligibility

The determination that the student has a **specific learning disability (SLD) rules out the consideration** of the student having a cognitive impairment and the consideration **of alternate assessment.**

Accessibility Checklist

California Assessment Accessibility Resources

ELPAC Administration Student Accessibility Checklist

All English Learner (EL) students, or potential EL students must be assessed on the English Language Proficiency Assessments for California (ELPAC). This checklist may be used to help teachers, Section 504 teams, and Individualized Education Program (IEP) teams determine which resources, testing conditions, or combination thereof will allow each student to take the test. A complete list of accessibility resources (universal tools, designated supports, and accommodations) can be found on Matrix 4 at https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx. For more information, refer to *ELPAC Administration Guidance and Governing Definitions for Student Accessibility Discussions* at https://www.cde.ca.gov/ta/tg/ep/documents/elpacadminguide.pdf.

Accessibility Resources

Can the student access and take the domain with or without using accessibility resources?
If yes, administer the ELPAC. Indicate in the boxes below which accessibility resources are needed to access each domain.

Listening
- ☐ Universal tools
- ☐ Designated supports
- ☐ Accommodations*
- ☐ Unlisted resources*

Speaking
- ☐ Universal tools
- ☐ Designated supports
- ☐ Accommodations*
- ☐ Unlisted resources*

Reading
- ☐ Universal tools
- ☐ Designated supports
- ☐ Accommodations*
- ☐ Unlisted resources*

Writing
- ☐ Universal tools
- ☐ Designated supports
- ☐ Accommodations*
- ☐ Unlisted resources*

If any domain cannot be accessed with these resources, please consider the domain exemptions listed below.

Local educational agencies (LEAs) should document the use of designated supports, accommodations, or unlisted resources to determine test settings. If an unlisted resource is required, the LEA must seek approval from the California Department of Education.

Domain Exemption

If the student has an IEP or Section 504 Plan, and cannot access a domain with the use of accessibility resources listed above, should the student be exempted from the domain?
If yes, indicate for which domain(s) and document the exemption in the IEP or the Section 504 plan. Administer the domains of the ELPAC which are accessible to the student. If the student does not have an IEP or Section 504 plan, please review the accessibility resources listed above to determine which resource(s) will best allow access to the ELPAC. Administer the ELPAC with appropriate resources.

Domain Exemption*
- ☐ Listening
- ☐ Speaking
- ☐ Reading
- ☐ Writing

For an Overall score to be generated, only one domain from the Oral Language score (Listening or Speaking) and one from the Written Language score (Reading or Writing) may be exempted.

Alternate Assessment

Does the student have a significant cognitive disability and an IEP?
- ☐ Yes
- ☐ No

If yes, the student is eligible to be administered an alternate assessment. If no, reevaluate the use of accessibility resources listed above. Federal law allows this option only for students with the most significant cognitive disabilities who have an IEP.

*An IEP or Section 504 plan is required for the use of accommodations, unlisted resources, and domain exemptions.

California Department of Education

November 2019

The California Alternate ELPAC

Alternate Assessment IEP Team Guidance:
3 IEP Team Confirmations

1. If yes, the IEP team confirms that a review of the student's records and IEP indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.

   Adaptive behavior is defined as behavior that is essential for a person to live independently and to function safely in daily life. Sources of evidence may include, but are not limited to, results of the following:

   - Individual cognitive ability test
   - Adaptive behavior skills assessment
   - Informal assessments
   - Individual reading assessments
   - Districtwide alternate assessments
   - Achievement tests

Alternate Assessment IEP Team Guidance:
3 IEP Team Confirmations

2. The IEP team confirms that the student is or will be learning content aligned with the standards listed above.

Students eligible for an alternate assessment should be learning content aligned with the California Common Core State Standards (CA CCSS), the California Next Generation Science Standards (CA NGSS), or, as applicable, the 2012 California English Language Development Standards (2012 CA ELD Standards).

Goals and instruction listed in the IEP for this student are aligned with the enrolled grade-level CA CCSS, CA NGSS, and 2012 CA ELD Standards.

Sources of evidence may include,but are not limited to, the following:
- Progress monitoring data
- Present levels of academic and functional performance, goals and objectives from the IEP
- Data from scientific research-based interventions

Alternate Assessment IEP Team Guidance:
3 IEP Team Confirmations

3. The IEP team confirms that the student is or will be receiving extensive direct individualized instruction and substantial supports to achieve measurable gain.

   Students eligible for an alternate assessment require extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

   The student (a) requires extensive repeated, individualized instruction and support that is not of a temporary nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content.

   Sources of evidence may include, but are not limited to, the following:

   - Examples of curriculum, instructional objectives, and materials, including work samples from both school and community-based instruction
   - Teacher-collected data and checklists
   - Present levels of academic and functional performance, goals, objectives and post-school outcomes from the IEP and the transition plan for students aged sixteen and older.

Communication Modes

Administration of the Alternate ELPAC with the student's *preferred* mode of communication

The Alternate ELPAC aligns with the 2012 English Language Development (ELD) Standards via the
ELD Connectors
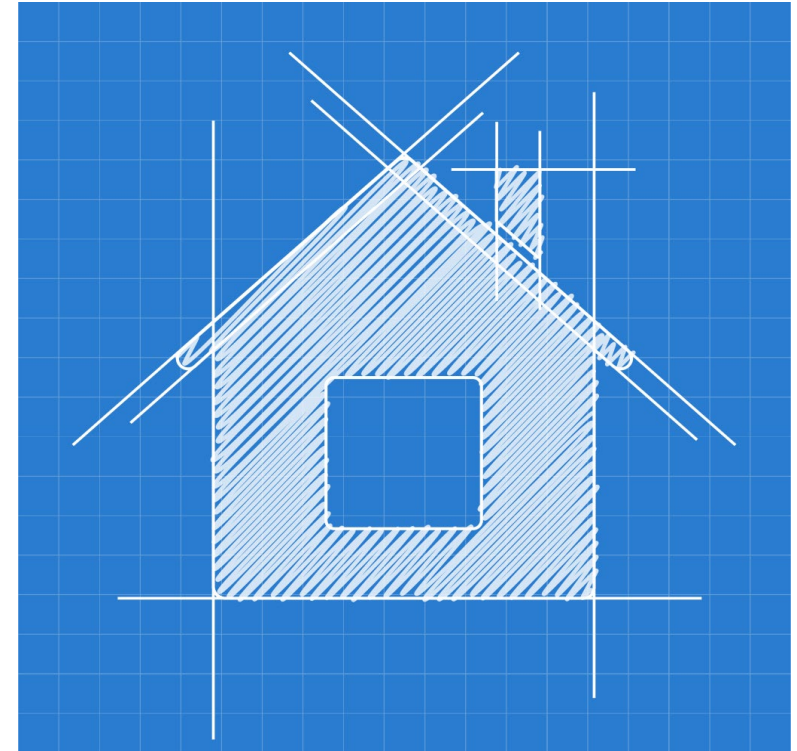
Now available:
Alternate ELPAC Blueprints and the English Language Development Connectors

ELPAC
English Language Proficiency Assessments for California

Alternate English Language Proficiency Assessments for California Test Blueprint

Contract #CN150012

Prepared for the California Department of Education by Educational Testing Service

Post-Pilot and Cog Labs Version

May 7, 2020

ETS®

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Appendix A: ELD Connectors for the Alternate ELPAC | Linguistic Complexity

Table A5: Grades Six Through Eight ELD Connectors

2012 ELD Standard	ELD Connector	Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC
PI.A.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	**PI.A.1:** Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one's own ideas about familiar social and academic topics.	Receptive (Listening, Reading) Expressive (Speaking, Writing)
PI.A.2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	**PI.A.2:** Interact with others in written English by participating in short written exchanges, delivering information, and composing written text about familiar texts, topics, experiences, or events in various communicative forms.	Expressive (Speaking, Writing)
PI.A.3: Offering and supporting opinions and negotiating with others in communicative exchanges	**PI.A.3:** Offer and support opinions with others by providing information and a few reasons or facts to support the information about a familiar topic, experience, or event.	Receptive (Listening, Reading) Expressive (Speaking, Writing)
PI.A.4: Adapting language choices to various contexts (based on task, purpose, audience, and text type)	**PI.A.4:** Adapt language choices to various contexts by using language appropriate for a purpose, task, and audience and by using an increasing number of general academic and content-specific words or phrases.	Expressive (Speaking, Writing)

2021 Alternate ELPAC Task Types

Your Turn!

https://bit.ly/3uJkmSi

- Explore the ELD Connectors
- Find the ELD Connector for your grade level or grade span
- Consider the linguistic support needs of the students you serve
- How will you further integrate the ELD standards &/or ELD Connectors in your classroom with your English learner students with disabilities?

Student Eligibility Requirements

- A Home Language Survey must identify a language other than English.

- Individualized education program (IEP) team determines if alternate assessments are most appropriate.

➡️ If **no** IEP is in place, administer the Initial ELPAC with the appropriate designated supports and universal tools.

English Language Proficiency

Figure 1.3

ELD Standards Proficiency Level Descriptors

Figure 1.3.
ELD Standards Proficiency Level Descriptors

ELD Proficiency Level Continuum: Emerging

Mode of Communication	At the early stages of the Emerging level, students are able to perform the following tasks:	Upon exit from the Emerging level, students are able to perform the following tasks:
Collaborative	• Express basic p... safety needs ar... respond to que... and academic t... gestures and w... phrases. • Use basic socia... participate in c...	
Interpretive	• Comprehend fr... words and basi... immediate phys... • Read very brief... appropriate tex... sentences and... vocabulary, sup... graphics or pict... • Comprehend fa... phrases, and q... from content ar...	

Mode of Communication	At the early stages of the Emerging level, students are able to perform the following tasks:	Upon exit from the Emerging level, students are able to perform the following tasks:
Productive	• Produce learned words and phrases and use gestures to communicate basic information. • Express ideas as drawings, o... organizers. • Write or use fa... phrases relate... academic topi...	• Produce basic statements and ask questions in direct informational exchanges on familiar and routine...

ELD Proficiency Level Continuum...

Mode of Communication	At the early stag... Expanding level... to perform the f...
Collaborative	• Express a vari... needs, ideas, a... respond to qu... sentences. • Initiate simple... social and aca...

Mode of Communication	At the early stages of the Expanding level, students are able to perform the following tasks:	Upon exit from the Expanding level, students are able to perform the following tasks:
Interpretive	• Comprehend information on familiar topics and on some unfamiliar • topics in contextualized settings. • Read independently a variety of grade-appropriate text with simple sentences. • Read more complex text supported by graphics or pictures. • Comprehend basic concepts in content areas.	• Comprehend detailed information with fewer contextual clues on unfamiliar topics. • Read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print. • Read technical text on familiar topics supported by pictures or graphics.
Productive	• Produce sustained informational exchanges with others on an expanding variety of topics. • Express ideas in highly structured and scaffolded academic interactions. • Write or use expanded vocabulary to provide information and extend- ed responses in contextualized settings.	• Produce, initiate, and sustain spontaneous interactions on a variety of topics. • Write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.

General Progression of the ELD Continuum

Native Language	Emerging	Expanding	Bridging	Lifelong Language Learner

English learners come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.

English learners 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.

English learners at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.

English learners at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The "bridge" is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.

Students who have reached full proficiency in the English language, as determined by state and local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

California English Language Development Standards (Electronic Edition) Kindergarten Through Grade 12

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education Sacramento 2019

Substantial

Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.

Emerging

Moderate

Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics .

Expanding

Light

Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.

Bridging

High-Level Thinking with Linguistic Support

English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support, depending on the linguistic and cognitive demand of the task.

Proficiency Level Descriptors

Accessibility Resources

California Assessment Accessibility Resources

Universal tools

Universal tools are available to **all** students on the basis of student preference and selection.

Designated Supports

Designated supports are available to **all** students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) *OR* specified in the student's individualized education program (IEP) or Section 504 plan.

CAASPP and ELPAC Accessibility Resources

Importance of Implementing CAASPP and ELPAC Accessibility Resources: Voices from Educators

Accessibility Checklist

California Assessment Accessibility Resources

ELPAC Administration
Student Accessibility Checklist

All English Learner (EL) students, or potential EL students must be assessed on the English Language Proficiency Assessments for California (ELPAC). This checklist may be used to help teachers, Section 504 teams, and Individualized Education Program (IEP) teams determine which resources, testing conditions, or combination thereof will allow each student to take the test. A complete list of accessibility resources (universal tools, designated supports, and accommodations) can be found on Matrix 4 at https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx. For more information, refer to ELPAC Administration Guidance and Governing Definitions for Student Accessibility Discussions at https://www.cde.ca.gov/ta/tg/ep/documents/elpacadminguide.pdf.

Accessibility Resources

Can the student access and take the domain with or without using accessibility resources?
If yes, administer the ELPAC. Indicate in the boxes below which accessibility resources are needed to access each domain.

Listening
☐ Universal tools
☐ Designated supports
☐ Accommodations*
☐ Unlisted resources*

Speaking
☐ Universal tools
☐ Designated supports
☐ Accommodations*
☐ Unlisted resources*

Reading
☐ Universal tools
☐ Designated supports
☐ Accommodations*
☐ Unlisted resources*

Writing
☐ Universal tools
☐ Designated supports
☐ Accommodations*
☐ Unlisted resources*

If any domain cannot be accessed with these resources, please consider the domain exemptions listed below.

Local educational agencies (LEAs) should document the use of designated supports, accommodations, or unlisted resources to determine test settings. If an unlisted resource is required, the LEA must seek approval from the California Department of Education.

Domain Exemption

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Domain Exemption*
☐ Listening   ☐ Reading
☐ Speaking   ☐ Writing

For an Overall score to be generated, only one domain from the Oral Language score (Listening or Speaking) and one from the Written Language score (Reading or Writing) may be exempted.

Alternate Assessment

Does the student have a significant cognitive disability and an IEP?

☐ Yes   ☐ No

If yes, the student is eligible to be administered an alternate assessment. If no, reevaluate the use of accessibility resources listed above. Federal law allows this option only for students with the most significant cognitive disabilities who have an IEP.

*An IEP or Section 504 plan is required for the use of accommodations, unlisted resources, and domain exemptions.

California Department of Education   November 2019

Accessibility Matrix and Graphics

California Assessment Accessibility Resources

California Assessment Accessibility Resources Matrix

The California Assessment Accessibility Resources Matrix (Accessibility Matrix) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Systems for 2021–22.

California Department of Education   Revised August 2021aa

Accessibility Resources - CAASPP and ELPAC

Accessibility resource matrix for both ELPAC and CAASPP - Including Accessibility Resource Graphics

Accessibility Resources CDE Page

CAASPP System Graphic

PDF

caasppsystemgraphic21

https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp

cde.ca.gov

CA Assessment Accessibility Resources Matrix

California Assessment

CAASPP Website

https://www.caaspp.org/

Welcome to the CAASPP Website

California Student Assessment Accessibility Resource Graphics - CAASPP

California Student Assessment Accessibility Graphic for English Language Arts (ELA)

PDF

elaresources

California Student Accessibility Assessment Graphic - Mathematics

ELPAC Website

https://www.elpac.org/

elpac.org

ELPAC Home

Accessibility Resource Graphics - ELPAC

ELPAC Computer Based

PDF

elpacresourcescb

ELPAC Paper/Pencil

PDF

elpacresourcespp

ELPAC Administration Student Accessibility
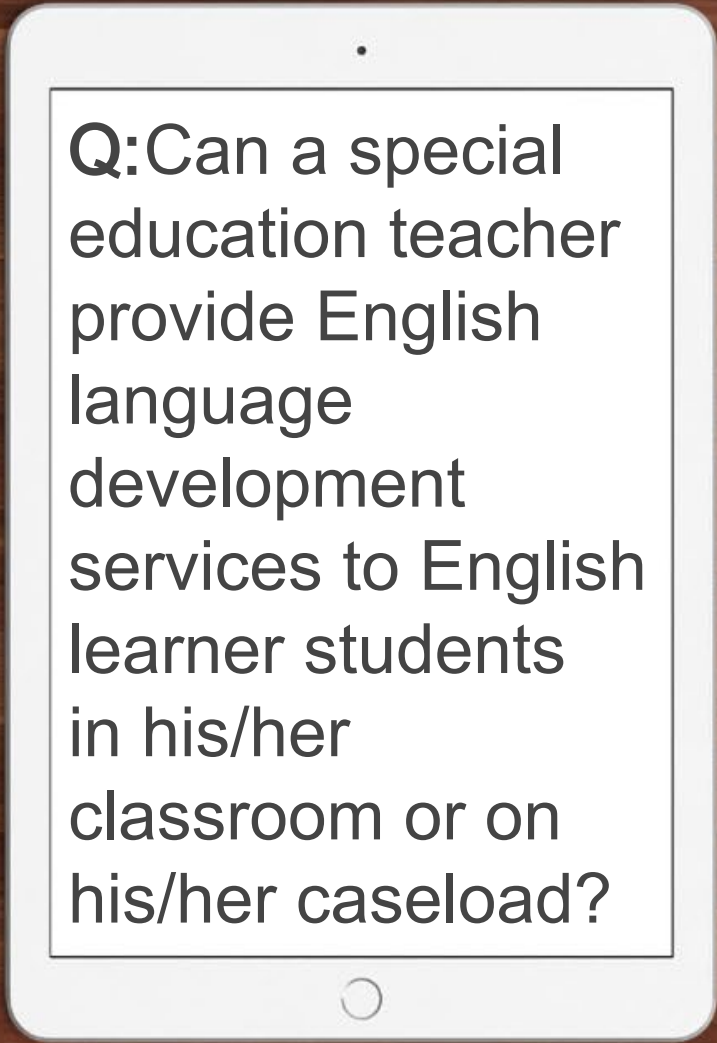
Pause and Process

- How do we know accessibility resources are applied to the Initial ELPAC administration? Domain(s)?

- How do we know the accessibility resources support the student's identified needs?

- How are appropriate Domain Exemptions considered the ELPAC?
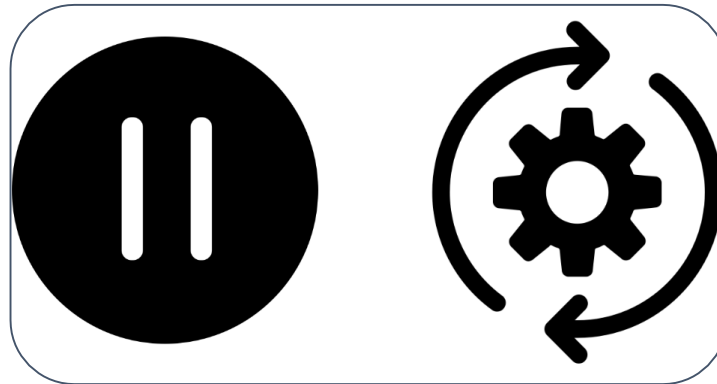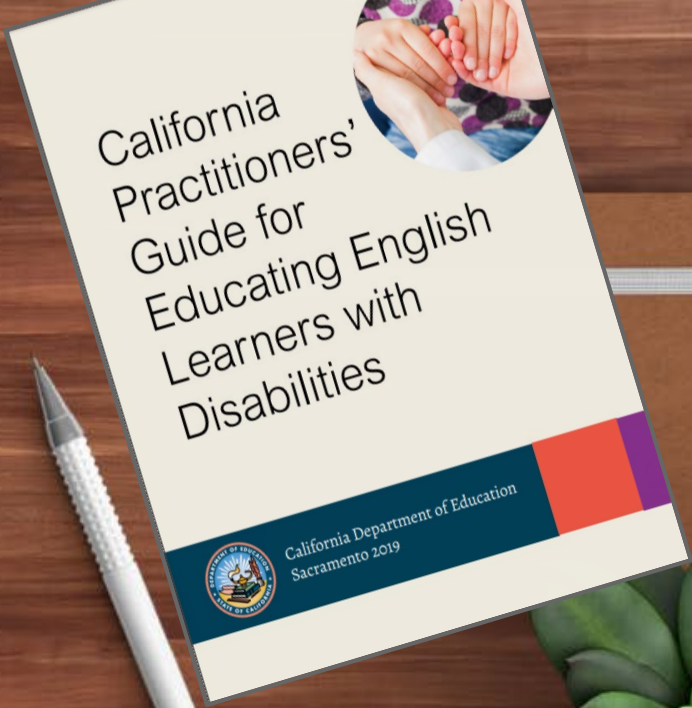
Let's take a poll
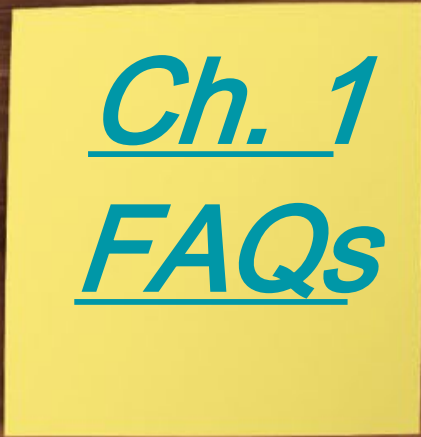
Q:Can a special education teacher provide English language development services to English learner students in his/her classroom or on his/her caseload?
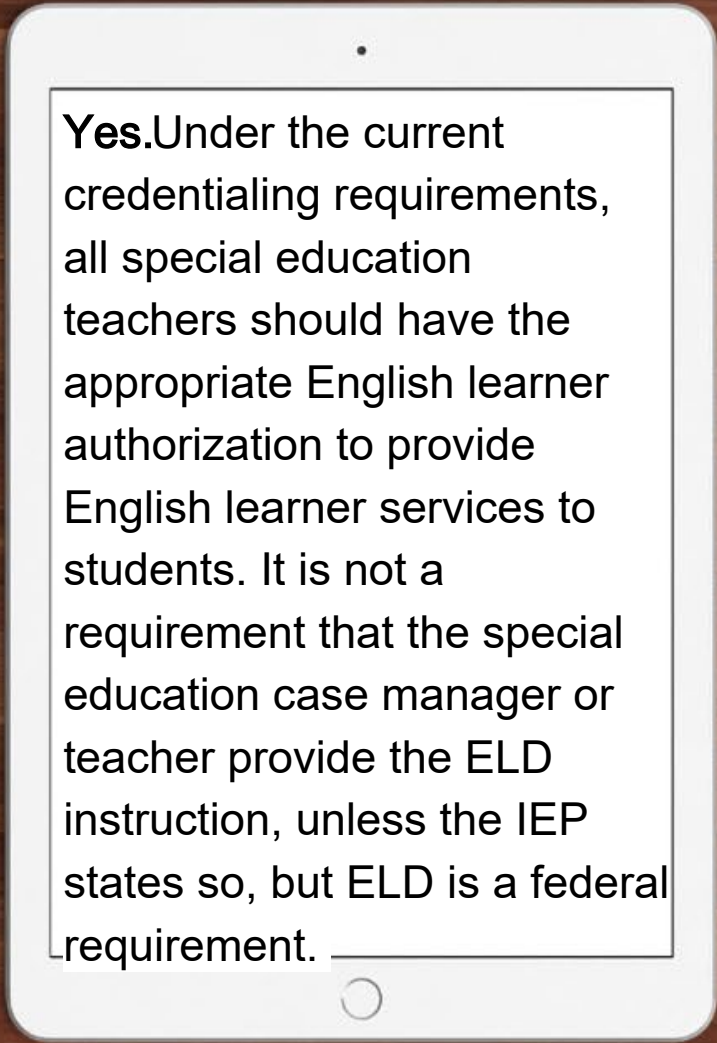
California Practitioners' Guide for Educating English Learners with Disabilities
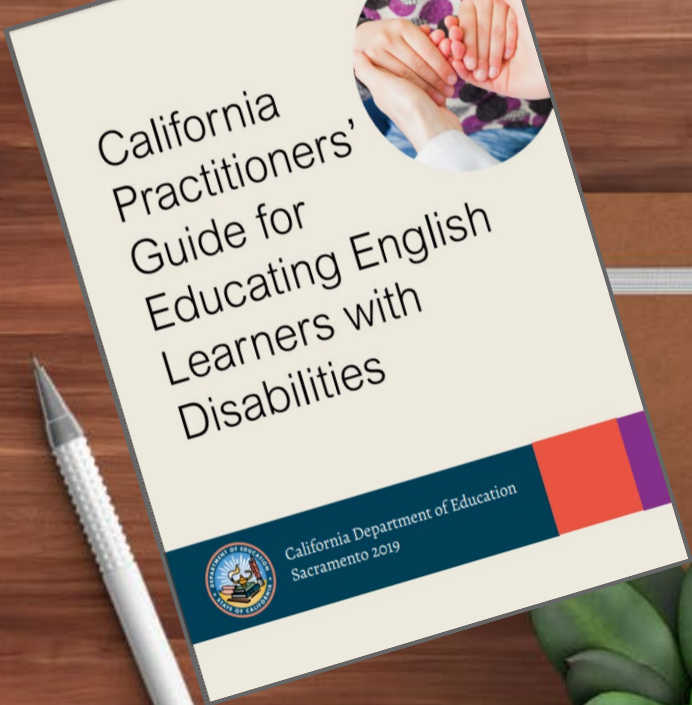
California Department of Education
Sacramento 2019

Ch. 1 FAQs

Yes. Under the current credentialing requirements, all special education teachers should have the appropriate English learner authorization to provide English learner services to students. It is not a requirement that the special education case manager or teacher provide the ELD instruction, unless the IEP states so, but ELD is a federal requirement.

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Student Scenario: Meet Javier

California Practitioners' Guide for Educating English Learners with Disabilities- Chapter 2

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education
Sacramento 2019
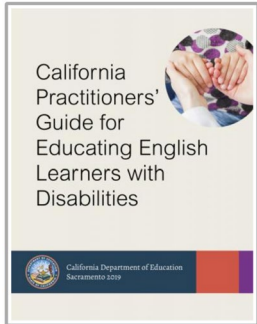
Chapter 2 Supports for English Learners within the Multi-Tiered System of Supports Framework

Questions Addressed in This Chapter

For Teachers

- How does the MTSS framework provide a coherent system that helps me support my English learners academically, social-emotionally, and behaviorally prior to and after identification for special education services?

- What are some specific assets and learning needs of English learners, including those who are newcomer immigrant students or migratory students?

- How can I modify the way I approach teaching and learning for individual English learners in response to assessment data

For Administrators

- What systems and structures need to be in place to ensure an equitable, inclusive, and effective MTSS framework that will support English learners in my school or local educational agency (LEA) to succeed?

- What school- or LEA-wide systems and services need to be in place to ensure that appropriate and informed decisions are made prior to referring English learners for special education evaluation?

Chapter 2

...the MTSS framework is designed to support **all students**, an important question regarding English learners is this: What must be **explicitly leveraged** in California's MTSS framework **to specifically support English learners**? This chapter addresses this question, and...provides **guidance** and a systematic **pre-referral process** for **avoiding overidentification and under-identification** of English learners for special education services.

California Practitioners' Guide for Educating English Learners with Disabilities

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Under & Over Identification of ELs in Special Education

MTSS Processes Before Special Education Referral

California MTSS
Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.

UNIVERSAL SUPPORT
Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.

ALL STUDENTS

SUPPLEMENTAL SUPPORT
Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.
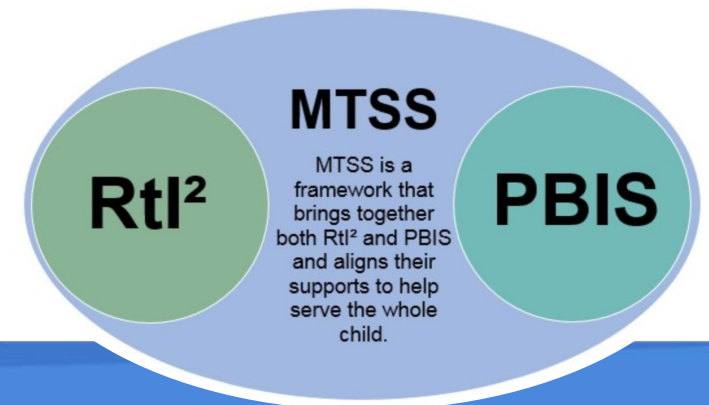
SOME STUDENTS

INTENSIFIED SUPPORT
Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

FEW STUDENTS

https://guide.swiftschools.org/

California's MTSS framework provides a systematic approach for ensuring that all students receive appropriately designed instruction that will ensure their success and that referral for special education services is appropriate.

MTSS
MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to help serve the whole child.

RtI²

PBIS

Effective Contexts for Learning

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California Department of Education
Sacramento 2019

California's Social and Emotional Learning Guiding Principles

DEPARTMENT OF EDUCATION STATE OF CALIFORNIA

1 Adopt Whole Child Development as the Goal of Education
Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a "nice to have," but a "must have" to ensure student success in school, work, and community.

2 Commit to Equity
All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

3 Build Capacity
Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

4 Partner with Families and Community
Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

5 Learn and Improve
Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.
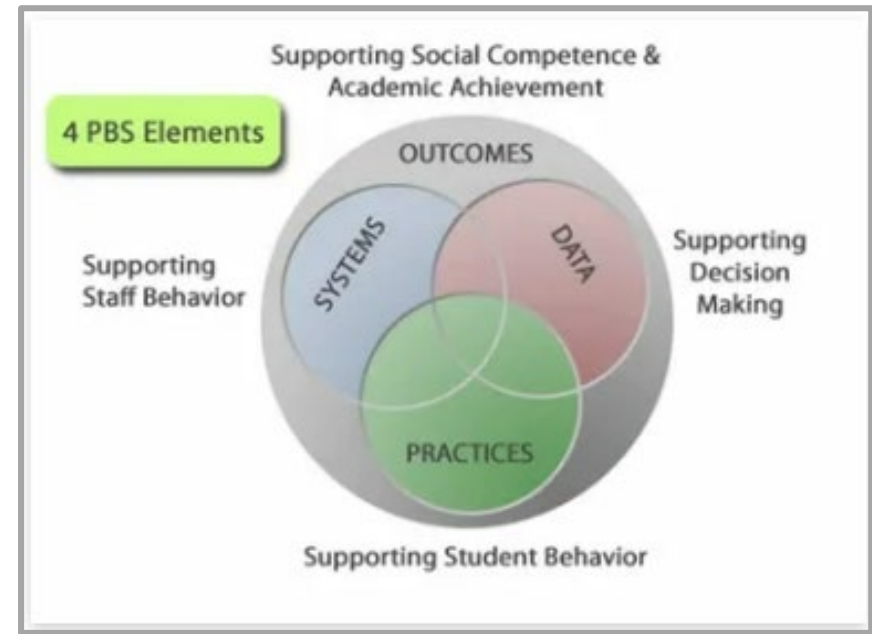
https://www.cde.ca.gov/eo/in/socialemotionallearning.asp

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

	Provide multiple means of **Engagement** Affective Networks The "WHY" of Learning	Provide multiple means of **Representation** Recognition Networks The "WHAT" of Learning	Provide multiple means of **Action & Expression** Strategic Networks The "HOW" of Learning
Access	Provide options for **Recruiting Interest** (7) • Optimize individual choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Minimize threats and distractions (7.3)	Provide options for **Perception** (1) • Offer ways of customizing the display of information (1.1) • Offer alternatives for auditory information (1.2) • Offer alternatives for visual information (1.3)	Provide options for **Physical Action** (4) • Vary the methods for response and navigation (4.1) • Optimize access to tools and assistive technologies (4.2)
Build	Provide options for **Sustaining Effort & Persistence** (8) • Heighten salience of goals and objectives (8.1) • Vary demands and resources to optimize challenge (8.2) • Foster collaboration and community (8.3) • Increase mastery-oriented feedback (8.4)	Provide options for **Language & Symbols** (2) • Clarify vocabulary and symbols (2.1) • Clarify syntax and structure (2.2) • Support decoding of text, mathematical notation, and symbols (2.3) • Promote understanding across languages (2.4) • Illustrate through multiple media (2.5)	Provide options for **Expression & Communication** (5) • Use multiple media for communication (5.1) • Use multiple tools for construction and composition (5.2) • Build fluencies with graduated levels of support for practice and performance (5.3)
Internalize	Provide options for **Self Regulation** (9) • Promote expectations and beliefs that optimize motivation (9.1) • Facilitate personal coping skills and strategies (9.2) • Develop self-assessment and reflection (9.3)	Provide options for **Comprehension** (3) • Activate or supply background knowledge (3.1) • Highlight patterns, critical features, big ideas, and relationships (3.2) • Guide information processing and visualization (3.3) • Maximize transfer and generalization (3.4)	Provide options for **Executive Functions** (6) • Guide appropriate goal-setting (6.1) • Support planning and strategy development (6.2) • Facilitate managing information and resources (6.3) • Enhance capacity for monitoring progress (6.4)
Goal	**Expert learners** who are... **Purposeful & Motivated**	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

4 PBS Elements

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS — DATA

Supporting Staff Behavior

Supporting Decision Making

PRACTICES

Supporting Student Behavior

Tiers of Instruction

Let's take a poll

Q:Can students with IEPs receive supports in the Tier I, Tier II and/or Tier III intervention groups?

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California Department of Education
Sacramento 2019

Ch. 2 FAQs

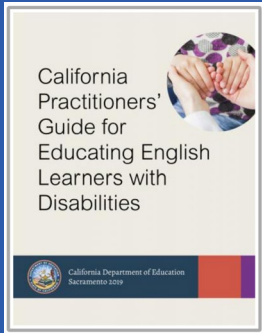**A: Yes.** They have access to the general education interventions as any other student, and this is in addition to their individualized special education services. Their IEPs take this into account as part of the comprehensive plan.

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education
Sacramento 2019

Inclusive Academic Instruction for ALL

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education Sacramento 2019

Universal Design for Learning Guidelines

The Universal Design for Learning Guidelines — CAST | Until learning has no limits

Provide multiple means of Engagement
Affective Networks
The "WHY" of Learning

Provide multiple means of Representation
Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression
Strategic Networks
The "HOW" of Learning

Access

Provide options for **Recruiting Interest** (7)
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for **Perception** (1)
- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for **Physical Action** (4)
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for **Sustaining Effort & Persistence** (8)
- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for **Language & Symbols** (2)
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for **Expression & Communication** (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for **Self Regulation** (9)
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for **Comprehension** (3)
- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for **Executive Functions** (6)
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

Purposeful & Motivated | Resourceful & Knowledgeable | Strategic & Goal-Directed

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Figure 2.3 CA MTSS Design Elements: 3 Tiers of High Quality Core Instruction, Supports & Interventions

Figure 2.3.

California's MTSS Design Elements: Three Tiers of High Quality Core Instruction, Supports, and Interventions[5]

English Learners	Tier
All Students	**Tier I: Core Instruction, Universal Support** • Evidence-based practices are used to support all students' academic, behavioral, and social-emotional success. • The most equitable, inclusive, and integrated learning environment is established. • For English learners, instruction includes integrated and designated ELD. • Comprehensive assessment (including screening, formative, progress monitoring, benchmark) informs instruction for all students. • About 80 percent of students receive Tier I support.
Some Students	**Tier II: Targeted, Supplemental Supports** • Additional evidence-based support is for some students needing more academic, behavioral, and social-emotional help. • Specific skills are targeted and based on assessment results showing that students need more than core instruction. • For English learners, all interventions include integrated ELD. • Progress monitoring occurs more frequently than in core instruction to ensure the interventions are working. • If more than 15 percent of students are involved, engage in Tier I level systematic problem solving to improve services.
Few Students	**Tier III: Intensive, Individualized Supports** • Targeted and intensive academic, behavioral, and social-emotional support is for a small number of students who need it. • Support is individualized to meet specific student needs, based on assessments. • Progress monitoring occurs more frequently than in Tier I or Tier II to ensure maximum acceleration of student progress. • For English learners, all interventions include integrated ELD. • If more than 5 percent of students are involved, engage in Tier I and Tier II level systematic problem solving to improve services.
All Students– All Tiers	**Overarching Guiding Principle** • Universal design for learning (UDL) principles are used beginning in the planning stage and throughout all three tiers.

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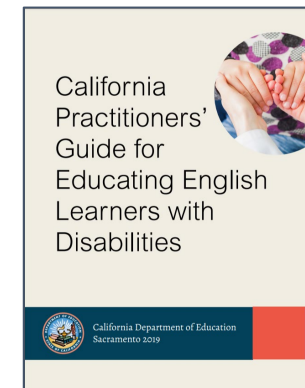
Figure 2.8
Tier 1 Core Instruction-What It Is and Is Not

Figure 2.8.
Tier I Core Instruction—What It Is and Is Not[13]

Tier I is…	Tier I is not…
High quality, grade-level standards-based, culturally sustaining teaching and learning for all students with integrated and designated ELD for English learners	An environment in which some students are included, affirmed, and successful and some are not
A process that includes a comprehensive assessment system: universal screening, progress monitoring, formative assessment practices, and summative assessments	Testing that is not aligned with learning targets, that monitors students' progress infrequently, and that does not use assessment results to refine or revise instruction
Teaching and learning approaches that attend to individual student needs, with specific scaffolding methods, adaptations, and modifications based on assessed learning assets and needs	One-size-fits-all instruction with no scaffolding or differentiation tailored to what students need
Targeted and intensive instructional support within the classroom for any student who may be experiencing difficulty	Reliance on other instructional support staff (e.g., English learner or special education staff) to determine and attend to a student's needs
A variety of flexible grouping configurations to ensure students have access to a range of experiences, perspectives, language models, and peers	Whole class instruction, segregated or fixed instructional groups composed of students who are high, average, or low achievers
A team approach with teachers, specialists, administrators, and parents working collaboratively	Teachers who work primarily in isolation on their own

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85%
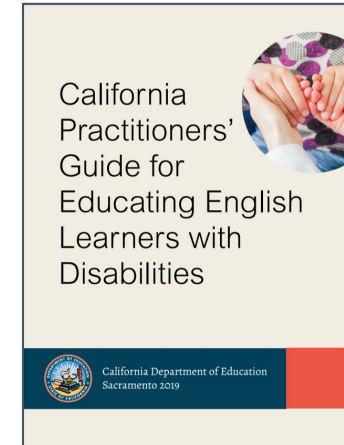
Academic Interventions: Tier I Supports

Figure 2.11
Tier II Intervention-What It Is and Is Not

Figure 2.11.

Tier II Intervention—What It Is and Is Not[19]

Tier II is…	Tier II is not…
Supplemental instruction (in addition to the core grade-level instruction)	A replacement of core curriculum (If students do not have access to the core curriculum, they will only fall further behind.)
Focused and targeted to specific skills that are associated with broader academic success	Time to reteach concepts or skills that students did not master, such as changing decimals to percent in math or character traits in language arts (This re-teaching needs to be done in Tier I.)
Designed for students who are not making adequate progress on core skills that are associated with broader academic success	Designed for students who did not master a specific skill or concept (These students need to receive differentiated instruction in Tier I.)
Explicit instruction aligned with the CA ELD Standards	A replacement for English language development
For approximately 15 percent of the students in a given class, grade level, or school	For more than 15 percent of the students in a given class, grade level, or school (If more than 15 percent, this may indicate inadequate Tier I instruction.)

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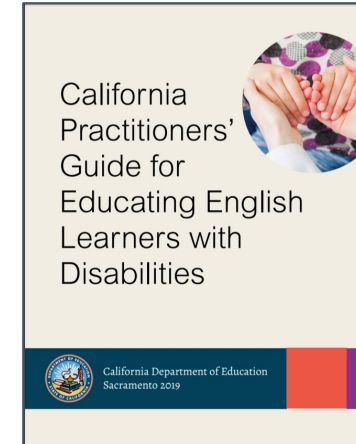
Academic Interventions: Tier II

15% Supports

Figure 2.12
Differences Between Tier II and Tier III Support

Organizational Factors	Tier II	Tier III
Typical time allotted for instruction	30 minutes, 3 to 5 days/week	45 to 120 minutes, 5 days/week

Assessment Factors*	Tier II	Tier III
Level of diagnostic assessment	Group (and sometimes individual) diagnostic	Individual diagnostic assessment

Instructional Factors**	Tier II	Tier III
Opportunities to respond (OTRs)	Ensure at least 6 to 8 OTRs/minute	Ensure at least 8 to 12 OTRs/minute
Instructional focus	Use of core and supplemental programs to support the group's needs	More strategically structured, remediation intervention programs focused on individual students' needs
Behavioral expectations	Provide more structured systems to reinforce and correct challenging behavior	Use functional behavioral assessment to plan an individualized intervention
Amount of review and repetitions	Review and practice of core concepts taught in Tier I	More intensive practice of core and remediation content Considerably more time spent on reviewing concep[ts] allowing practice
Error correction	Prompt students to correct errors themselves (e.g., "Look at the word again…")	Provide direct error [correction] procedures ("That w[as]. What is that word?")
Scaffolding	Use "I do, we do, you do together, you do alone" model	Provide more intens[ive] practice during "we [do]"

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5%
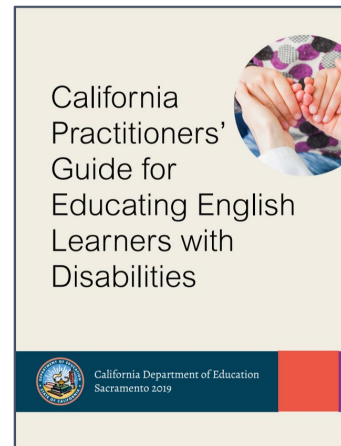
Academic Interventions: Tier III Supports

Tiers of Instruction Infographics

TIER I CORE INSTRUCTION IS...

Adapted from Figure 2.8 from Chapter 2 of the California Practitioners' Guide for Educating English Learners with Disabilities

High quality, grade-level standards-based, culturally sustaining teaching and learning for all students with integrated and designated ELD for English learners.
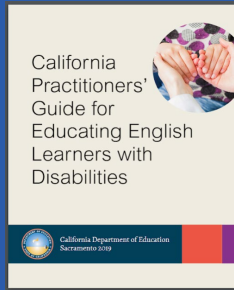
A process that includes a comprehensive assessment system: universal screening, progress monitoring, formative assessment practices, and summative assessments.

Teaching and learning approaches that attend to individual student needs, with specific scaffolding methods, adaptations, and accesibility tools based on assessed learning assets and needs.

Targeted and intensive instructional support within the classroom for any student who may be experiencing difficulty.

TIER II INTERVENTION IS...

Adapted from Figure 2.11 from Chapter 2 of the California Practitioners' Guide for Educating English Learners with Disabilities

Supplemental instruction is in addition to the core grade-level instruction.

Focused and targeted to specific skills that are associated with broader academic success.

Designed for students who are not making adequate progress on core skills that are associated with broader academic success.

Explicit instruction aligned with the CA ELD Standards. Tier II ELD instruction is focused on identified, domain-specific challenges that are impacting progress.

TIER III INTERVENTION IS...

Adapted from Figure 2.12 from Chapter 2 of the California Practitioners' Guide for Educating English Learners with Disabilities

Level of diagnostic assessment: Individual diagnostic assessment to identify the specific skills that require explicit intruction and additional support.

Interventionist facilitating group: Intervention specialist, content specialist or special education teacher is facilitating small group intensive instruction.

Instructional grouping, time and duration: Groups of 1-3 students recieve daily (5 days/week) instensive support for 20+ weeks for 45- 120 minutes.

Instructional focus: More strategically structured, remediation intervention programs focused on individual students' needs.

Review and Reflect - Jamboard Activity

- Generate lists of what currently exists in your Tier 1, Tier 2, and Tier 3 supports.

- What do you notice, what do you wonder?

PRE

Free flow; use the "sticky note" feature to list and place on your Jamboard what you believe is Tier 1, Tier 2, and Tier 3 supports

As a team, identify what exists at your school/district:

Tier 1   Tier 2   Tier 3
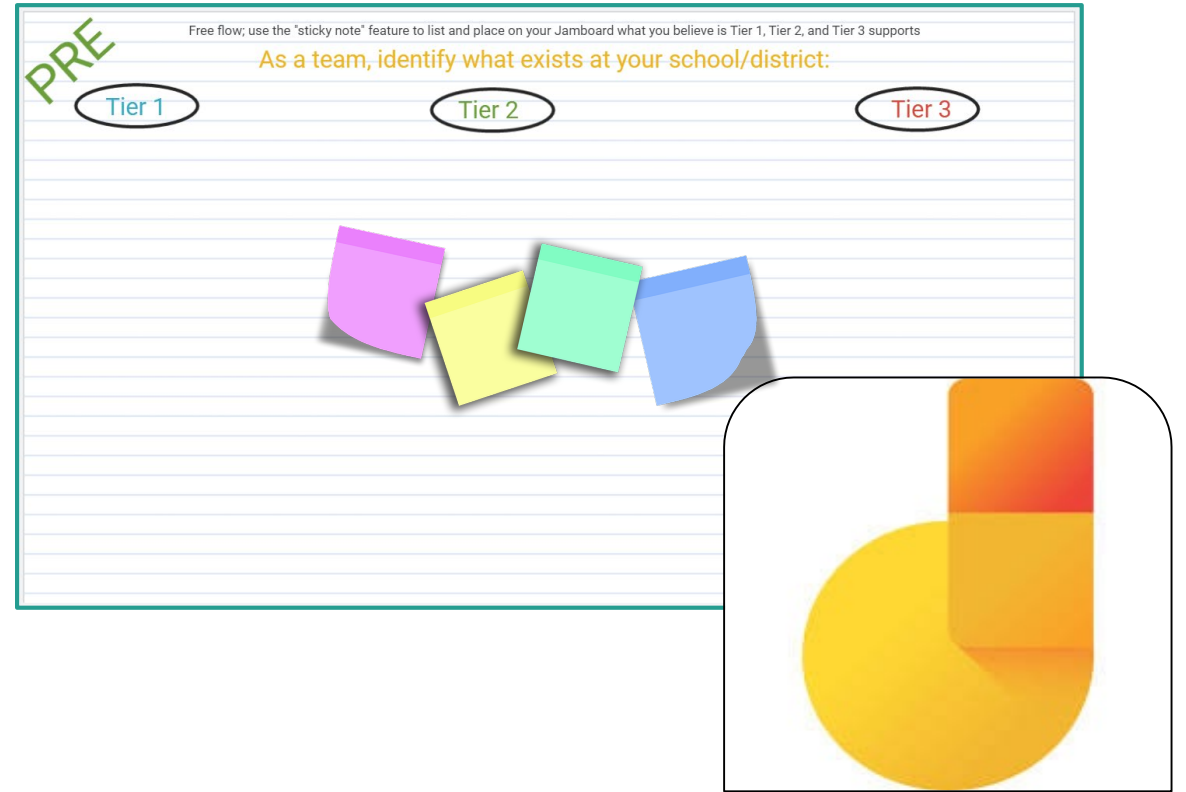
A clear system of system of tiered supports and pre-referral processes

Referral to Special Education

Tier III
- Daily
- Lower student to teacher ratio
- Intensive, evidence based intervention

- Frequent Progress Monitoring
- Longer duration
- 80 - 100 hours

Tier II
- Research based intervention
- Small groups
- Progress monitoring and/or data tracking

Tier I
- Monitor & track academic & language acquisittion growth
- Conduct universal screening to determine student risk levels
- Provide core research based reading program and ELD services

Revisit the Jamboard Activity

- Refer to Figure 2.12
- Review your Jamboard
- Reflect & reorganize
- Consider where further refinements &/or additional interventions are necessary

PRE

Free flow; use the "sticky note" feature to list and place on your Jamboard what you believe is Tier 1, Tier 2, and Tier 3 supports

As a team, identify what exists at your school/district:

Tier 1   Tier 2   Tier 3
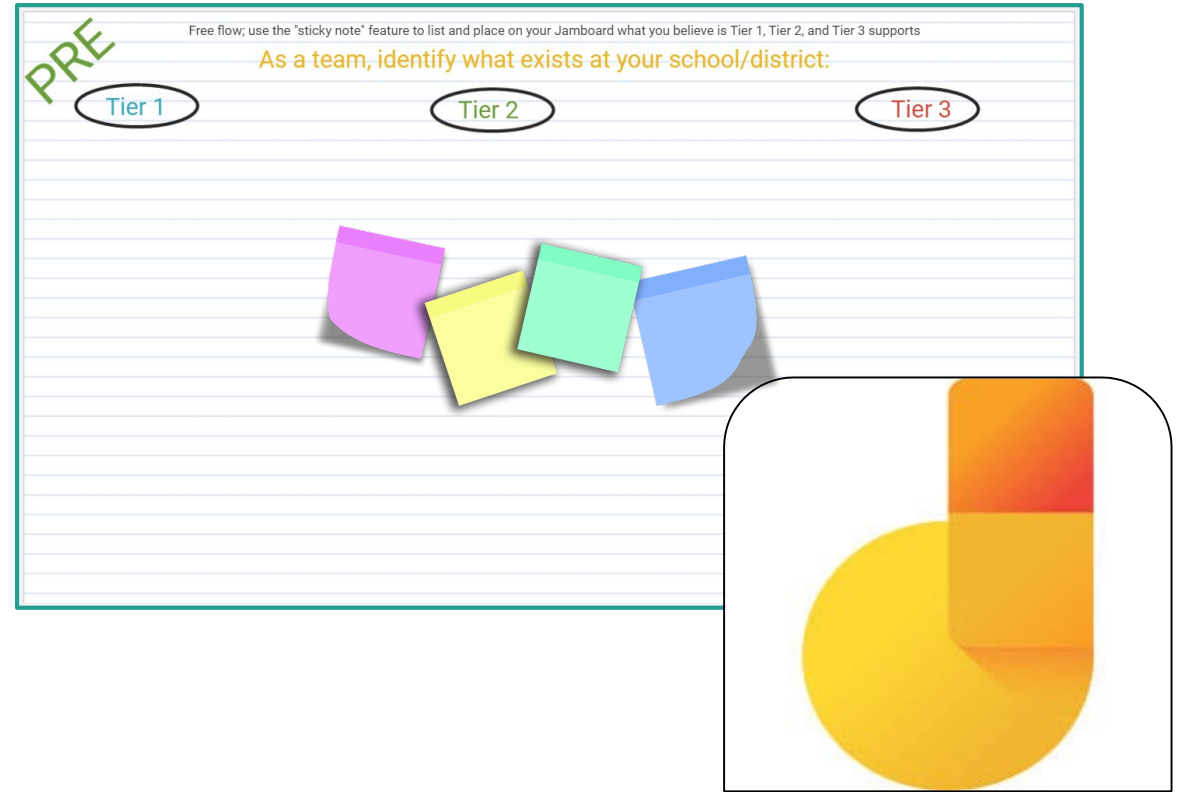
Culturally and Linguistically Responsive
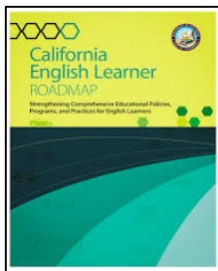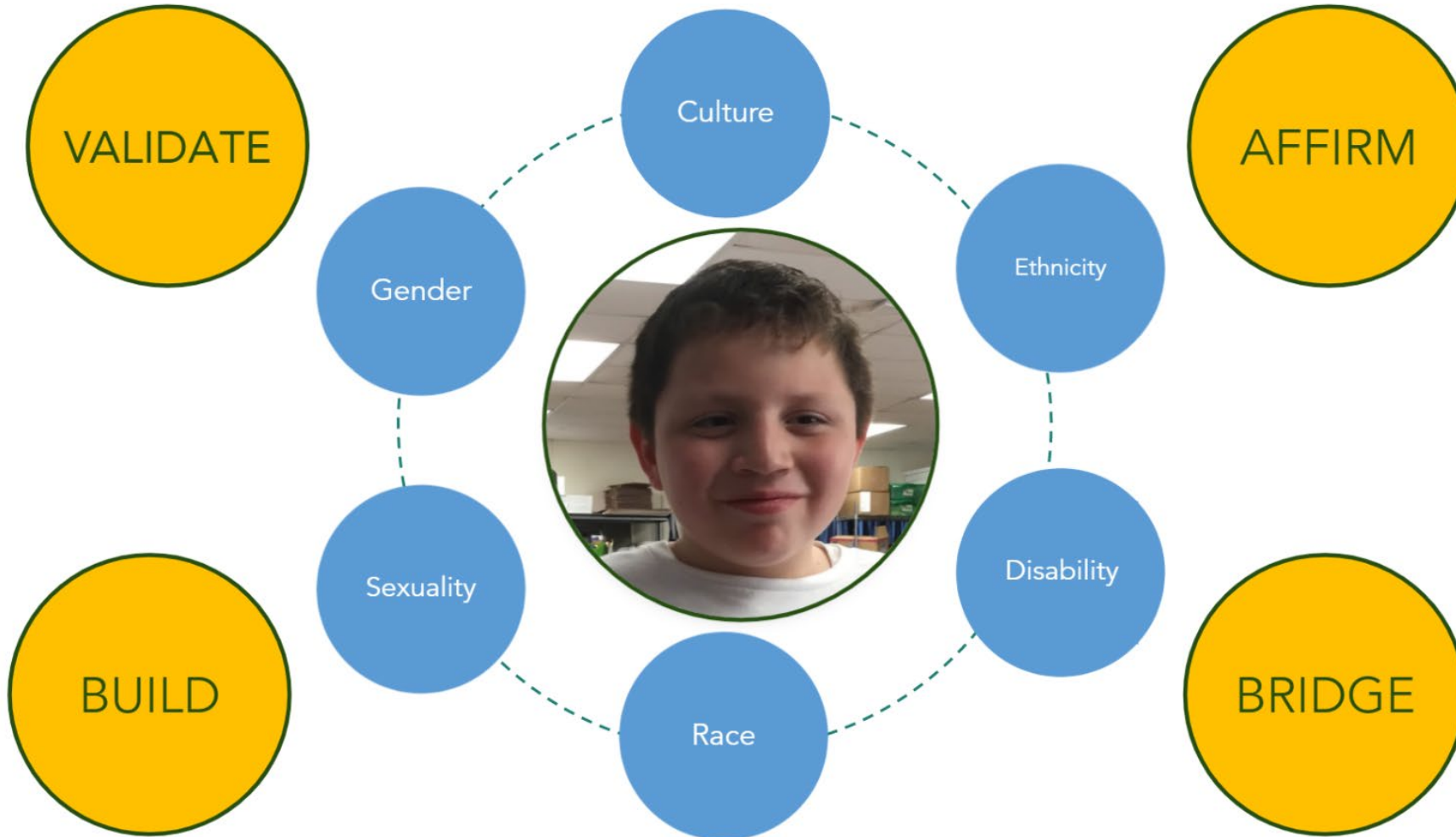
Addressing Linguistic Segregation and Implicit Bias
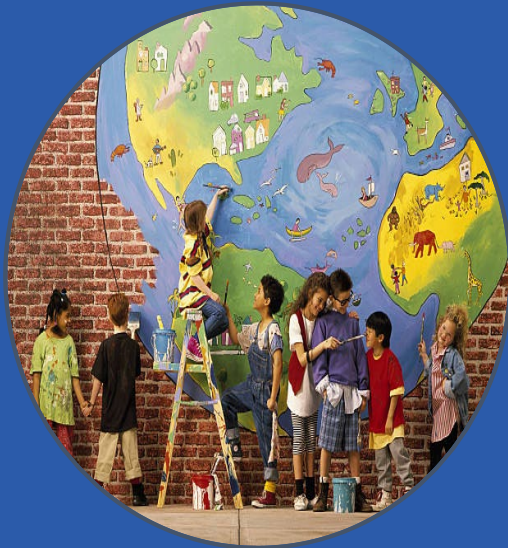
Figure 2.6
Culturally and Linguistically Sustaining Pedagogy

❏ ...recognizes and uses the **cultural and linguistic knowledge**, home and community **experiences**, frames of reference and world views, and **learning styles**

❏ ...integrates **history and culture** of students into the **curriculum**

❏ ...**healthy perceptions** of cultural and linguistic identity, a sense of inclusion and belonging

❏ ...cultural and linguistic **identity**, advanced **academic proficiency** and **critical awareness**

❏ ...development of **personal efficacy** and **cultural pride**

Chapter 2 Student Scenarios
Allyson & Jatinder

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https://bit.ly/3DriVer
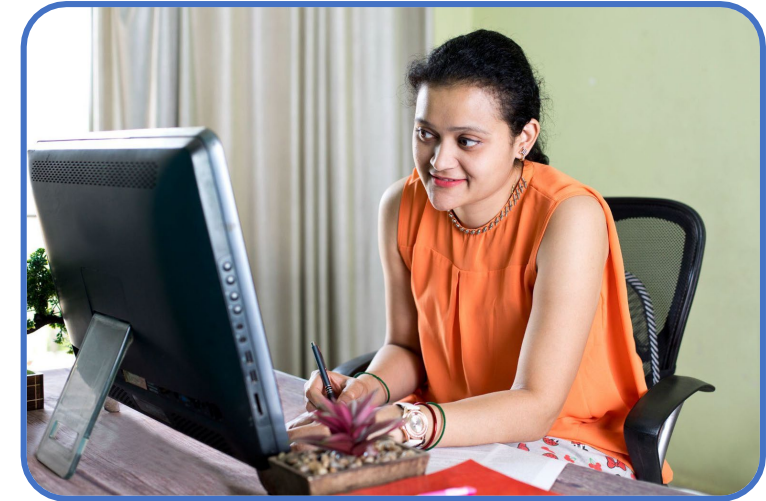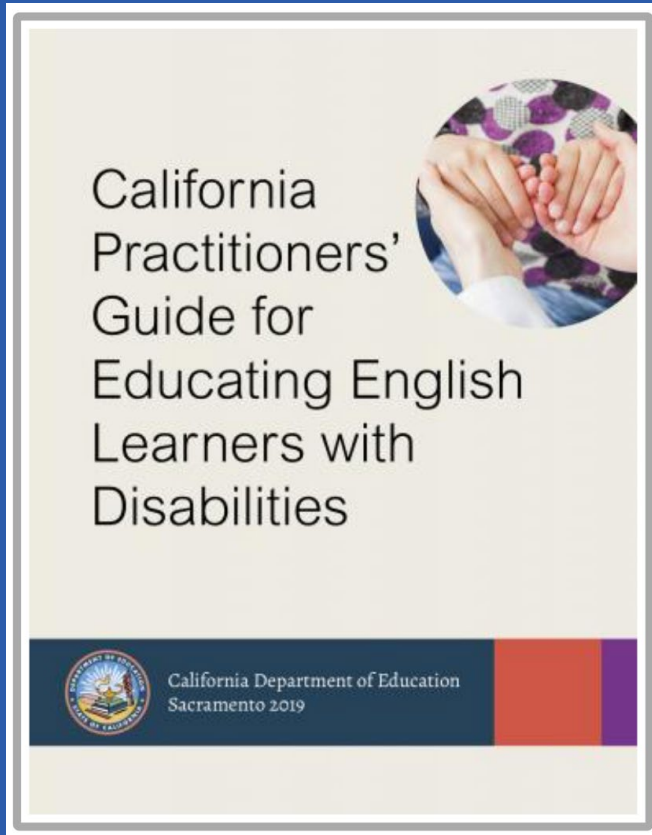
- **Explore Tier I Positive behavioral and writing needs with Allyson (pgs. 1-5)**

- **Explore Tier II Foundational reading skills interventions with Jatinder (pgs. 5-8)**

- **Explore Tier III Intensive intervention with Jatinder (pgs. 8-10)**

Pause and Process: Tiers of Instruction

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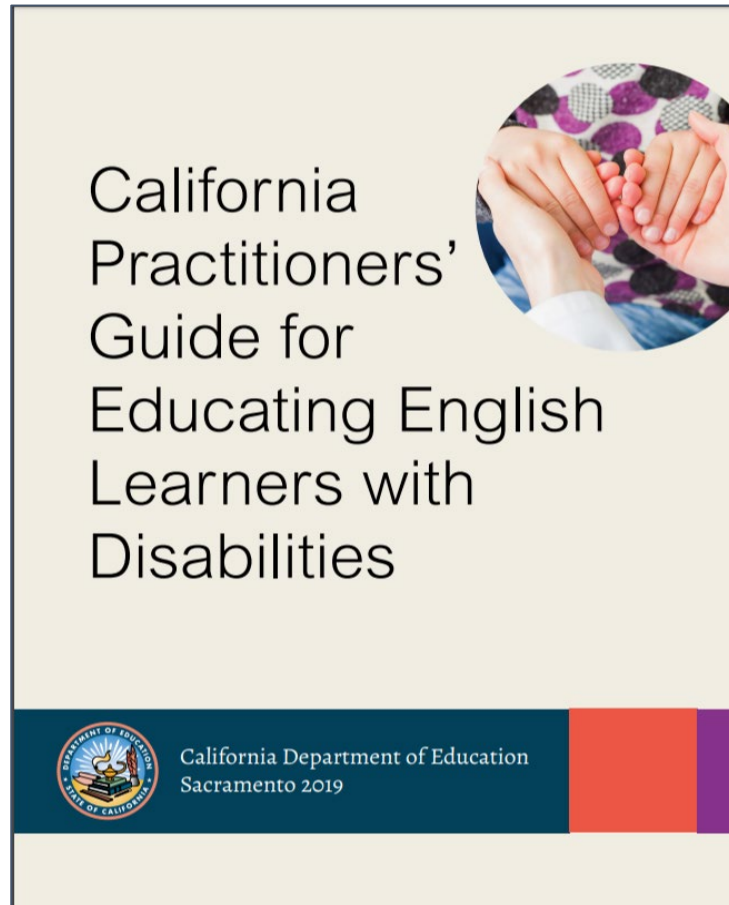
- Are we providing our English learners <u>enough time</u> in Tier II before considering Tier III?

- Are the teachers providing Tier II interventions qualified in their content areas and in <u>effective teaching methods</u> for English learners?

- Have <u>culturally and linguistically responsive practices</u> and specific language learning needs been considered?

Comprehensive ELD

Let's take a poll

Q: Do English learners who need interventions receive their ELD instruction during the Tier II or Tier III intervention time?

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Ch. 2 FAQs

No. Interventions address very specific identified skill areas & are not comprehensive.

Every student retains comprehensive ELD instruction (both integrated & designated ELD) in Tier I (core) instruction, & the ELD Standards & principles of ELD instruction inform how they receive Tier II & Tier III interventions.

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Language is at the Core of ALL Curriculum

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Figure 7.1

Effective Contexts for Learning

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California Department of Education
Sacramento 2019

CA PG for Educating ELs pg 52

California Practitioners' Guide for Educating English Learners with Disabilities

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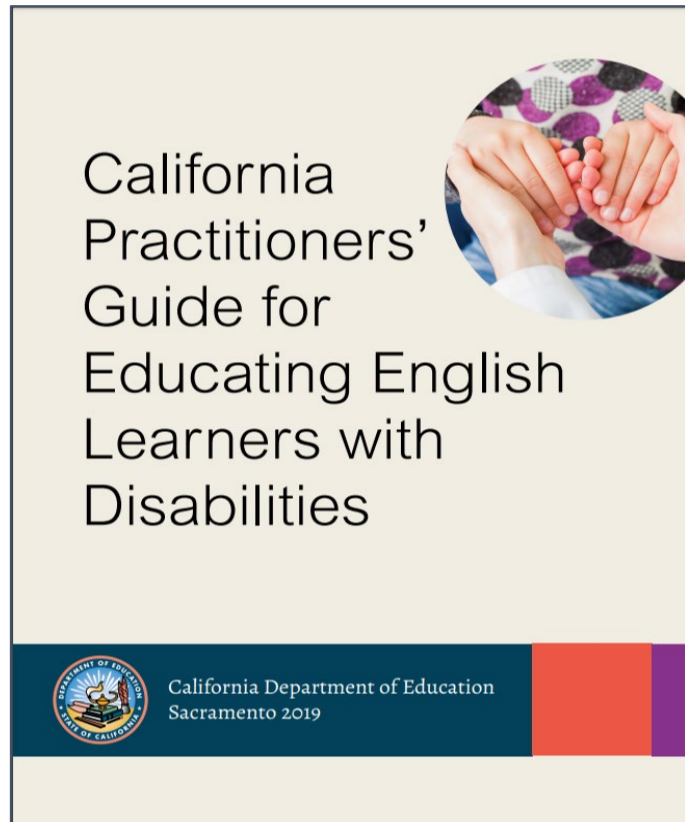
When English learners are not making progress in academic achievement, teams of **educators must ask whether the students' instruction,** which includes comprehensive ELD, has been evidence-based, standards-aligned, and culturally and linguistically appropriate and whether it has been of sufficient quality.

Comprehensive ELD **IS** Tier One Instruction

All English learners & ELs with disabilities receive comprehensive ELD, which in California includes both integrated and designated ELD.

Both integrated and designated ELD are part of English learners' core instruction. **Chapter 7 Pg. 320**

Comprehensive English Language Development

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 ELD Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.
(California Code of Regulations, Title 5 [5 CCR] Section 11300[a])

Designated ELD is a protected time during the regular school day when teachers use the 2012 ELD Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English. *(5 CCR Section 11300[c])*

CDE Designated and Integrated English Language Development, Letter to Superintendents Jan. 2022

Review and Reflect - Venn Diagram Activity

Work together to categorize similarities and differences between integrated and designated ELD

https://bit.ly/3AXU2VS

Comprehensive English Language Development

A Closer Look at the ELD Standards

California English Language Development Standards (Electronic Edition)
Kindergarten Through Grade 12
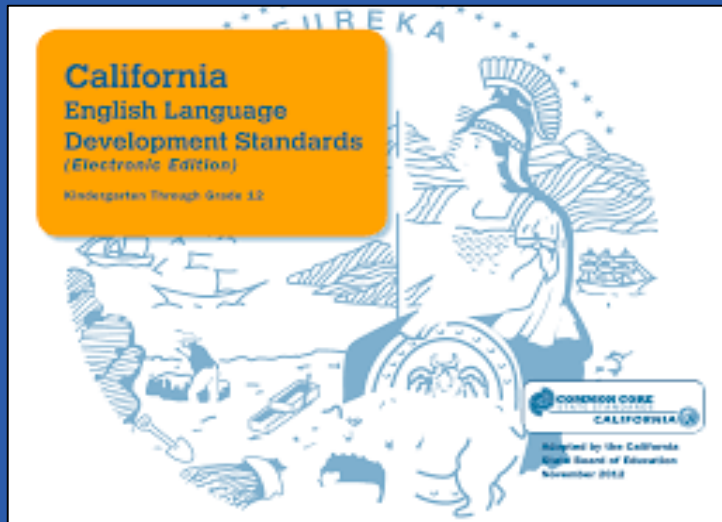
California ELD Standards Focus on Meaning

Part 1: Interacting in Meaningful Ways

Part 2: Learning About How English Works

Collaborative Listening & Speaking

Productive Speaking & Writing

Interpretive Reading & Listening

Structuring Cohesive Texts

Connecting and Condensing Ideas

Expanding and Enriching Ideas

Emerging → Expanding → Bridging →

Part 3: Using Foundational Literacy Skills

UC Irvine/Orange County Region Common Core ELA/Literacy, Lavadenz & Armas, 2012

General Progression of the ELD Continuum

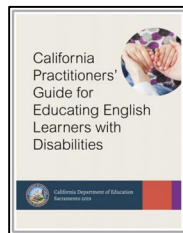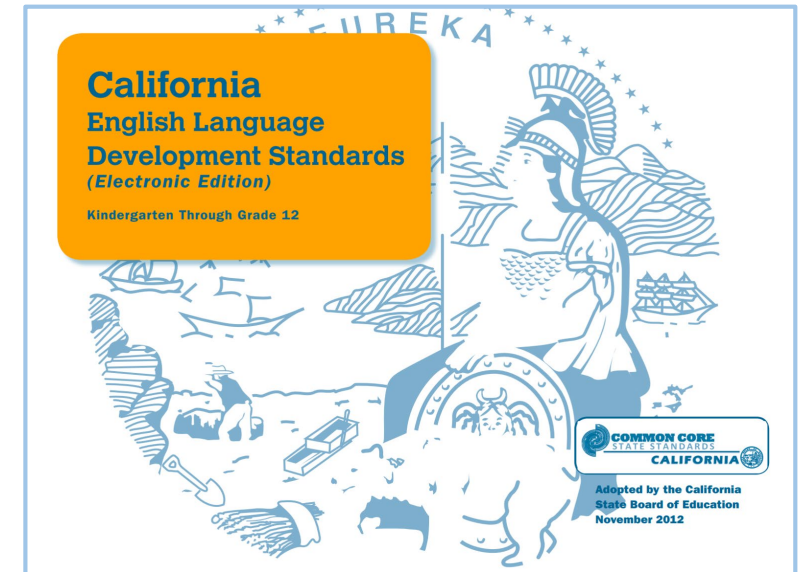| Native Language	Emerging	Expanding	Bridging	Lifelong Language Learner
English learners come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	English learners at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	English learners at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	English learners at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The "bridge" is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.	Students who have reached full proficiency in the English language, as determined by state and local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

California
English Language
Development Standards
(Electronic Edition)
Kindergarten Through Grade 12

California
Practitioners'
Guide for
Educating English
Learners with
Disabilities

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Critical Considerations for Long-Term English Learners

In Tier I instruction, long-term English learners need to receive an intensified focus on academic development, potentially focusing extra effort on Part II of the CA ELD Standards to analyze and compose disciplinary texts in the context of meaningful interaction with grade-level complex texts and disciplinary learning, as guided by Part I of the CA ELD Standards.

California
English Language Development Standards
(Electronic Edition)
Kindergarten Through Grade 12

Adopted by the California State Board of Education November 2012

Pause and Process-Comprehensive ELD

Figure 2.10- Framing Questions for Instructional Lesson Planning

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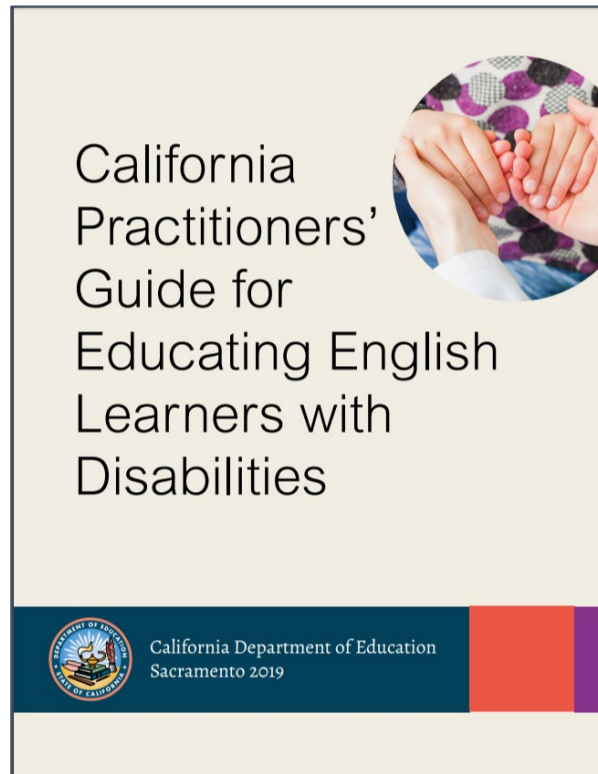
- What are the English <u>language proficiency levels</u> of my students?

- Which CA <u>ELD Standards</u> amplify the California content standards and California CCSS for ELA/literacy at students' English language proficiency levels?

- How will students <u>interact in meaningful ways</u> and learn about how English works in collaborative, interpretive, and/or productive modes?

- What language might be new for students and/or present <u>challenges</u>?

Student Scenario: Meet Cruz

Team Time: Findings, Resources, Next Steps

A)-Tiers of Instruction

- Review the Tiers of Instruction resource guides
    - Tier I
    - Tier II
    - Tier III
- Reflect on Tiers of Instruction implementation: Jamboard Activity

B)-Comprehensive ELD

- Review the characteristics of Designated and Integrated ELD in Venn Diagram Activity

- Explore our Aligning and Designing ELD Padlet

- Explore the links to ELD resources in the CDE memo

Note Taking Guide

Imperial County SELPA
Improving Outcomes for English Learners with Disabilities

Team Time Discussion Note-Taking Guide
Supports for English Learners Within the MTSS Framework

Consider the guiding questions for each topic below. Reserve some to discuss findings, resources and possible next steps.

A. Tiers of Instruction
   a. Are we providing our English learners enough time in Tier II before considering Tier III?
   b. Are the teachers providing the Tier II interventions qualified in their content areas and in effective teaching methods for English learners?
   c. Have culturally and linguistically responsive practices and specific language learning needs been considered?

Team Tasks

Findings	Resources	Action Steps

B. Comprehensive ELD
   a. What are the English language proficiency levels of my students?
   b. Which CA ELD Standards amplify the California content standards and California CCSS for ELA/literacy at students' English language proficiency levels?
   c. How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?
   d. What language might be new for students and/or present challenges?

Team Tasks

Findings	Resources	Action Steps

1

Ensuring an Effective MTSS for Pre-Referral Decisions

MTSS

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to help serve the whole child.
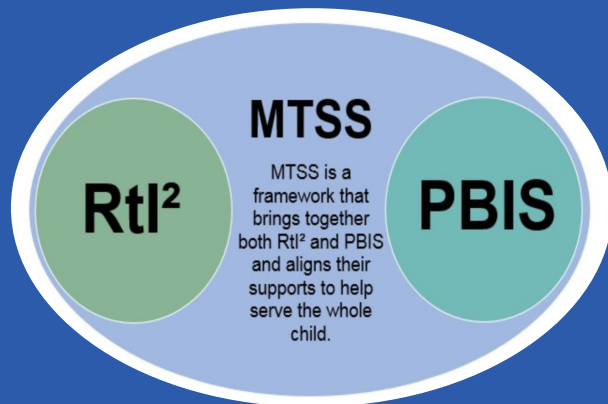
RtI²   PBIS

Figure 2.13
Broad Areas of Pre-Referral Review

- Review of noted learning behaviors and differences between English language development and a potential disability

- Review of Tier I academic and behavioral instruction, including comprehensive ELD (integrated and designated ELD) and amplified foundational skills instruction (especially important for young learners)

- Review of Tier II and Tier III Interventions, including their appropriateness for English learners, and students' responses to academic and behavioral interventions

- Information gathering and review of extrinsic factors possibly affecting learning

New Learning and Wonderings

→ Visit us at https://www.icoe.org/selpa
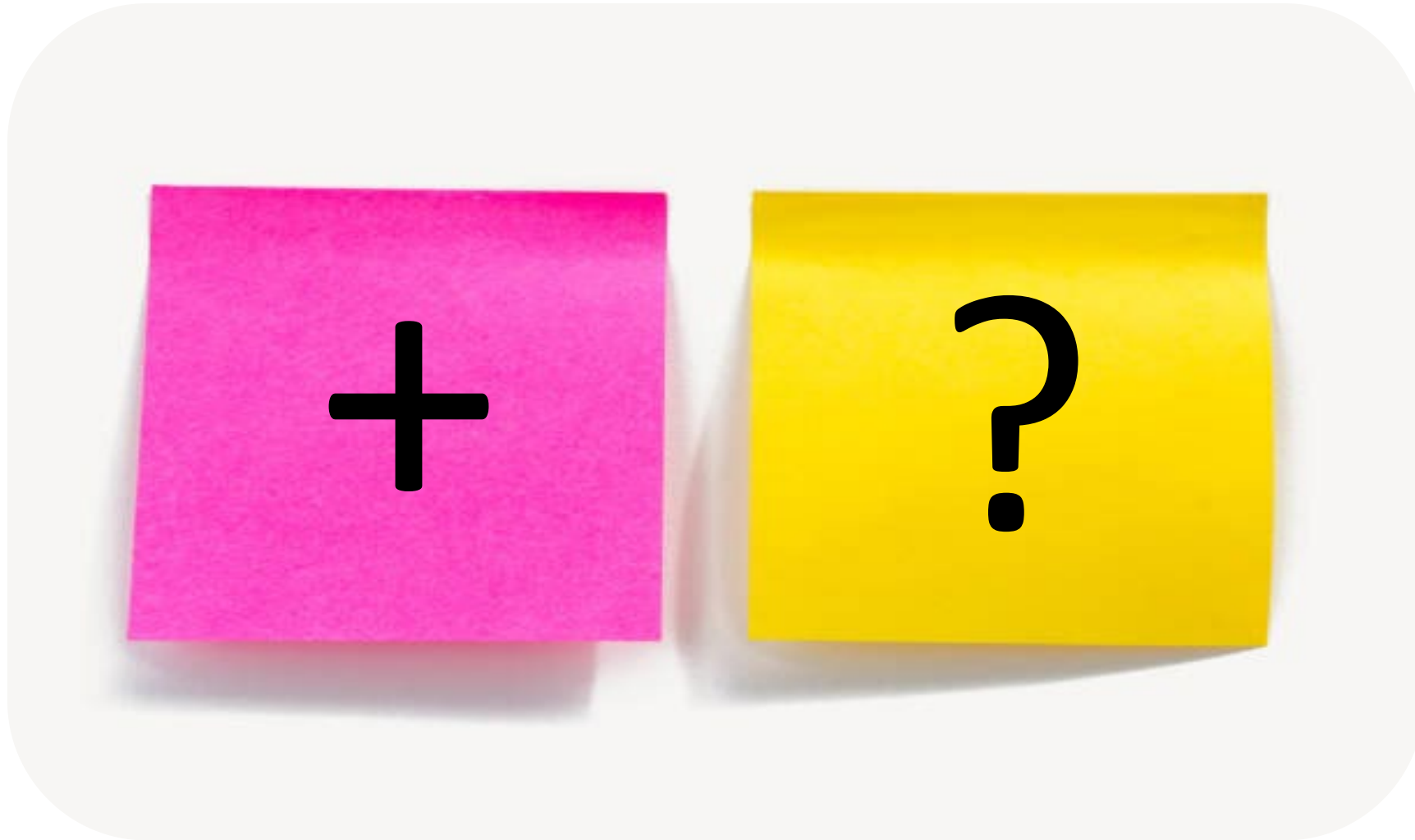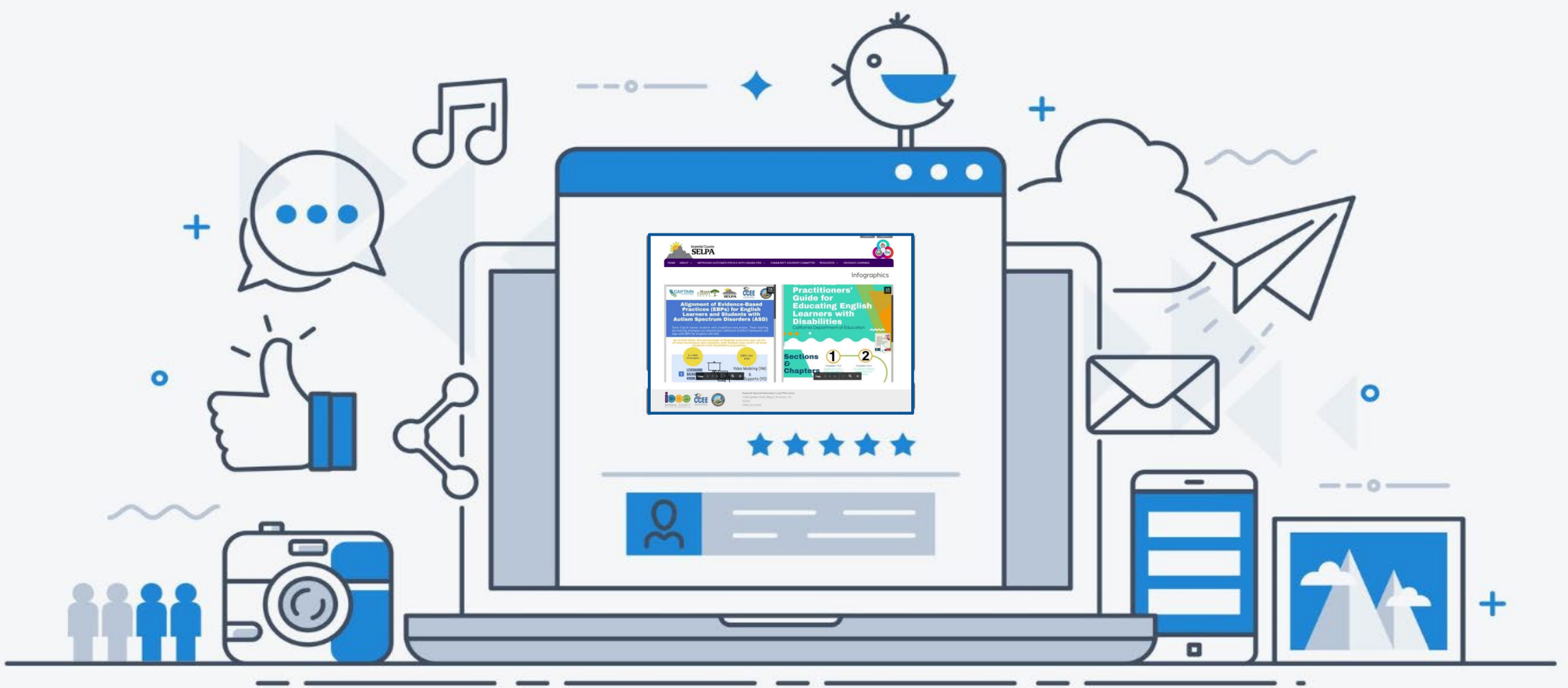
→ Email us at improvingoutcomes_el_swd@icoe.org

→ Tweet us at @el_swd

Thank You!

Improving Outcomes for English Learners with Disabilities

Imperial County SELPA · Department of Education State of California · CCEE California Collaborative for Educational Excellence