

ACOE Seminar: Connecting Language and Special Education Services : Reclassification for Dually Identified Students

February 11th and 12th



**ALAMEDA COUNTY
OFFICE OF EDUCATION**
Alyse Castro, Superintendent

Olivia Rangel

I am a...

- Paraeducator
- SDC Teacher
- Program Specialist
- High School Principal
- Director of Special Education
- Currently, Executive Director of Special Education Innovation at Alameda County Office of Education

... Mother, Daughter, Sister, Aunt, and Granddaughter



Cristina Urbano

I roles I've held...

- Spanish bilingual Kinder & 1st grade teacher (one way immersion)
- Instructional coach for teachers of multilingual learners
- Dual Language Immersion Principal
- Program Director of Multilingual Services
- Currently, Senior Program Director of Culturally and Linguistically Responsive Pedagogy

... Mother, Daughter, Sister, Aunt, and Granddaughter





OUR MISSION

**Equip the
Most Vulnerable Students and
Those Who Serve Them with the
Tools to Thrive**



Whole Child Programs



EXPANDED LEARNING

Foster an integrated and expanded (9 hour) approach to student learning & provide technical assistance for:

- After School Education and Safety (ASES)
- 21st Century Community Learning Centers (21st CCLC)/After School Safety and Education for Teens (ASSETs)
- Expanded Learning Opportunities Program (ELO-P)
- Afterschool STEAM Enrichment



EARLY LEARNING

Advance equitable access, quality improvement, & alignment for early learning experiences birth through 3rd grade:

- P-3 Alignment Network
- Quality Program Improvement
- Workforce Retention, Advancement, & Effectiveness
- Local Planning Council Host
- Early Learning Inclusion



Culturally & Linguistically Responsive Pedagogy (CLRP)

Strengthen quality CLRP and equitable teaching structures & strategies through the lens of targeted content areas, such as:

- Arts Integration
- Civic Engagement
- Mathematics/STEM
- Multilingual Learners
- Humanities/ Ethnic Studies
- Content & Curriculum Support



Special Education Innovation

Identify & advance innovative initiatives that support districts' capacity to improve services to students in special education programs.



OUR NORMS

Show up as a Learner & a Leader

- Approach with curiosity, ready to learn from others.
- Continuously reflect on your own behaviors, seeking ways to improve our interactions and contributions to the group.
- Share your leadership moves! What is learned here, leaves here. Spread the knowledge!

Keep Equity at the Center

- Keep students voice, experience and their communities at the center of all we do
- See challenges as opportunities for growth
- Honor different starting points

System Leadership

- Identify and address systemic barriers that disproportionately affect certain groups of students, such as those related to race, socioeconomic status, language, disability, or gender identity.



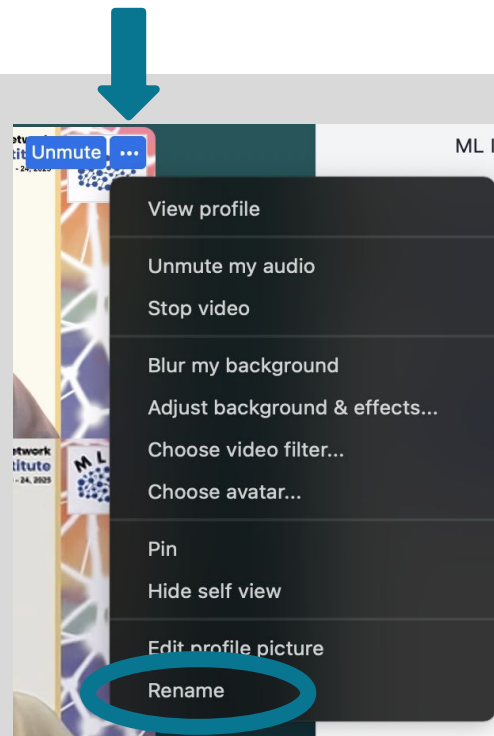
Outcomes for today

- Provide guidance on services to be provided to meet ELD and IEP requirements
- Explore tools to support the assessment of language development for dually identified students
- Learn about eligibilities that may specifically impact language development
- Review the updated criteria for reclassification of Dually Identified Students

Rename Yourself in Zoom

Help us know who is in the room

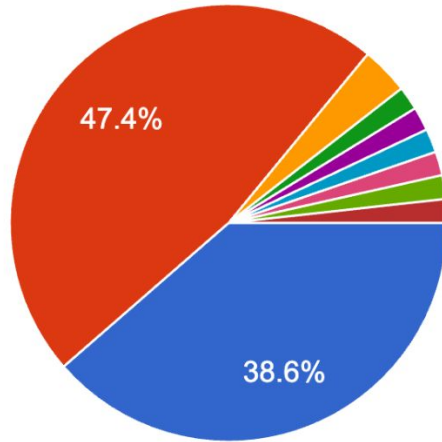
- Click on the three dots on the top right of your own box.
- Scroll down to the last option that says "Rename"
- Put your **First Name, District (no abbreviations, Role)**
 - Example: Cristina, Alameda County, Program Administrator



Gathering around the table

What is your current role most aligned to?

57 responses



- Multilingual Student Services
- Special Education Student Services
- Multidisciplinary Student Services
- Assessment and Accountability
- EL Specialists
- All
- Assessment
- Administration - Elementary Programs
- Admin



Hold grace for growth



Some of us already have services strategically and effectively aligned for our dually identified students.

Some of us might be learning the specifics of multilingual learner services or special education services.

We invite you to hold grace for growth- you are in the right place to serve your students!



Assets Based Terminology

Multilingual Learner

Students whose home or ancestral language is a language other than English.

Often, these home and ancestral languages can be suppressed or devalued, explicitly or implicitly, by national and local policies and institutions. Multilingual learner is a general term for a large and diverse group of students. Many of the terms used to identify multilingual learners in federal, state, and local policy and practice are based on the language instruction educational programs (LIEP) these students participate in and the accompanying services they receive. These terms are necessary for identification purposes to ensure that multilingual learners' basic civil rights are upheld and that they are appropriately served in the U.S. public school system. Yet these terms often do not acknowledge the assets that multilingual learners bring, nor are they the terms with which multilingual learners or their families might themselves identify.

Assets Based Terminology

Neurodivergent

Student who learn differently and have strengths and challenges requiring a 504 plan or IEP

The term “neurodivergent” describes people whose brain differences affect how their brain works. That means they have different strengths and challenges from people whose brains don’t have those differences. The possible differences include medical disorders, learning disabilities and other conditions. The possible strengths include better memory, being able to mentally picture three-dimensional (3D) objects easily, the ability to solve complex mathematical calculations in their head, and many more.





Terminology

Dually Identified Students

Multilingual learners with IEPs or 504 Plans.

CDE Definition:

Students identified as English learners who are also “children with disabilities” under the Individuals with Disabilities Education Act, as defined in 20 U.S. Code 1401(3)(A).

Multilingual Learner (ML) Typologies



ML populations are very diverse, and often data is not disaggregated

- **Newcomer:** in the US for 0-3 years
- **SLIFE** : Students with limited or interrupted formal education
- **SAFE:** Students with adequate formal education
- **Refugees and/or asylum seekers:** forced to leave their country in order to escape war, persecution, or natural disaster
- **Unaccompanied Minors:** Children who enter the country without their parent/legal guardian and/or for other reasons have been separated from their parent/legal guardian
- **Migrant:** change schools during the year, often crossing school district and state lines, to follow work in agriculture, fishing, dairies, or the logging industry
- **Dually Identified Students** : Have an Individualized Education Plan for Special Education Services
- **Long Term English Learners:** Students who have been identified as ELs for 6-7+ years. Many of these students are born in the US
- **Mixed Status Family:** Students with families with mixed immigration statuses, may experience fear of deportation themselves or of undocumented family members



There are
7,435 dually
identified students
in Alameda County
school districts.

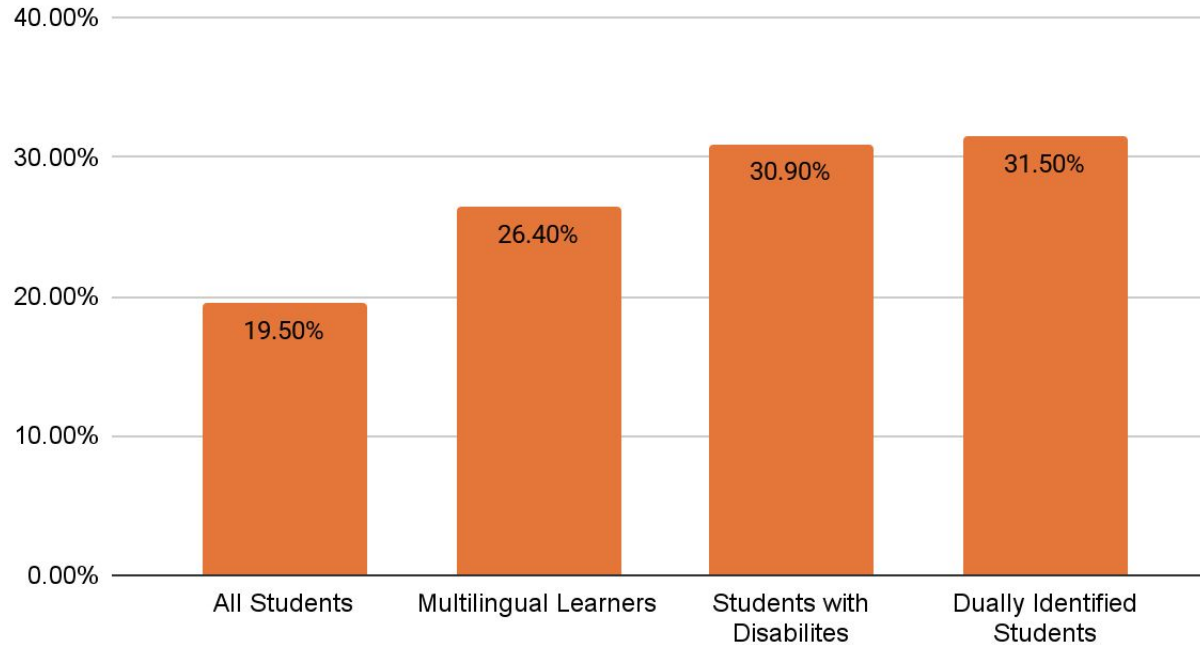
Name	English Learners		LTEs	RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years			
Alameda County Office of Education	23.90%	12.40%	43.30%	20.40%	201
Alameda Unified	18.30%	11.40%	41.50%	28.80%	229
Albany City Unified	29.50%	3.80%	26.90%	39.70%	78
Berkeley Unified	17.40%	7.30%	28.10%	47.20%	178
Castro Valley Unified	27.00%	10.90%	28.80%	33.30%	267
Dublin Unified	22.10%	12.90%	16.30%	48.80%	240
Emery Unified	18.20%	27.30%	45.50%	9.10%	22
Fremont Unified	23.90%	14.80%	41.60%	19.70%	1,329
Hayward Unified	23.50%	10.60%	24.40%	41.60%	1,419
Livermore Valley Joint Unified	20.00%	10.90%	46.20%	22.90%	559
Mountain House Elementary	0.00%	0.00%	0.00%	0.00%	0
New Haven Unified	22.00%	16.10%	43.80%	18.10%	459
Newark Unified	14.90%	13.90%	51.20%	20.00%	295
Oakland Unified	26.40%	14.80%	41.30%	17.50%	3,007
Piedmont City Unified	5.00%	5.00%	25.00%	65.00%	20
Pleasanton Unified	30.80%	12.30%	27.90%	29.00%	341
San Leandro Unified	23.90%	14.80%	43.30%	18.10%	603
San Lorenzo Unified	19.10%	10.90%	53.40%	16.70%	534
Sunol Glen Unified	0.00%	66.70%	0.00%	33.30%	3

Dually Identified Students by Grade Alameda County 2023-2024

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
TK	163	0	0	0	163	0	163
KN	464	0	0	0	464	0	464
01	551	0	0	0	551	9	560
02	579	0	0	1	580	20	600
03	468	152	0	12	632	38	670
04	21	474	0	116	611	63	674
05	15	366	0	206	587	110	697
06	14	40	396	170	620	183	803
07	9	25	373	156	563	222	785
08	17	15	345	171	548	267	815
09	5	10	321	178	514	289	803
10	6	10	408	80	504	357	861
11	2	7	340	130	479	347	826
12	13	15	512	79	619	515	1,134

LTEL definition: An English learner in grades 6-12 who has attended United States schools for six or more years, has remained at the same level of English proficiency for two or more years as determined by the English Language Proficiency Assessment for California (ELPAC) or has regressed to a lower level of English language proficiency, and for students in grades 6-9 inclusive, scores below basic or far below basic on the English language arts standards-based achievement test. Per Education Code 313.1.

Chronic Absenteeism Alameda County 2023-2024



Chronic Absenteeism definition: Students missing 10% or more of the school year

Obstacles to meeting the needs of LTELs



OBSTACLES TO MEETING THE NEEDS OF LTELs

Survey participants were asked to indicate the level of significance of several potential obstacles to serving long-term English learners. The responses are listed below, from the obstacles most to least often indicated as significant or very significant.

Obstacles that 40 percent or more of participants indicated as significant or very significant:

- Unable to fit in additional classes due to master schedule (64%)
- Do not have the personnel with expertise to serve these students (49%)
- Not enough physical space for separate LTEL classes (49%)
- Challenge of serving LTEL students who qualify for special education (45%)
- Lack of adequate funding for additional supports for LTELs (40%)

Obstacles that between 20 and 40 percent of participants indicated as significant or very significant:

- Determining if LTEL's challenges were due to language or special education needs (29%)
- Lack of *school-level* administrative support (22%)
- Lack of transportation to and from extended learning opportunities (22%)

Obstacles that fewer than 20 percent of participants indicated as significant or very significant:

- Lack of information about which students are LTELs (17%)
- Lack of *district-level* administrative support (13%)
- Too few LTEL students (8%)

In the Chat



We gather together around the table today to provide the highest quality of service to our dually identified students.

From the lens of your work, what do you wish your colleagues knew?

I wish my colleagues knew that they have resources to help think through and problem solve for their students, and that their peers see how hard they're working

I wish my colleagues knew that learning two languages is not a disability (stop over-referring!). AND the corollary to that is that learning two languages doesn't mean that a child can't also have a disability.

SHARE OUT

Language *and* Special Education Services



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Dually Identified Students

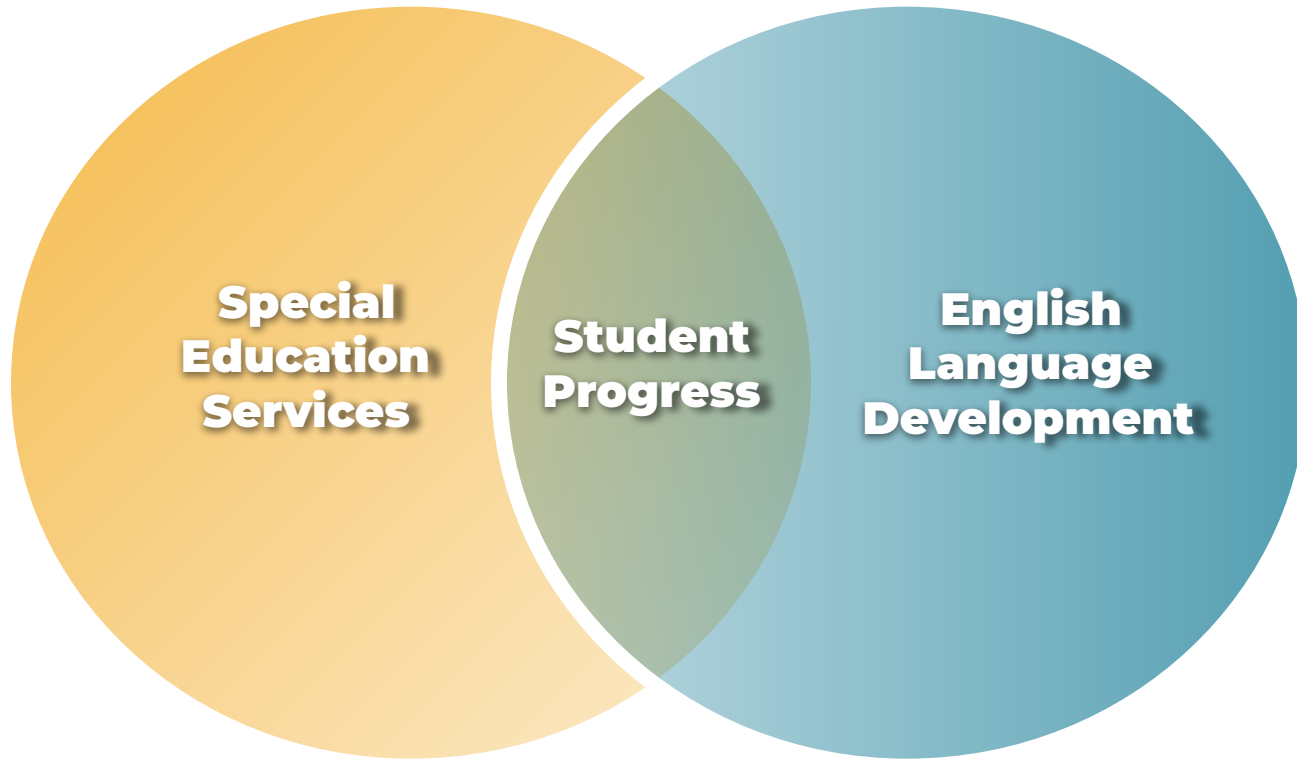
Multilingual Learners who are eligible for Special Education Services

Must receive English Language Development instruction until they are reclassified

Must receive services designated in their IEPs or 504 plans

Understanding Dual Services

- Dually identified students need both EL and special education services
- Services should be individually designed and implemented in order to address intersection of needs
- EL and special education services should not be served in isolation, but rather in conjunction
- IEP Team should include all educational partners—special education and EL teachers included
- Specialized Academic Instruction (SAI) designed for each individual dually identified student should be created and implemented by the IEP team



Scheduling of Services

Effective Practices

- Start master scheduling with Dually Identified Students
- Work with all involved educators on scheduling
- Mainstream students into D-ELD classes when appropriate
- Collaboration at the district and site level

Pitfalls to avoid

- Trying to schedule services after the fact instead of starting with dually identified students
- Working in silos
- Providing D-ELD in isolation
- Grazing over ELD services at the IEP

Which is more important?

Special Education Services

Specialized Academic Instruction

- Resource Support
- Special Day Class

Current practice is to work on goals that are aligned to ELD standards, but most don't have the appropriate training or methodology.

Language Services

Structured English Immersion

- Nearly All Classroom Instruction is in English

Parent Selected acquisition Program

- Dual Immersion Classroom
- Students with IEP cannot be excluded

BOTH!!!!

Federal Law and California Law

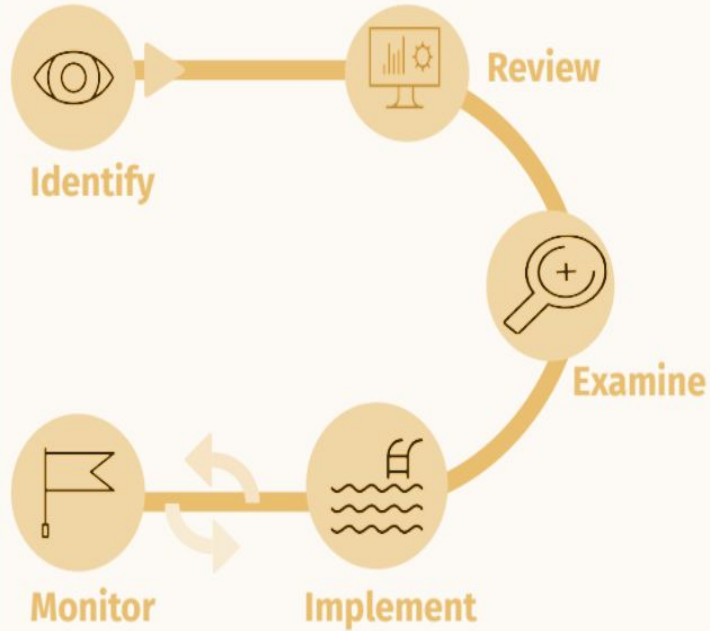


All English learners with disabilities have a right to a free and appropriate public education (FAPE).

This includes access to the core curriculum in the least restrictive environment (LRE) and to an education that promotes maximum interaction with children or youth who are not disabled.

Educational programs for English learner students with disabilities must be appropriately ambitious in light of his or her circumstances, and every child should have the chance to meet challenging objectives.

Systems Approach



In order to continue improvement for all students, we must engage in systems change discussions to improve practices.

This will take a Multi-Disciplinary Teams Approach.

Considerations are:

- Policy and Procedures
- Tiered Systems of Support



District and Site Collaboration

As a district, set the expectation and model.

- How frequently should your MLL specialists and Education specialists meet?
- Who will provide the English support and what training do they need?
- What data will they need?
- In what ways can they document and ensure students are getting both services?
- How will we serve students whose parents opt them into the Dual Immersion Program?

Break Out Room Prompt



What systems for collaboration do you currently have in place to ensure Dually Identified Students are receiving quality services:

- What data is being used to inform collaboration?
- What PD/training is being provided?
 - At the district level
 - At the site level

SHARE OUT

Break Out Rooms: Number of Dually Identified LTELs

Room 1 1-75 Students	Room 2 76-200	Room 3 201+	Room 4 300+
<ul style="list-style-type: none">• Albany (21)• Berkeley (50)• Dublin (39)• Emery (10)• Piedmont (5)	<ul style="list-style-type: none">• Alameda (95)• Castro Valley (77)• Pleasanton (95)• Newark (151)	<ul style="list-style-type: none">• Livermore (258)• New Haven (201)• San Leandro (261)• San Lorenzo (285)	<ul style="list-style-type: none">• Fremont (553)• Hayward (346)• Oakland (1243)

Link to [enrollment data](#) for Alameda County

Number of Dually Identified LTELs

Glossary of Terms for EL Reports

Name	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Alameda County Office of Education	48	25	87	41	201
Alameda Unified	42	26	95	66	229
Albany City Unified	23	3	21	31	78
Berkeley Unified	31	13	50	84	178
California School for the Blind (State Special Schl)	1	0	4	11	16
California School for the Deaf-Fremont (State Special Schl)	0	0	3	9	12
Castro Valley Unified	72	29	77	89	267
Dublin Unified	53	31	39	117	240
Emery Unified	4	6	10	2	22
Fremont Unified	317	197	553	262	1,329
Hayward Unified	333	150	346	590	1,419
Livermore Valley Joint Unified	112	61	258	128	559
Mountain House Elementary	0	0	0	0	0
New Haven Unified	101	74	201	83	459
Newark Unified	44	41	151	59	295
Oakland Unified	794	445	1,243	525	3,007
Piedmont City Unified	1	1	5	13	20
Pleasanton Unified	105	42	95	99	341
San Leandro Unified	144	89	261	109	603
San Lorenzo Unified	102	58	285	89	534
SBE - Latitude 37.8 High	0	0	31	12	43
Sunol Glen Unified	0	2	0	1	3

Eligibilities



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Eligibilities Impact on Language Development

Speech and Language Impairment

Difficulties with receptive and expressive language to clearly communicate thoughts and interpret complex language. May have limited vocabulary or social skills

Deaf and Hard of Hearing

Difficulty hearing sounds can lead to delays in acquiring vocabulary and understanding grammar, impacting both receptive and expressive language.

Visual Impairment

Difficulty connecting words to visual representations. Spatial relationships like “in” and “on” which impact grammar. Social context may be impacted.

Other Health Impairment

Difficulties with attention, processing information, fatigue, or even limitations caused by illness impact acquiring language effectively.

Eligibilities Impact on Language Development

Emotional Disability

Emotional distress and trauma can impact brain development and focus hindering comprehension and language acquisition.

Autism

Students make uneven progress on language development and pragmatic language and non-verbal communication leading to comprehension concerns.

Intellectual Disability

Delayed milestones overall including grammatical errors, vocabulary development, comprehension, and cognitive processing.

Multiple Disabilities

Difficulties learning conventional forms of communication and may have other challenges such as motor function, sensory perception and cognitive needs.

Specific Learning Disability Impact

Phonological Processing

Difficulties with sound discrimination, blending, and decoding which impacts spelling and reading. (Dyslexia)

Oral Expression

Difficulties with communication skills which are the groundwork for reading and writing and foundational literacy skills

Auditory Processing

Difficulty understanding spoken language especially if there are other noises in the environment.

Oral, Written, and Reading Comprehension

Difficulties in any of these areas have a huge impact on the following skills:

- Vocabulary acquisition
- Grammar and syntax
- Phonological Awareness
- Critical Thinking
- Expressive language
- Sentence Organization and Structure
- Interpretation of Meaning

In any of the areas, students struggle to obtain the foundational skills that are essential building blocks for understanding and producing complex language.

Preparing for the IEP

Four essential decisions under the authority of the IEP team for students who are Dually Identified:

1. The **language of instruction**
2. **How and where ELD designated instruction** will be provided (general education or special education) and if instruction will be provided by a general education teacher, special education teacher, and through designated ELD instruction.
3. Developing **linguistically appropriate goals**.
4. The use of **accessibility tools or use of an alternate assessment** for the ELPAC or CAASPP, and Alternative assessments.

Preparing Staff to Fully Participate in the IEP Process

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

What will the
collaboration
look like to
support the
students
growth?

Special Factors Continued

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:

Writing Linguistically Appropriate Goals

Goals should be aligned to [ELD Standards and Goals](#) in order to support language acquisition and ultimately meet the academic needs of student while progressing to grade level curriculum.

- Assessment Results determine the areas of need
- Aligned to students current language proficiency
- Other Considerations:
 - Cognitive Level
 - Linguistic Level
 - Prior Knowledge and Experience
 - Culturally Relevant materials, experience

Statewide Assessments

English Language Proficiency Assessments of California (ELPAC; for English Learners Only).

Please Note: Computer-based is for all domains grades 3-12. The writing domain is paper-based only for grades K-2. All other domains for grades K-2 are computer-based.

Select Supports and Accommodations

☐ Initial ELPAC

- ☐ Without Designated Supports (All domains)
- ☐ Designated Supports (All domains)
- ☐ Without Accommodations (All domains)
- ☐ Accommodations (All domains)

☐ Summative ELPAC Computer-based

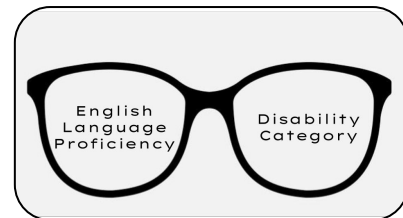
- ☐ Without Designated Supports (All domains)
- ☐ Embedded Designated Supports
- ☐ Non-embedded Designated Supports
- ☐ Without Accommodations (All domains)
- ☐ Embedded Accommodations
- ☐ Non-embedded Accommodations

**Drop down
menus of
accommodations
available on the
ELPAC exams.**

Documentation is Vital

Considerations:

- How are you tracking Special Education Services?
- How are you tracking language services?
- How are you planning and documenting the needed professional development to set expectations and adjust practices?



Language Assessment



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What language assessments are required for Multilingual Learners?

Initial ELPAC

Administered to determine if student will be designated as Multilingual Learner



Must be done within 30 days of enrollment

Summative ELPAC

Administered to all students on a yearly basis until they are reclassified as English Fluent Proficient

What does the ELPAC measure?

Language Domains

Speaking 	Listening 
Reading 	Writing 

See [ELPAC Information Guide](#) for more

Why is the ELPAC so Important?



All students must have a qualifying score on the ELPAC or Alternative ELPAC to qualify for reclassification.

IEP teams may no longer make independent determinations for students who do not have a overall score of 4 on the ELPAC or overall 3 on the alternate ELPAC

This is a criteria for reclassification that cannot be changed for dually identified students.

Historical Context of Criterion 1

Pre-May 2023:

- IEP Teams could make decisions per Scenario 3 (CA Practitioner's Guide)
- Alternate ELPAC was under development

May 2023 Onwards:

- The State Board of Education approved Summative Alternate ELPAC Overall PL 3 as standardized score
- IEP teams no longer make independent determinations for reclassification criterion 1

Clarification of Criteria 1 of Reclassification for Dually Identified Students

Summative ELPAC	Summative Alternate ELPAC
<ul style="list-style-type: none">● Overall Performance Level (PL) 4● English learner (EL) students with and without Individualized Education Plans (IEPs).● With or without designated supports and accommodations● In rare cases, may include domain exemption(s)	<ul style="list-style-type: none">● Overall PL 3● Only EL students with an active IEP and with the most significant cognitive disabilities● IEP team determines an individual student's eligibility to participate in an alternate assessment.

Domain Exemption

Under 34 C.F.R. §200.6(h)(4)(ii), if it is determined ...that an EL [student] has a disability that precludes assessment in one or more domains of the English Language Proficiency (ELP) assessment (speaking, listening, reading and writing), such that there are no appropriate accommodations for the affected domain or domains, an SEA must assess the child's English language proficiency (ELP) based on the remaining domains in which it is possible to assess the student.

- Exemptions are discussed and determined within the context of the IEP
- Must be documented and implemented prior to reclassification process
- Cannot do exemptions retroactively
- A student may only be exempted from one domain in each composite (oral: either listening or speaking; written: reading or writing), with a maximum of two domain exemptions allowed. A student must engage in at least two domains (one from each composite) to produce an Overall score

Alternative ELPAC

When a pupil's IEP team determines that a pupil has a **significant cognitive disability** such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed using the Initial Alternate ELPAC or Summative Alternate ELPAC, as specified in the pupil's IEP (5 CCR Section 11518.30).

The student meets state eligibility criteria under the following disability category designations:

- Specific learning disability
- Speech or language impairment (only)

Eligibility for Alternate Assessment

Stop here. The student is not eligible for participation in the alternate assessment.

*specific learning disabilities such as dyslexia, dysgraphia, dyscalculia, auditory processing disorder, language processing disorder, nonverbal learning disabilities and visual perceptual disabilities

<p>The student meets state eligibility criteria under the following disability category designations:</p>	<p>Eligibility for Alternate Assessment</p>
<ul style="list-style-type: none"> • Deafness/hearing impairment • Emotional disturbance • Orthopedic impairment • Other health impairment • Visual impairment 	<p>A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and will rarely, if ever, qualify for the alternate assessment. Proceed to Part B of the Alternate Assessment Decision Confirmation Worksheet, which can be accessed on the CDE Alternate Assessment IEP Team Guidance web page .</p>
<ul style="list-style-type: none"> • Autism • Deaf-blindness • Intellectual disability • Multiple disabilities • Traumatic brain injury 	<p>A student identified with any of these disability categories may have a cognitive disability. However, fewer than half of the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.</p> <p>Proceed to Part B of the Alternate Assessment Decision Confirmation Worksheet, which can be accessed on the CDE Alternate Assessment IEP Team Guidance web page .</p>

Assessment Considerations

Accommodations and supports for the ELPAC should match those of any CAASPP assessment

IEP team should discuss and document the use of the following accommodations and supports in the student's plan:

- Universal tools
- Designated supports
- Accommodations
- Unlisted resources for accommodations listed in IEP
- Possible exemption from specified ELPAC domain(s)

Time to Explore Tools In breakout Rooms

- [Initial & Summative ELPAC Domain Exemption Decision Making Tool](#)
- [CDE Alternate Assessment Decision Making Tool](#)
- [Alternate Assessment Guidance for IEP teams](#)
- [Project MuSE Domain Exemption Team Consideration Resource](#)
- [Culturally & Linguistically Appropriate Special Education Eligibility Assessment Processes](#)
- [Accessibility Guide](#)

Q & A

Take a moment to add
any questions to our
[feedback form](#) now

Reclassification of Dually Identified Students



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What is reclassification?

Reclassification (or redesignation) is the process LEAs use to determine whether or not an English learner student has **acquired sufficient English skills to successfully engage in classroom learning of the core academic curriculum taught in English**, and to be accurately assessed in academic subject matter using English, without specialized English learner services and supports. When English learner students demonstrate that they have acquired the necessary English skills to be academically successful without this specialized support, they are reclassified as fluent English proficient (RFEP).

Why is reclassification important?

Students who do not have necessary skills in English do not have equal access to learning the curriculum in our schools

Secondary Course Scheduling:

- Students who are still designated as ELs have stand alone ELD classes, which impacts their schedule. Dually identified students also have stand alone courses for their special education services. This very often results in students not having access to elective course of their choice
- Students may not have room in their schedules for courses to prepare them to be college ready

Reclassification Criteria

4 Criteria:

Criterion 1: Assessment of English Language Proficiency (ELPAC)

Criterion 2: Teacher Evaluations

Criterion 3: Parent Consultation

Criterion 4: Basic Skills Relative to English Proficient Students

In accordance with federal and state laws, the IEP team may address the individual needs of each English learner with a disability, using multiple criteria in concert with the four reclassification criteria in EC 313(f). These four criteria are the **minimum required components** that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student.

Link to [CDE Webpage on Reclassification](#)

Reclassification Criteria

Criterion 1: Assessment of English Language Proficiency (ELPAC)

Students must score a 4 on the ELPAC or overall 3 on the alternate ELPAC



Note:

- This assessment is only administered once per year in the Spring
- For reclassification, scores must be from current year-cannot use previous year scores

Reclassification Criteria

Criterion 2: Teacher Evaluations

The student's academic performance information, that is based on the student's IEP goals for academic performance and ELD, should be used for reclassification consideration.

The CDE is **strongly recommending** that we use the OPTTEL , as it may be required in the near future to satisfy criteria 2.

This could be an opportunity for ELD educators and Special Education teachers to collaborate.

Observation Protocol for Teachers of English Learners (OPTTEL)

This document fulfills requirements in *Education Code 313(f)(2)* for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.



Student Name: _____ Grade Level: _____ Date(s) Observed: _____
IEP: Yes ☐ No ☐ 504 Plan: Yes ☐ No ☐ ELPAC Level: _____

A. Description of Receptive Skills: Listening and Reading Comprehension (Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

☒ Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

- The student *rarely* exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with *substantial* teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
- The student *rarely* appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

☒ Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

- The student *sometimes* exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With *moderate* teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
- The student *sometimes* appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

☒ Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)

- The student *often* exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With *light* teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student *often* appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

☒ Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)

- The student *consistently* exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With *minimal* teacher support, the student can construct meaning while or

Instructional Setting(s) in which the student was observed (Choose all that apply):

- ☐ English Language Arts/Literacy
- ☐ English Language Development
- ☐ Mathematics
- ☐ Science
- ☐ History/Social Science

Other:

Interaction Type(s) (Choose all that apply):

- ☐ Whole Group (one-to-many)
- ☐ Small Group (one-to-few)
- ☐ Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? You may attach supporting documentation.

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have



Reclassification Criteria

Criterion 3: Parent Consultation

The parent or guardian should be encouraged to be a participant on the IEP team and in understanding and making a decision on reclassification.

LEAs are encouraged to convene interested parties (including the student's current teachers, teachers from the previous school year, and relevant academic coordinators) to discuss the eligible student's performance and recommend goals for the next school year.

These consultations should lead to a reclassification discussion, held prior to decisions, that includes parents and yield collaboratively developed ideas, plans, and decisions for any change in classification as well as support to be provided during the four-year RFEP monitoring period.

*[OPTEL](#) has a space to document this.

Note:

Parent **consultation** is required, and parents are entitled to share their opinions.

As opposed to IEP process, a student may be reclassified with parent **consultation**, not consent.

Reclassification Criteria

Criterion 4: Basic Skills Relative to English Proficient Students

The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts).

The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of English learners with disabilities to primary speakers of English with similar disabilities to determine whether the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.

Basic skills assessment must:

- Assess English Language Arts skills
- Be valid and reliable
- Designed to make comparisons of basic skills

Reclassification Criteria

Deeper Dive for Equity



Look into your district reclassification criteria : Does it give us holistic data on student's ability to access the curriculum?

Does our documentation only show check boxes?

- ☐ Teacher Approval
- ☐ Grade in English
- ☐ Parent contact date

Reclassification Criteria

4 Criteria:

Criterion 1: Assessment of English Language Proficiency (ELPAC)

Criterion 2: Teacher Evaluations

Criterion 3: Parent Consultation

Criterion 4: Basic Skills Relative to English Proficient Students

Link to [CDE Web Page on Reclassification](#)

We've gathered reclassification criteria in our county network

[Click here to access folder](#)

Please add yours if you haven't already

*** for dually identified criteria**

Break Out Rooms



What changes or additional resources might you need to make to your reclassification processes to ensure equity for dually identified students?

- Assessment office collaboration to update valid and reliable tests for criteria 4
- Guidelines for IEP teams meeting to discuss reclassification
- Staff training on reclassification

SHARE OUT

Documenting Reclassification in the IEP



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OFFICE OF EDUCATION**
Alyse Castro, Superintendent

Changes needed in the IEP to reclassify



IEP form: Changes needed to be made

- **Information and Eligibility Page:** Check NO for EL and check the redesignation option
- **Present Levels:** Input score and update the communication and academic sections on this form.
- **Special Factors:** Check NO for Primary Language Supports needed
- **Statewide Assessments:** Remove ELPAC

Teams will need to determine who and what systems to ignite within the district to ensure that the Student Information System and SEIS match.

Discussion Forum



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Feedback Form



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Resources



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Dually Identified Students

- [Improving Outcomes for Multilingual Students with Exceptional Needs \(MuSE\)](#)
 - [A Systems Approach and the Multidisciplinary Team](#)
- [Imperial valley SELPA web page](#)
- [CA practitioners guide for ELs with disabilities](#)
- [Letter from CDE Feb 7, 2025](#)



**CALIFORNIA DEPARTMENT
OF EDUCATION**

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TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 7, 2025

[More info \(Option + ...\)](#)

Dear County and District Superintendents and Charter School Administrators:

Guidance on Reclassification for Dually Identified Students

Under Title III, Part A of the Every Student Succeeds Act (20 United States Code [U.S.C.] Section 6821 et seq.), state educational agencies must establish and implement standardized, statewide reclassification procedures for English learner (EL) students to exit from EL programs, services, and status. In California, there are four required criteria that local educational agencies (LEAs) must use to establish reclassification policies and procedures.

This letter provides guidance on the reclassification process for those dually identified students who are identified as EL students and are also students with disabilities under the Individuals with Disabilities Education Act (IDEA) as defined in 20 U.S.C. Section 1401(3)(A). This guidance will assist with the consistent application of federal and state guidelines. All students, including dually identified students or EL students with disabilities, must meet all four state-mandated reclassification criteria to exit EL status. These criteria are:



Dual Identification: Where on the IEP?

- **Information and Eligibility Page:** Mark Yes for EL
- **Present Levels:** Check Summative ELPAC and note the appropriate scores
- **Special Factors:**
 - Check Yes for Primary Language Supports needed
 - Indicate how they will receive designated ELD. Most will receive it in SPED unless they are enrolled in an ELD class.
 - Indicate that the student will participate in Structured English Immersion.
- **Statewide Assessments:** Mark the appropriate assessment for Summative ELPAC and appropriate accommodations.
- **Goals:** Be sure the student has at least one language goal. Language goals are typically embedded with the English goals. Goals should be pulled from the ELD goals and standards.
 - **ELL Standards and Goals**

SEIS Reclassification Worksheet Example

Page ____ of ____

See [sample form](#) that may be able to be added in SEIS

Olivia Rangel will bring forward to all SELPA Directors at the



NORTH REGION SELPA Alameda, Albany, Berkeley, Emery, Piedmont Unified School Districts English Language Reclassification Sheet

Student Name: [REDACTED] Birthdate: [REDACTED] IEP Date: 12/3/2024
Grade: 11 Eleventh grade Primary Disability: 320 Autism (AUT) Secondary Disability: 280 Other Health Impairment (OHI)

Summary of English language development services received:

1. Assessment Results of Language Proficiency
(Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to ELPAC, if appropriate)
Language Proficiency Assessment Take: ☒ ELPAC or ☐ Alternate Assessment

If alternate assessment, name of assessment:

Current School Year Data Date: 4/30/2018

☒ ELPAC

Overall Score: 1479 Overall Performance Level: Level 1 Oral Language Score/Level:

Written Language Score/Level:

Listening: Beginning

Speaking: Somewhat developed

Reading: Beginning

Writing: Beginning

☐ Alternate Assessment

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

Previous School Year Data or Other Test Scores (optional) Date: 10/20/2016

☐ CELDT

Overall Score: 431

Listening: 464

Speaking: 456

Reading: 375

Writing: 432

☐ ELPAC

Overall Score: Overall Performance Level: Oral Language Score/Level:

Written Language Score/Level:

Listening:

Speaking:

Reading:

Writing:

☐ Alternate Assessment

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

Student met language proficiency level criteria as assessed by ELPAC? ☐ Yes ☐ No

If student's overall proficiency level was below level 4, did the reclassification team review other informal measures of proficiency and determine that it is likely the student is proficient in English? ☐ Yes ☐ No

If student took alternate assessment(s), answer the following questions:

If there were indicators of low performance in listening, speaking, reading or writing, does the team feel the student is proficient in English and low performance areas were a reflection of the student's disability versus language difference?
☐ Yes ☐ No



English Language Development

- [California ELA/ELD Framework](#)
 - See [Chapter 9](#) for more about Access and Equity
- [California ELD Standards](#)
- [English Learner Road Map](#)
- [English Learner Roadmap Resource Hub](#)
- [EL Instrument for Federal Program Monitoring for 2025](#)

Long-Term English Learners

- [Recommended Secondary School Instruction for Long-Term English Learners](#) Californian's Together
- [Definitions and Resources](#) California Department of Education
- [LTEL Community of Practice](#) - local Multilingual Learner Leaders' Network for Region 4
- [Meeting the Unique Needs of Long Term English Learners: A Guide for Educators](#)

Language Differences and Eligibilities

- [Chapter 3: Special Education Referral Process for English Learners, Chapter 3 beginning on page 105](#)

Reclassification n

- [CDE Web Page on Reclassification](#)
- [Chapter 9: Reclassifying Students with Disabilities from English Learner Status](#) (starting on page 371)
- [Aligning and articulating practices across the system](#)
p.10-16

OTPEL

- [OTPEL Tool](#)
- [Download: OTPEL User Guide](#)
- [OTPEL Webpage](#)
- [OTPEL Canvas Modules](#)