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## **Section H: English Learners with Disabilities**

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- Supports within a Multi-Tiered System of Support Framework
- Linguistically Appropriate Assessment and Goal-Writing
- The Legal Standards and Protections
- Identification and Placement of English Learners
- Reclassification Information
- Resources

## ENGLISH LEARNERS WITH DISABILITIES

### I. Introduction

This section provides information and resources regarding best practices and regulatory requirements for identifying, providing services, and reclassifying English Learners (EL) with disabilities.

### II. Supports for English Learners within a Multi-Tiered System of Supports Framework

California's Multi-Tiered System of Supports (MTSS) model establishes an integrated and comprehensive framework focused on quality teaching and learning for all students in all content areas, which includes comprehensive English language development (ELD) for English learners, along with any necessary supplemental and intensive instruction students may need to be successful. Created to meet the needs of all students, this framework unifies and amplifies the range of support systems for English learners, students with disabilities, students who are identified as gifted and talented, and students who are academically underperforming and at risk of not succeeding. A key notion of the MTSS model is that all students can be academically successful and that instruction and support systems must be designed to be accessible to all learners.

Because 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 in doing so provides guidance and a systematic pre-referral process for avoiding over-identification and under-identification of English learners for special education services.

Student-centered learning and close attention to addressing individualized student needs, beginning with the core instruction in which all students are enrolled, is at the heart of California's MTSS. For this reason, the MTSS aligns all systems necessary for all students' academic, behavioral, and social-emotional supports with an understanding that these supports are interrelated and work together to promote student academic achievement and overall well-being.

Implementing the MTSS framework in California schools involves using comprehensive and systematic processes to identify and address student needs to facilitate each individual student's highest level of achievement. Collaboration of teaching teams, including program specialists and English specialists to provide effective services to students is vital, as is the collaboration of site and LEA leadership teams in designing, implementing, and cultivating the needed systems for student success. All decisions in the MTSS framework are data-driven, informed by evidence and research, and based upon multiple assessment methods for ascertaining student knowledge and skills. Although this chapter primarily addresses guidance for teachers and school and LEA administrators, the MTSS encompasses a whole systems approach and involves all participants in the LEA, including students, families, communities, and policymakers. In the MTSS framework, "all" means "all."

In the MTSS framework, evidence-based practice is essential. Careful selection and effective implementation of evidence-based practices that have been shown to be effective for English learners is critical in all tiers of instruction. Evidence-based core instruction, supplemental supports, and interventions for English learners must address their particular academic, linguistic, social-emotional, and behavioral learning needs, which will vary by the range of diverse groups of English learners (e.g., immigrant, migratory, long-term, newcomer). Culturally and linguistically relevant, responsive, and sustaining practices are paramount.

These high quality multi-tiered instruction and interventions are based on state guidance in California's standards and curriculum frameworks, including the *CA ELD Standards and ELA/ELD Framework*. Delivered through high quality instruction in a single schoolwide, standards-based accountability system, the tiered system is driven by data-based and evidence-informed decision-making. In an effective and inclusive MTSS framework, students of color, ethnically diverse students, English learners, students living in poverty, and students with disabilities are expected to succeed because they are provided with equitable opportunities to learn.

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. This is important to avoid assigning Tier II and Tier III interventions or referral to special education services when what is happening is a lack of appropriate instruction for English learners. Some English learners will be identified, through a systematic process described in this guide, as having a disability or multiple disabilities and will need special education services. It is through a clear system of tiered supports and pre-referral processes that it can be ascertained if they will need these services. The interventions provided within the MTSS framework are recognized as pre-referral core instruction and interventions.

(Source: California Practitioners' Guide for Educating English Learners with Disabilities, California Department of Education, 2019.)

### III. Linguistically and Culturally Sensitive Assessments

The California Practitioners' Guide for Educating English Learners with Disabilities contains comprehensive guidance on the proper assessment considerations across a wide variety of topics, including:

- Determining a Student's Primary Language
- Determining Language of Assessment
- Assessor Sensitivity to Linguistics and Culture
- Recommended Use of Interpreters for Bilingual Assessments
- Language of Assessment Options
- Academic Assessment Options for English Learners
- Multiple Measures of Student Progress

Assessments must be "provided and administered in the language and form most likely to provide accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is not feasible to provide or administer" (*EC 56320[b][1]*) (accessible at: <https://bit.ly/2V1FROH>). Determining how best to assess an

English learner to come to valid and reliable assessment results is not an easy task. Language acquisition must be taken into account when making decisions about how best to assess an English learner to avoid language barriers or cultural bias.

Multidisciplinary team members assessing English learners determine, through multiple measures, which language used during assessment will produce the most reliable result. They review and evaluate the English interpersonal communication skills (or document the current results of the ELP statewide assessment such as ELPAC) and include data from formal and informal assessments that measure the literacy-related aspects of language to determine the best language for assessment. For example, team members informally assess the language development of English learners by analyzing the student's ability to understand teacher-talk or reading comprehension through re-tell assessments. Unless these skills are analyzed and measured, teachers may attribute low achievement to learning disabilities when they may, in fact, be related to lack of academic language proficiency.

Source: California Practitioners' Guide for Educating English Learners with Disabilities, California Department of Education, 2019, at

<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

#### **IV. Linguistically Appropriate IEP Goals for English Learners with Disabilities**

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

The IEP team must “consider the language needs of the student as these needs relate to the student's IEP” (*EC 56341.1[b][2]*) (accessible at: <https://bit.ly/2UirlxH>). Specifically, the IEP must include “linguistically appropriate goals, objectives, programs and services” as required by *EC 56345(b)(2)* (accessible at: <https://bit.ly/2UEfW0f>).

In the development of IEP goals, 5 *CCR 3001(m)* (accessible at: <https://bit.ly/2IBU8La>) identifies “linguistically appropriate goals, objectives, and programs” to mean:

- a) activities which lead to the development of English language proficiency;
- b) instructional systems either at the elementary or secondary level which meet the language development needs of the English learner; and
- c) for individuals whose primary language is other than English, and whose potential for learning a second language, as determined by the IEP team, is severely limited, the IEP team may determine that instruction may be provided through a language acquisition program, including a program provided in the individual's primary language. The IEP team must periodically, but not less than annually, reconsider the individual's ability to receive instruction in the English language.

IEP teams might find the following resources helpful in writing linguistically appropriate goals:

- a) the main CDE web page for standards-aligned IEPs which is accessible at: <https://bit.ly/2XjIs3R>
- b) a seven-step process for creating standards-based IEPs from the National Associate of State Directors of Special Education (NASDSE) is accessible at: <http://bit.ly/2Ls4bpo> (While not specific to English learners, the process described can be modified to meet the needs of English learners.)

Source: California Practitioners' Guide for Educating English Learners with Disabilities, California Department of Education, 2019, at

<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

## V. Review of Laws & Regulations Governing Instruction for English Learners

State and federal law require that all students whose primary language is other than English be assessed for English Language Proficiency (ELP). The legal basis for requiring English proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of ELP and develop Annual Measurable Achievement Objectives (AMAOs) for:

- (1) Newly enrolled students whose primary language is not English as an Initial Assessment (IA); and,
- (2) Students who are English Learners as an Annual Assessment (AA). For California's public school students, this test is the English Language Proficiency Assessments for California (ELPAC).

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

The Initial ELPAC has one purpose:

- To identify students who are ELs or are initial fluent English proficient (IFEP)

The Summative ELPAC has two purposes:

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12), ages three through 1 twenty-one, whose primary language is a language other than English must take the Initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to fluent English proficient (RFEP), and is usually administered in a testing window running from February through May.

Source: “2019-20 English Language Proficiency Assessments for California: Information Guide,” California Department of Education, 2019, or at:

<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfo19.pdf>

### **Other Federal Regulations and Case Law Related to ELs in Special Education**

- Civil Rights Act (1964)
- 1970 – It is a violation to exclude children from effective participation in school because they can’t understand English.
- *Diana vs. State Board of Education* (1970) – One cannot identify a child as mentally retarded based on IQ tests administered in English. The child must be assessed in his/her first language and in English or use nonverbal IQ tests.
- *Larry P. v. Riles* – One cannot use I.Q. tests - thus, tests must be validated for use with the specific populations.
- Individuals with Disabilities Education Act (IDEA) (1975); 1997 & 2004 amendments – ELs are not eligible for services if their learning problems are primarily the result of environmental, cultural, or economic disadvantage. Evaluation and placement procedures must be conducted in the child’s native language, unless it is not feasible to do so (example – a child who has been in the American school system for 12 years). Parents must understand proceedings of IEP meetings to provide informed consent. They must know they have the right to an interpreter at no cost. The multidisciplinary team must consider the language needs of ELs when developing, reviewing or revising IEPs. (IDEA 2004)

## **VI. American Sign Language**

For purposes of ELPAC testing and Title III services, American Sign Language (ASL), in and of itself, is not considered a “language other than English,” according to the US Department of Education (ED). Students who use ASL for communication and have not been exposed to any language other than English should not be considered for ELPAC testing. For a student who uses ASL for communication because of deafness or hearing impairment, and for whom there is another primary language other than English indicated on the student’s HLS, the individualized education program (IEP) team should consider (1) ELPAC testing with

appropriate universal tools, designated supports, and accommodations; or (2) alternate assessment(s).

Hearing students of deaf parents who use ASL as the primary means to communicate upon entering school and who have been exposed to a language other than English by another adult, such as a grandparent or a caregiver, may be considered for ELPAC testing. The LEA may consider ELPAC testing in addition to other appropriate language assessments to determine whether the child may benefit educationally from English language development (ELD) instruction. The LEA should base its decision to administer the ELPAC on whether the student has been exposed to another language other than English, not on the basis of whether the hearing student of deaf parents uses ASL in the home.

## **VII. Identification of English Learners (ELs)**

### **Step 1. Determination of Students' Primary Language**

In accordance with EC Section 60810(d), one of the purposes of the ELPAC is to identify students who are ELs. The term "English learner," when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
  - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society. (ESEA Section 8101[20])

For all students in K–12, upon first enrollment in a California public school, the LEA uses a standardized procedure to determine a student's primary language. This procedure begins with a Home Language Survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS should not be readministered every year nor readministered if a student enrolls in a new LEA.

If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification.

A sample HLS is available on the CDE English Learner Forms web page at:

<https://www.cde.ca.gov/ta/cr/elforms.asp>

The State Board of Education (SBE) approved the following guidelines for interpreting the sample survey:

- If a language other than English is indicated on any of the first three questions, the student should be tested with the Initial ELPAC.
- If a language other than English is indicated on the fourth question, the student may be tested at the LEA's discretion.

### Step 2. Assessment of English Language Proficiency

Kindergarten through Grade Twelve LEAs will use the LST, found in TOMS, to calculate the official Initial ELPAC score. The Initial ELPAC has three performance level descriptors. Please refer to page 30 for the full descriptions of the performance levels.

- IFEP
- Intermediate EL
- Novice EL

Students in K–12 are considered to have met the ELPAC criterion for English proficiency when the Overall score is in the IFEP range.

(Source: “2019-20 English Language Proficiency Assessments for California,” California Department of Education, 2019.)

## VIII. Decision Guide for Placement of English Learners

LEAs administer an HLS to all students enrolled for the first time in a California public school.

- If the survey results indicate English as the primary language, no further testing is required. A regular instructional program is implemented.
  - If the student struggles to perform in the classroom later in the student's educational career, a correction process can be initiated as laid out on page 16.
- If the survey results indicate a primary language other than English, an Initial ELPAC administration is required.
- If a parent/guardian disagrees with the results of the HLS, a correction of the HLS can be pursued prior to the administration of the Initial ELPAC assessment.

The Initial ELPAC is administered for the purpose of classifying students, resulting in one of two general classifications: IFEP or EL.

- In the event of IFEP classification, the student is considered to have met the ELPAC criterion for English proficiency, and no further testing is required. A regular instructional program is implemented.
  - If the student struggles to perform in the classroom later in the student's educational career or if the LEA receives a contradictory score as part of the Rotating Score Validation Process and determines that the student should be

- classified as an EL, the LEA can use this as part of evidence for a correction process to be initiated.
- In the event of EL classification, an appropriate EL program is implemented. The student's progress is assessed annually with the Summative ELPAC.
    - A correction of classification can occur if the student was timid during the Initial ELPAC administration and is classified as an EL, but further evidence is collected that demonstrates the student's ability to listen, speak, read, and write in English in the classroom. This correction of classification process must be completed before the administration of the Summative ELPAC.
  - If the Initial ELPAC is administered to the incorrect student, a correction process is initiated, and no record of scores shall be maintained.
  - If a parent/guardian or a certificated employee of the LEA disagrees with the results of the Initial ELPAC, a review of the classification can be pursued prior to the administration of the Summative ELPAC assessment (if applicable). The Summative ELPAC is administered to ELs annually until reclassification criteria are met and the student is classified as RFEP.
  - In the event of RFEP classification, a regular instructional program is implemented, and the student's progress is monitored for four years following reclassification.

## **IX. Federal Guidance for Learners with Disabilities**

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
  - In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
  - In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations
- Role of the IEP Team The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for:
- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELP assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELP assessment (ED, July 2014, FAQ #4).
  - Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team.

It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).

- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELP assessment, with or without universal tools, designated supports, and accommodations or take an appropriate, locally determined alternate assessment, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7). However, IEP teams can make the determination, on a student-by-student basis, that an alternate assessment to the ELP be administered.

According to 5 CCR sections 11511 and 11516 through 11516.7 (Division 1, Chapter 11, Subchapter 7.5) as well as EC Section 313, the initial and summative administration of the ELPAC are the responsibilities of the LEA. Most students with disabilities are able to participate effectively on the ELPAC. For students whose disabilities preclude them from participating in one or more domains of the ELPAC, their IEP teams may recommend accommodations or an alternate assessment (see EC Section 56385, 5 CCR 11516.5 through 11516.7). Approved universal tools, designated supports, and accommodations are listed in Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC, which is found on the CDE website at:

<https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>

Matrix Four will be updated with additional accessibility resources in the coming year as we transition to a computer-based assessment.

In accordance with 34 CFR sections 300.304 through 300.305, initial identification for determining whether a student is a student with a disability takes into consideration existing data, which includes LEA and statewide assessments. For those who participate in programs for students with disabilities, the LEA may be a school district, an independent charter school, the county office of education, or a state special school.

When an EL with disabilities is not able to take the ELPAC (the entire test or any portion of it), that information is shared at the IEP team meeting. IEP team members may determine

that alternate assessments are appropriate and necessary. Per the ED, the alternate assessment must be aligned with the ELD Standards. The results of alternate assessments and/or the ELPAC are part of the current levels of performance in the IEP. The scores or performance levels are a part of the information considered by the team to develop linguistically appropriate goals (EC sections 56341.1[b] and 56345[b][2]).

Because such alternate means of assessments fundamentally alter what the ELPAC measures, students receive the lowest obtainable scale score (LOSS) on each domain affected. Caution should be used when interpreting results because the LOSS on one or more domains may lower the Overall performance level on the ELPAC. The LOSS on the ELPAC will be used to calculate the ELPI for Title I accountability purposes. If the student is not reclassified, the LOSS will be entered as the “Most Recent Previous Scale Score(s)” at the next year’s administration of the ELPAC.

Because of the unique nature of individual students’ disabilities, the CDE does not make specific recommendations as to which alternate assessment instruments to use. However, the appropriate alternate assessment must be identified annually in a student’s IEP. The LEA must ensure that the IEP team includes an individual who can interpret the instructional implications of evaluation results (e.g., an ELD specialist to interpret ELPAC results) (34 CFR Section 300.321[a][5]). Identified ELs with disabilities must take the ELPAC with any accommodations specified in their IEP or take appropriate alternate assessments, as documented in their IEP, every year until they are reclassified.

When a student’s IEP or Section 504 plan specifies that the student has a disability for which there are no appropriate accommodations for assessment in one or more of the Speaking, Listening, Reading, and Writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student, per 34 CFR Section 200.6. A student may be assigned an overall score only if assessed in both oral and written language. To be considered as having been assessed in oral language, the student must have been assessed in either Speaking or Listening. To be considered as having been assessed in written language, the student must have been assessed in either Reading or Writing.

## **X. Reclassification Criteria**

The reclassification criteria set forth in California Education Code (EC) Section 313 and California Code of Regulations, Title 5 (5 CCR), Section 11303 remain unchanged. Pursuant to 5 CCR Section 11308 (c)(6), any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for English learners (ELs). An English learner with a disability may be unable to meet a particular reclassification criterion due to the specific nature of his disability. For example, an English learner with dyslexia may continue to be classified as an English learner due to less than proficient ELPAC scores in reading. LEAs should continue using the following four criteria to establish reclassification policies and procedures (considerations for ELs with disabilities are provided for each):

Criterion One: Assessment of ELP (using an objective assessment instrument, including, but not limited to, the state test of English language development [ELD])

- (a) Assessment of ELP using an objective assessment, including but not limited to the ELPAC, is one of four criteria, in state law per *EC 313(f)*, to be used by LEAs in determining whether an English learner should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment aligned with the state *2012 CA ELD Standards* for reclassification purposes. An alternate assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the ELPAC.
- (b) For purposes of Title I accountability requirements, a student assessed with a locally determined alternate assessment, will receive the lowest obtainable scale score (LOSS) on the ELPAC for each domain tested with an alternate assessment. The IEP team, however, may use results from the alternate assessment in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and the student's scores on an assessment of basic skills) to determine a student's eligibility for reclassification. Once the Alternate ELPAC is operational, there will be criteria established for reclassification based on a student's performance.

Criterion Two: Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)

- (a) 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.

Criterion Three: Parent opinion and consultation

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

Criterion Four: Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age).

- (a) 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.
- (b) The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student's capacities.

The CDE has provided guidance to LEAs for using Smarter Balanced Summative Assessment results as a local measure of Criterion 4. LEAs also have been advised that local assessments can be used to identify ELs who meet academic measures indicating they are ready to be reclassified. This guidance can be found in "Updated Reclassification Guidance for 2018–19," on the CDE Reclassification web page at: <https://www.cde.ca.gov/sp/el/rd/>.

**XI. RESOURCES:**

- California Practitioners' Guide for Educating English Learners with Disabilities, California Department of Education, 2019 “English Language Proficiency Assessment for California (ELPAC) Information Guide,” by the California Department of Education
- “Meeting the Needs of English Learners with Disabilities Resource Book 2017,” by Dr. Jarice Butterfield, Santa Barbara County SELPA, on Behalf of the SELPA Administrators of California Association – link to Resource Book:  
[https://www.sbcselpa.org/sites/default/files/2018-10/English\\_Learners\\_Resource\\_Book.pdf](https://www.sbcselpa.org/sites/default/files/2018-10/English_Learners_Resource_Book.pdf)  
This Resource Book provides regular and special educators information and resources regarding best practices and regulatory requirements for identifying, providing services, and reclassifying English Learners with disabilities. This publication was designed and written to provide the most current and accurate information in regard to English Learners with disabilities known to date in the State of California. It is distributed with the understanding that neither the authors nor the SELPA Administrators of California is engaged in rendering legal, accounting, or other professional service. If legal advice or other expert assistance is required, the services of an appropriate professional should be solicited.
- Other Santa Barbara County Special Education Local Plan Area English Learners (ELs) website links:
  - Activity #2 Participant Worksheet
  - Bilingual Assessment Tools
  - CDE CELDT Administration
  - CDE CELDT Participation for Alternate Assessments for ELs Checklist
  - CDE Role of the IEP Team
  - CELDT Information Guide 2016-17 2017-18
  - Comparison of Language Differences vs. Disability Chart
  - Educational Resources for ELs
  - EL Assessment Parent Interview Form – English (Fillable)
  - EL Assessment Parent Interview Form – Spanish (Fillable)
  - EL Learning Issues List – When to Refer for SPED
  - EL/SPED Reclassification Worksheet
  - EL IEP Checklist
  - EL Pre Referral Checklist 2016
  - EL Training PowerPoint 2016-2017
  - ELD Standards Proficiency Level Descriptors
  - English-Spanish Glossary – IEP Terms
  - Potential Speech & Language Bilingual Assessment Tools