

IEPs for English Learner with Disabilities

An overview of the essentials in developing the IEP for English
Learners with Disabilities

Butte County Office of Education
Norelia Cerda-Caldera
6/1/2020

RESOURCES

English Learners with Disabilities Resource Hub - BCOE

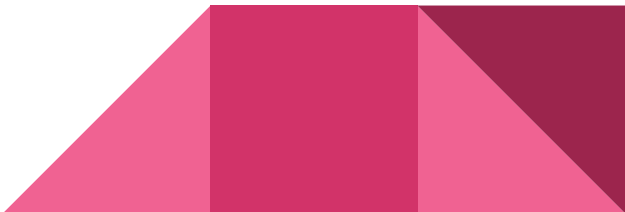
<https://padlet.com/abenton1969/bkjpsy07e2yk>

CA Guide for Educating EL with Disabilities (CA Dept. of Ed)

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



IEP Documentation specific to ELs

1. Information/Eligibility
 2. Present Levels
 3. Special Factors
 4. Statewide Assessments
 5. Goals
 6. Services - Offer of FAPE
 7. Notes
- 

1. Information/ Eligibility

English Learner identification - **Yes** or **No**

Redesignated - Mark only if student has been redesignated as per requirements

Interpreter - **Yes** or **No**

2. Present Levels (PLOP)

ELPAC (English Language Proficiency Assessment of California)

- Overall Scores and Levels
 - Oral Language Score/Level
 - Written Language Score/Level

- Levels for
 - Listening
 - Speaking
 - Reading
 - Writing

ELPAC



STUDENT SCORE REPORT | 2018-2019
 Aquiles M. Muniz
 SUMMATIVE ASSESSMENT | GRADE 1

Aquiles's Grade 1 Results on the English Language Proficiency Assessments for California

Aquiles's Overall Score of 1428 is in Level 2.

Students at this level have somewhat developed English skills.



The score history cannot be reported this year. If Aquiles takes the test next year, his area will show the score history.

Oral Language Score



The Oral Language Score is a combination of Aquiles's Listening and Speaking performance, shown below.

	Beginning	Somewhat Proficient	Well Developed
Listening		✓	
Speaking		✓	

Written Language Score



The Written Language Score is a combination of Aquiles's Reading and Writing performance, shown below.

	Beginning	Somewhat Proficient	Well Developed
Reading	✓		
Writing		✓	

A Parent/Guardian's Guide to Aquiles's English Language Proficiency Assessments for California (ELPAC) Score Report

STUDENT # : *****
 GRADE : 1
 DATE OF BIRTH : 09/08/2019
 TEST DATE : March 07, 2019

This report shows Aquiles's results on the English Language Proficiency Assessments for California (ELPAC), the state test of English language proficiency. The ELPAC provides information about your child's annual progress toward English language proficiency.

Below is information to help you understand the ELPAC, as well as ideas to support your child's continued English language development.

FOR THE PARENT/GUARDIAN OF:
 JESS GALLATRY GATEWAY
 CIRCUIT, USA 60375

SCHOOL : C ... Elementary
 LEA : Chico Unified
 CDS : 04614240000000



What is the ELPAC?

The Summative English Language Proficiency Assessments for California (ELPAC) measure student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.

The Summative ELPAC:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

Your child's ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help set up your child's teacher about your child's progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (FEP)

ELPAC Levels	What Students Can Typically Do at Each Level
Level 4	Students at this level have well-developed English skills. <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
Level 3	Students at this level have moderately developed English skills. <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less familiar school topics and in less familiar social situations.
Level 2	Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can sometimes use English to learn new things at school and to interact in social situations. • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.
Level 1	Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

The four ELPAC tests shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC tests relate to the three proficiency levels identified in the ELD Standards.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Students Proficiency Levels	Emerging -- requires substantial linguistic support	Developing -- requires moderate linguistic support	Proficient -- requires little linguistic support	

How can I help my child?

- Read to your child or have your child read to you on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.

ELPAC Resources and Information

ELPAC Overview (CDE)

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

ELPAC Ed Facts (CDE):

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

**Performance Level Descriptors for the Summative ELPAC
(CDE):**

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

2. Present Levels (PLOP)

Alternate Assessment

- Name
- Scores/Levels
 - Listening
 - Speaking
 - Reading
 - Writing

What does your district use?
Coming...Alternate to ELPAC

2. Present Levels (PLOP)

Communication Section

- Language use, dominance, exposure
- Home vs. school
- Progress
- Not just speech and language information
- Parent input about language use in both languages
- If student has been redesignated - include that and additional information (LEAs must track progress of redesignated students for 4 years).

Communication Samples

- Marco is a child who is exposed to and uses both English and Spanish at home. He prefers and is described as more dominant in English. Assessment in language proficiency revealed his English language is significantly more developed than his Spanish. His overall English skills were assessed in the limited range and his overall Spanish skills were assessed in the very limited range. When speaking in either language, he demonstrated difficulty with vocabulary and code switches often.
- Hue continues to acquire and make progress in his English skills as demonstrated by his assessments on English language acquisition. He has made more progress in his Listening and Speaking areas, indicating good development on BICS (Basic Interpersonal Communication Skills). His Reading and Writing skills are at the beginning level, indicating his higher order CALP (Cognitive Academic Language Proficiency) are not yet developed; which will impact his access to grade level curriculum. His mother reported he uses mainly Hmong at home.
- Joana is a preschooler who is exposed primarily to Spanish at home. Her first exposure to English was this year, when she started Head Star. She is able to communicate in complete, age appropriate sentences in her native language. She is beginning to use simple vocabulary in English at school.

3. Special Factors

Assistive Technology English Learner Section

All ELs benefit from maintaining primary language and continuing to develop it in an academic context

- **Primary Language Support - Yes or No**
 - Not to be confused with primary language instruction, but using student's primary language strategically to assist in accessing core curriculum

Special Factors Primary Language Support

If **Yes**: explain how (does not mean person; does not mean ELD)

- What tools can the student use to support him accessing core instruction in his primary language (if appropriate)
 - Preview/review directions in primary language
 - Translation
 - Oral interpretation
 - Websites
 - Etc.



3. Special Factors

Where will ELD (English Language Development) services be delivered

General Education
Special Education

Both?

3. Special Factors...Type of Program

Structured English Immersion	Alternative Language Program
Acquisition of English language skill so EL students can succeed in English-Only mainstream classroom. Language of instruction is English with primary language support	Bilingual program such as Two-Way Immersion that have goals of biliteracy

ELD Type ...Description section

INTEGRATED

All day long

Strategies/SDAIE

Regular class time

Use of ELD standards in **tandem** with focal standards; content with language support, access instruction

Content and language objectives

DESIGNATED

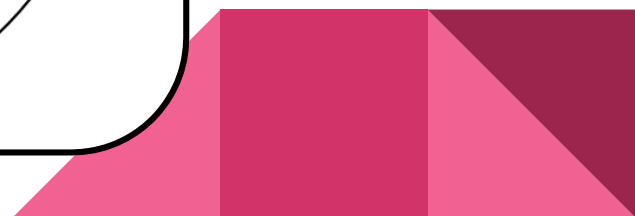
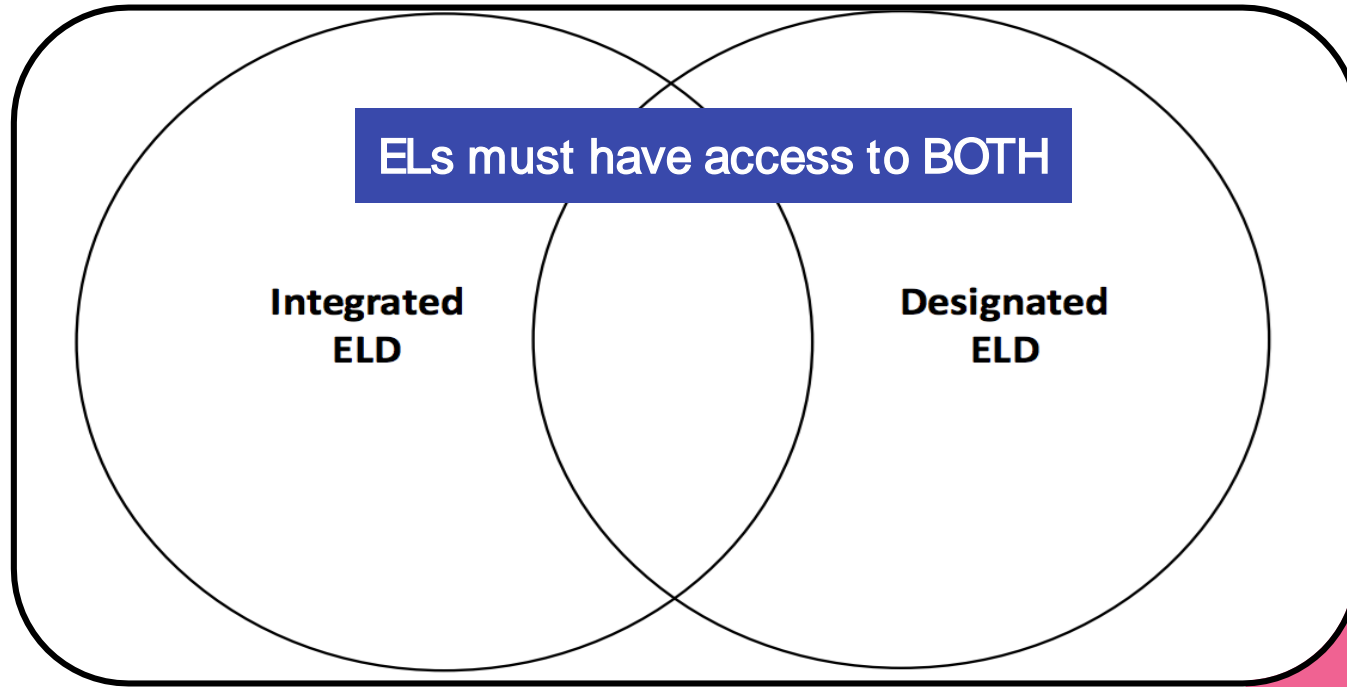
Protected time, during school day

Use of ELD standards focus

Purpose for students to develop English language skills

ELs @ proficiency levels

ELD Type of Program...Description section




ELD Type of Program...description section sample

- Fernando receives **integrated** English Language Development (ELD) in his classroom, embedded into other content areas utilizing strategies appropriate for English Learners such as SDAIE, total physical response, realia, etc. He receives **designated** English Language Development (ELD) on a pull-out basis 4 times per week for 45 minutes sessions.
- Mariana is enrolled in a Two Way Spanish Immersion as a parent choice, where instruction is delivered primarily in Spanish, her native language. She receives her integrated ELD... and designated ELD...



ELD Type of Program...comments section

- Add information about ELD instruction delivered in general education and/or special education (i.e. designated/integrated ELD in SDC, etc.)
 - David's English language development levels were taken into consideration when developing his goals and objectives.
 - Other comments, as necessary.
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4. Statewide Assessments...ELPAC

Initial ELPAC (think about incoming TK/K students who have not yet taken the ELPAC)

Summative ELPAC

Alternate Assessment to the ELPAC

- Must assess all 4 areas, Listening, Speaking, Reading, and Writing
- Name of test
- Who

Standard Base Test in Spanish (STS)

ELPAC Basics

Home Language Survey determines EL status

- **Initial ELPAC**

- Single use
- For the identification of ELs
- Parents cannot opt out of initial ELPAC
- 7/1 - 6/31 administration window

- **Summative ELPAC**

- Annual measure of English language proficiency level and progress
- 2/1 to 5/31 administration window
- Computer, except K-2 Writing

- **Alternate to ELPAC (IEP only)**

- Identification and annual measure for students with significant cognitive disabilities
- 

IEP Team Responsibilities re ELPAC

1. TK to 12th grade: annually determine if ELPAC taken with or without accessibility tools (Universal, Designated, Embedded or Non-Embedded and/or Accommodations)

AND/OR

1. Any domain of ELPAC will be exempted (omitted)

OR

1. Use of locally agreed Alternate (whole all part) - must measure all 4 areas

IEP team and ELPAC additional decisions

IEP team can exempt students with an IEP in certain ELPAC sections (as appropriate)

Oral Composite : Listening and Speaking

Written Composite: Reading and Writing

Exemptions include 1 single domain in each composite, *if appropriate*



ELPAC Accessibility Resources

CDE ELPAC Student Accessibility Resources:

<https://www.elpac.org/test-administration/accessibility-resources/>

Including, but not limited to:

- CAASPP and ELPAC Accessibility Guide
- ELPAC Administration Student Accessibility Checklist
- Matrix 4: Universal Tools, Designated Supports and Accommodations
- 2019/2020 CA Student Assessment Accessibility for Computer Based ELPAC (graphic)

ELPAC Visual of Supports

Universal Tools
Available to ALL

Designated Supports

Available to ALL students with decision made by adult who is familiar with student's instructional needs

Accommodations

*Available to students who need ...
Through IEP or 504 Accommodation
Plan*

ELPAC Matrix 4

Matrix 4 is used with :

ELPAC Accessibility Resources

CA Code of Regulations

CDE:

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

(Great idea to print this out and have accessible)



Alternate Assessment to The ELPAC

Alternate to the ELPAC (CDE):

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

Including, but not limited to:

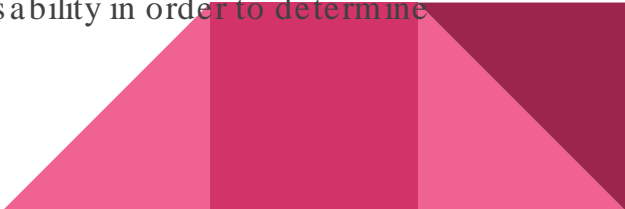
- Alternate Assessment IEP Team Guidance
- Alternate Assessment Decision Confirmation Worksheet (includes all alternate assessment)



5. Linguistically Appropriate Goals and Objectives (LAGOS)

- Assessment results determines areas of need
- Aligned to student current language proficiency
- Aligned to CA ELD standards in L, S, R, W
- Drafted according to language ability
- Aligned with Common Core State Standards (CCSS) or CA Alternate Achievement Common Core State Standards
- Common Core Connectors and Essential Understanding
- All language goals must be linguistically appropriate

LAGOS Steps

1. Review ELPAC results: determine what areas need further development
 2. Review results of students standardized/informal data to see where the areas of need are
 3. Align “or link” the linguistic appropriate goals to an appropriate grade level standard and ELD standard for integrated ELD instruction.
 - a. This does not mean the IEP goal needs to state the exact skill level delineated in the grade-level standard; however, the linguistically appropriate IEP goal, linked to the ELD standard would incorporate skills that will lead to attainment of a particular grade-level standard. When developing IEP goals for English learners, it is most beneficial for the IEP team to consider the student’s overall needs including language proficiency, sociocultural factors, and disability in order to determine appropriate supports and related services in the IEP.
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LAGOS considerations

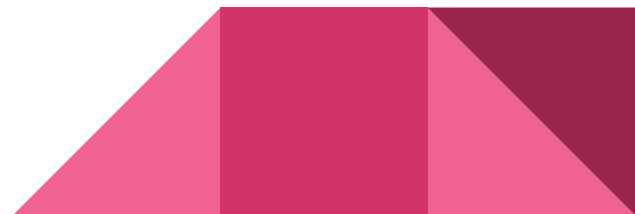
IEP Teams consider the student's

- Cognitive level
- Linguistic level
- Developmental level of primary language (L1) and second language (L2)
- Overall performance in designated and integrated ELD instruction
- Access of student's prior knowledge, experience
- Inclusion of culturally relevant materials, experience and heritage

After the team has determined the linguistic levels and needs of the student (by analyzing progress toward attaining the CA ELD Standards and reviewing ELPAC or other language proficiency assessment results), the next step is to **draft goals based on assessed areas of need related to the disability that align with the student's linguistic needs.**

LAGOS

LAGOS are not specific ELD goals but goals that align with CA ELD to support language acquisition, and ultimately meeting academic goals and accessing and progressing in grade level curriculum.



LAGOS sample #1

Receptive Language IEP Goal for 2nd grade student in a dual immersion S/E. Disability: Oral receptive language and a disability in receptive and expressive language, reading, and writing.

Goal Baseline: The student is currently able to respond to simple directions and questions provided orally in English and Spanish by using physical actions such as pointing or other nonverbal communications in one out of four opportunities.

Current Level of Performance Aligned to ELD Standards : **Domain:** Listening and Speaking ; **Strand:** Strategies and Applications; **Sub Strand:** Comprehension ; **Level:** Emerging; Grade: K-2 i

Goal: By 6/1/20, Eva will respond to simple directions and questions provided orally in **English** and her primary language by using one-word utterances in **English** and **Spanish** with three out of four opportunities over a one-week time period. **Objective:** By Nov, 2020, Eva will respond to simple directions and questions provided orally in **English and her primary language** by using physical actions or gestures such as pointing in English and Spanish with two out of four opportunities over a one-month time period. ADD ADDITIONAL OBJECTIVES

LAGOS samples #2

Student with moderate disability taking alternate to ELPAC

Goal Baseline: The student, while reading aloud a short passage of one to two lines at grade level, is able to recognize and produce the short vowel sound **English** phonemes in the medial position of consonant vowel consonant (CVC) words or in isolation as the short vowel sounds in English do not directly correspond to phonemes in the primary language of Spanish.

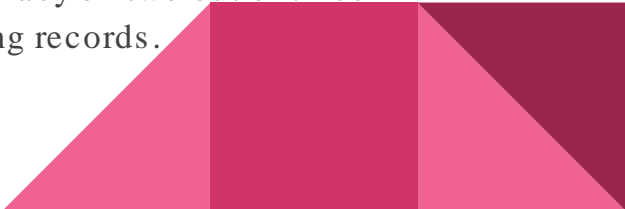
Current Level of Performance Aligned to ELD Standards:

Domain: Reading; **Strand:** Word Analysis **Sub Strand:** Concepts about Print, Phonemic Awareness, and Vocabulary and Concept Development: **Level:** Emerging; **Grade:** 3-5 .



LAGOS sample #2

Goal: By December 2019 Anthony,, while reading aloud a short passage of one to two lines at grade level, will recognize and produce the five short vowel sound **English** phonemes in the medial position of consonant vowel consonant (CVC) words that do not correspond to phonemes he already hears and produces in his primary language of **Spanish** with 80 percent (four out of five words) accuracy on two out of three consecutive trials over a one-week time period as demonstrated by data tracking records. **Objective:** By March 2020, Anthony,, while reading aloud a short passage of one to two lines at grade level, will recognize and produce the two short vowel sound **English** phonemes (a / o) in the medial position of consonant vowel consonant (CVC) words that do not correspond to phonemes he already hears and produces in his primary language with 40 percent (two out of five words) accuracy on two out of three consecutive trials over a one-week time period as demonstrated by data tracking records. **Objective:** By June 2020, Anthony, while reading aloud a short passage of one to two lines at grade level, will recognize and produce the three short vowel sound English phonemes (a / e / o) in the medial position of consonant vowel consonant (CVC) words that do not correspond to phonemes he already hears and produces in his primary language with 60 percent (three out of five words) accuracy on two out of three consecutive trials over a one-week time period as demonstrated by data tracking records.



LAGOS Resources

CA Guide for Educating EL with Disabilities (CA Dept. of Ed)

Sample goals for different grade levels: Pages 213-215



LAGOS Resources

CA ELD Standards:

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

ELA/ELD Framework:

<https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/ac/ac1376ba/ac1376ba78a91e80241cb0e458caaa57310d0763/elaeldfmwkfeb17.pdf>

CCAA & CA ELD Standards Resources:

<https://www.cde.ca.gov/re/cc/eldresources.asp>



LAGOS Resources

LAUSD: CA ELD Standards (CELDS) at a Glance (per grade) (Table Copy):

<https://achieve.lausd.net/Page/7899>

- Color coded
- Broken down
- Organized

(Can print your grade level(s) to have accessible)



6. Services - Offer of FAPE

Supplementary Aids, Services and Other Supports
Accommodations

7. Notes

Summarize ELD related notes, as appropriate, but not limited to...

- ELPAC
- ELD instruction
- Redesignation discussion (based on your district procedures)
- Supports
- Etc.

Additional Resources

Appendices in CA Guide for Educating EL with Disabilities (CA Dept. of Ed):

- Observations
 - Interviews/Questionnaires
 - Language Use
-
- **IEP Team Checklist for English Learners**



Thank you for attending!



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