

**Friday Memo**  
**May 18, 2018**

**Upcoming Events – Matthew Duffy**

May 18 & 19: Spring Dance Concert, ECHS Theater, 7:30 PM

May 24: District Retirement Celebration, Richmond Country Club, 5:30 PM

May 26: Middle College Graduation Ceremony, Richmond Convention Center, 10:00 AM

May 28: District Holiday, Schools and Office Closed

May 29: LCAP Meeting, Kennedy Library, 6:30 PM

May 30: Board Study Session, DeJean, 6:30 PM

May 31: Transition Program Graduation Ceremony, Vista Hills, 11:00 AM

June 1: End of Year Employee Celebration, Richmond Auditorium, 4:00 PM

June 2: Tech Future Academy Graduation, El Cerrito Theater, 3:00 PM

June 4: Adult Education Graduation Cere

June 6: Kennedy Graduation Ceremony, Richmond Auditorium, 7:00

June 7: Richmond High Graduation Ceremony, Richmond Auditorium

June 8: Alternative Education Graduation Ceremony, Richmond Audi

June 9: Pinole Valley Graduation Ceremony, Richmond Auditorium,

June 9: El Cerrito Graduation Ceremony, Richmond Auditorium, 3:00

June 9: Hercules High Graduation Ceremony, Hercules Football Field

**Special Education Reports - Steve Collins**

At the School Board Meeting on May 16, 2018 there was a request for  
Disabilities Handbook. Attached you will find a copy of this handbook.

Also, there was a request for data on the ethnic make-up of the special  
on suspension data. Attached you will find a copy of the latest disprop  
copy of the Fall CASEMIS report.

**Public Records Log – Marcus Walton**

Included in this week's memo is the log of public records requests rece  
you have any questions, please contact me.

# IEP and Reclassification Guidelines for English Learner Special Education Students

West Contra Costa Unified School District  
Special Education Department  
April 2017

Steve Collins, Assistant Superintendent  
Eric Peterson, Director

Includes content adopted with permission from guidelines developed by San Francisco Unified School District, the Ventura Count SELPA, and the California Department of Education

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A.	



# THE IEP

IEP teams will include at least one certified staff person with a CLAD, BCLAD, or ELD certification who will actively assist the IEP team in determining what English Language Development (ELD) goals and Special Education services are necessary to provide the EL student with access to core curriculum instruction and meet

C. Special Factors:

à In “Considerations for language needs ,” address the specific language needs of the student if they are an EL. If English language acquisition services are necessary for a child to receive FAPE under Special Education law, a description of such services will be written into the IEP. The IEP describes how instruction will be differentiated in academic areas (e.g., SDAIE strategies such as graphic organizers, visual cues, etc.). Be sure to specify how the student will receive appropriate English Language Development and increase their fluency in listening, speaking,

# RECLASSIFICATION PROCESSES

## The Standard Reclassification Process

ELs are eligible for reclassification when they score an overall 4 or 5 on the CELDT/ELPAC, with no subsection less than a three, and score mid-Basic or higher on ELA section of State required assessment criteria. Teacher evaluation and grades are also criteria for reclassification. For “EL Reclassification Procedures,” go to English Learner Services’ website - <http://www.wccusd.net/Domain/39>.

## The Alternate Reclassification Process

English Learners who qualify for Special Education services and do not meet standard WCCUSD reclassification criteria follow a differentiated process:

A. English Learner Services (in collaboration with Special Education personnel if appropriate) compiles CELDT/ELPAC results of all Special Education students at 4<sup>th</sup> grade and above who have not met initial WCCUSD reclassification criteria. The students are sorted into lists and provided to school sites.

B. Each site case manager, in collaboration with the person providing ELD services (if different) and the site administrator identifies students who may qualify for reclassification using the alternate process. This team also reviews alternate assessments as needed to obtain scores for ELDO program, and a representative from the ELDO program is invited to participate in the reclassification process.

alternate assessments as needed to obtain scores for ELDO program, and a representative from the ELDO program is invited to participate in the reclassification process.

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1. If the team agrees to recommend a student for reclassification as Reclassified Fluent-English Proficient (“RFEP”), the “Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to fluent English Proficient “ form is submitted to English Learner Services for final approval. After approval, appropriate changes to goals & language needs are made at the next annual IEP meeting.
2. If the team is not ready to recommend reclassification of the student as “RFEP,” the team identifies additional data to be collected for next year (i.e., additional assessment, parent/teacher interview, student interview, etc.). TEoFtef



# ADDITIONAL RESOURCES

CELDT/ELPAC, Section IV Planning for Students with Disabilities

Website: \_\_\_\_\_

## Instructional Strategies & Accommodations for ELs

- Tap into prior knowledge
- Total Physical Response
- Explicitly link concepts to students' backgrounds and experiences
- Maintain low affective filter
- Provide constant checks for understanding and confirmation
- Address various learning styles and modalities by using a wide range of presentation strategies
- Model instruction
- Allow students to negotiate meaning and make DC 11m [(P)5 Tm/-3(aj 0.004 T)2(o )10d5B10

## ATTACHMENT B

# ATTACHMENT B

## ATTACHMENT B

## ATTACHMENT B



For use for consideration of reclassification of English Learners with IEPs who do not meet regular district reclassification criteria.

Description of how disability affects language acquisition (if applicable): \_\_\_\_\_

Grade First Entered School: \_\_\_\_ Years in the U.S.: \_\_\_\_ Years in EL Program \_\_\_\_ Current English Learner Program Model:

THE TEAM CONSIDERED THE FOUR CRITERIA OF RECLASSIFICATION (EC 313(D)) IN ORDER TO ASSIST THE RECLASSIFICATION TEAM.

1. English Language Proficiency Assessment

Current School Year Data: Date: \_\_\_\_\_ Assessment Name: CELDT VCCALPS

Alternate Assessment(s) \_\_\_\_\_

Overall Score/Level: \_\_\_\_\_ Listening Score/Level: \_\_\_\_\_ Speaking Score/Level: \_\_\_\_\_

Reading Score/Level: \_\_\_\_\_ Writing Score/Level: \_\_\_\_\_

(Note: For reclassification, English overall proficiency level on CELDT must be early advanced or higher AND Listening intermediate or higher, Speaking intermediate or higher, Reading intermediate or higher, and Writing intermediate or higher.)

Student met language proficiency level criteria as assessed by CELDT: **! Z f t ! ! ! ! O p**

(If yes, proceed to section 2. If no, fill out the information required below and consider alternate measures for establishing language proficiency):

Previous School Year Data: Date: \_\_\_\_\_ Assessment Name: CELDT VCCALPS

Alternate Assessment(s) \_\_\_\_\_

Overall Score/Level: \_\_\_\_\_ Listening Score/Level: \_\_\_\_\_ Speaking Score/Level: \_\_\_\_\_

Reading Score/Level: \_\_\_\_\_ Writing Score/Level: \_\_\_\_\_

Current School Year Primary Language Data: Date: \_\_\_\_\_

Assessment Name: **!! W D D B M Q T !! ! P u i f s !`**.....

Overall Score/Level: \_\_\_\_\_ Listening Score/Level: \_\_\_\_\_ Speaking Score/Level: \_\_\_\_\_

Reading Score/Level: \_\_\_\_\_ Writing Score/Level: \_\_\_\_\_

... Yes

is likely the student is proficient in English.

O p ! !

(Only allowed if student's Overall proficiency level was in the upper end of the Intermediate level on CELDT.)

... Yes No The IEP team has determined that the student's disability impacts his or her ability to manifest English proficiency. Areas affected: **Li** Speaking Reading Writing

If yes, explanation: \_\_\_\_\_

(Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language; error patterns in listening, speaking, reading, and writing are typical of students with that disability versus students with second language issues; VCCALPS scores indicate an overall proficiency level of early advanced or higher.)

(If either of the above are checked "yes")



2. Teacher's Evaluation of Student Academic Performance

Evaluation was based on:  Performance  District-wide assessments  Progress toward IEP Goals  IEP Goals  Assessment Other: \_\_\_\_\_

Student met academic performance indicators set by district.  If not, please explain: \_\_\_\_\_

If yes, proceed to section 3, if no, consider the following:

Yes  No The IEP team has determined that the deficit is due to the disability, and unrelated to English Language proficiency.

If yes, explanation: \_\_\_\_\_

(If the above is checked "yes," indicate "yes" to the following statement):

The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities.

If yes, proceed to section 3. If no, stop here

3. Comparison of Performance in Basic Skills - grades 2 and above

Assessment(s) taken: SBAC CAA Other \_\_\_\_\_ Date(s): \_\_\_\_\_

English Language Arts/Literacy Score(s)/Level(s): \_\_\_\_\_



## 2. Teacher's Evaluation of Student Academic Performance

limited English proficiency and the student no longer needs English Language Development services.”

If the student did not meet all of the above criteria, the box is checked “No.” The team can consider reclassification again at another time.

If the box is checked “Yes” the form is sent to the appropriate site or district level English Language Reclassification representative for recording and/or a final decision as per district policy.

If district policy permits the IEP Team to make the decision to reclassify, then the box on the English Language Development Information page that indicates that “The IEP team has decided to recommend the student for reclassification as Fully English Proficient based on alternative measures of English Language Proficiency and performance in basic skills” should be checked (at this time, WCCUSD policy does not permit the IEP team to make the reclassification decision). If the box is checked, it is not necessary to complete the bottom half of the ELD page. If district policy does not allow the IEP Team to make the final decision, the Special Education Case Manager and parent will be notified of the final decision by the appropriate district office personnel. In this case, all information on the ELD Information page should be completely filled out.

In either of the above scenarios, the district office will finalize the reclassification paperwork, and enter the date of reclassification in the district’s student information system. This information must also be entered into SIRAS. For Q districts, the information will be entered automatically into SIRAS via the Bridge operated by the County Office of Education. Non Q districts will need to enter the reclassification information in SIRAS.

Once a student has been reclassified, IEPs in subsequent years will note the student as an RFEP and show the date of reclassification by the district noted (not the date of the IEP meeting). CELDT/ELPAC testing is no longer required, nor is the English Language Development Information form. Place the Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficiency in the EL portion of the cumulative file. It is not a numbered page of the IEP document.



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Modifications are alternate means of assessing the ELP of student10(f)-i4an

## Selective Mutism























0712)

White
33
3,129
0.64
No

White
0
NC
No

White
0
NC
No

White
5
1.00
No

Less than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	14	188	177	12	1	31
Risk Ratio (Max=3)	NC	0.18	3.77	0.66	0.94	NC	0.65
Disproportionate?	No	No	Yes	No	No	No	No

istrict

ed (0712)

x through twenty-two

White
348
3,223
0.89
No

students ages six

White
62
1.49
No

White
8
0.78
No

White
12
37
lo

White
30
53
lo

White
56
75
lo

White
5
98
lo

**Total**

, 945  
, 958  
, 870  
, 757  
, 569  
, 492  
, 406  
, 200  
, 126  
, 120  
, 133  
, 076  
, 152  
, 119  
, 108  
, 110

**Total**

, 945  
, 958  
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, 108



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20





nt Data Report: 2017-18

01/04/18

Grade

	7	8	9	10	11	12	Ungr.	Oth	Total
0	0	0	0	0	0	0	0	0	2
0	0	0	0	0	0	0	0	0	10
0	0	0	0	0	0	0	0	0	46
0	0	0	0	0	0	0	0	0	176
0	0	0	0	0	0	0	0	0	238
0	0	0	0	0	0	0	0	0	193
0	0	0	0	0	0	0	0	0	221
0	0	0	0	0	0	0	0	0	249
0	0	0	0	0	0	0	0	0	272
0	0	0	0	0	0	0	0	0	289
1	0	0	0	0	0	0	0	0	318
0	0	0	0	0	0	0	0	0	321
7	153	1	0	0	0	0	0	0	264
2	76	153	0	0	0	0	0	0	231
)	4	93	147	1	0	0	0	0	245
)	0	7	94	162	0	0	0	0	263
)	0	0	11	93	142	0	0	0	246
)	0	0	0	8	82	157	0	1	248
)	0	0	0	0	4	105	0	35	144
)	0	0	0	0	0	7	1	38	46
)	0	0	0	0	0	1	0	36	37
)	0	0	0	0	0	0	0	37	37
)	0	0	0	0	0	0	0	14	14

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Total

- 57
- 434
- 254
- 230
- 261
- 274
- 287
- 330
- 320
- 233
- 254
- 252
- 264
- 228
- 270
- 161
- 1

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**Total**

15

352

19

189

2,227

926

382

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**4,110**

ility

	OHI	SLD	DB	MD	AUT	TBI	Total
1	0	0	0	2	2	0	68
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
1	0	0	0	2	2	0	68
1	0	0	0	1	2	0	60
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
3	194	1,816	3	17	521	5	3138
0	27	9	3	3	81	1	201
0	0	0	0	0	0	0	0
4	75	409	3	15	459	1	2173
3	2	1	0	4	5	0	41
1	12	2	1	5	6	0	43
5	32	18	3	10	14	1	138
0	14	34	1	5	51	0	210
5	54	102	1	11	297	0	785
3	12	0	2	7	4	0	67
1	34	82	0	0	9	1	166
1	31	47	0	0	4	0	123
1	6	9	0	0	0	0	27
1	0	0	0	0	0	0	0
1	1	1	0	0	2	0	4
1	3	2	0	0	12	0	17
0	0	0	0	0	0	0	1
0	1	1	0	0	0	0	4
0	0	0	0	0	0	0	0
1	1	2	3	2	0	0	122

	SLD	DB	MD	AUT	TBI	Total
0	0	0	0	0	0	11
0	0	0	2	0	0	17
1	1	3	5	0	1	91
1	0	1	0	0	0	19
0	0	0	0	0	0	4
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	1
0	0	0	0	0	0	0
0	0	0	0	0	0	0
5	493	0	0	26	2	644
7	56	0	0	14	0	119
5	479	0	2	43	1	717
2	17	0	0	14	0	77
4	14	0	1	17	0	100
5	69	0	2	26	0	193
0	5	0	0	8	0	45
0	2	0	0	1	0	10
	47	0	0	5	0	79
0	0	0	0	1	0	5
	3,718	24	96	1,626	13	9588

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44  
19  
17  
77  
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93  
45



TOTAL	
2	10
0	79
3	5
GRAND TOTAL	
<u>9,588</u>	

**Public Records Request Log 2017- 2018**  
**Week Ending May 17, 2018**

	Date of Receipt	Requestor	Requested Records/Information	Current Status
56	3/22/18	Scott Rafferty	Communications regarding CVRA allegations	3/27/18 Email sent with DOCs & Links Gathering/Reviewing Documents
62	4/17/18	Scott E. Jenny Jenny & Jenny LLP, Attorneys	Pinole HS Project Tree removal, trenching and hill excavation project between Subject Properties 2059 Shea Drive and 2069 Shea Drive, Pinole CA	4/26/18 Email sent Gathering/Reviewing Documents 5/31/2018 DOCs available
63	4/23/18	Rigel Massaro Public Advocates, Inc.	WCCUSD 2016-2017 LCAP Data	Gathering/Reviewing Documents
64	4/27/18	Scott Rafferty	April 18, 2018 Board Meeting Minutes and Video Recording	5/8/18 Email sent with DOCs & Link COMPLETED
65	4/27/18	J. Paul Fanning Lankford, Crawford, Morenci & Ostertag LLP	Richmond High School / Asbestos Records	5/15/18 Acknowledgement email sent Gathering/Reviewing Documents 6/30/2018 DOCs available
66	5/1/18	Asher Waite Jones Legal Services For Children	Student Data for Disciplinary, Suspensions, Expulsions and Transfers for School Years 2014-15, 2015-16, 2016-17 and 2017-18	5/15/18 Acknowledgement email sent Gathering/Reviewing Documents 6/8/2018 DOCs available
67	5/9/18	David Stephan	Roster of all WCCUSD High School Faculty	5/15/18 Acknowledgement email sent
68	5/15/18	Scottie Smith Educational Advocate	Student/District Inter and Intra Transfer Data for each School Site / For School Years 2014-15, 2015-16, 2016-17 and 2017-18	5/15/18 Acknowledgement email sent Gathering/Reviewing Documents 6/30/2018 DOCs available