



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: IEP Guidelines for Documenting English Language Development (ELD) Instruction for Students with Disabilities

NUMBER: REF-6124.1

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PURPOSE: The purpose of this Reference Guide is to provide guidelines to all District staff responsible for development and implementation of Individualized Education Plans (IEPs) for students with disabilities who are English Learners (ELs). This Reference Guide outlines the required components of an IEP for all students whose language classification is Limited English Proficient (LEP). This Guide replaces the applicable instructions for completing an IEP for English Learners in the *Special Education Policies and Procedures Manual*, pages 67 and 300.

MAJOR CHANGES:

- The types of IEP meetings where ELD is a required discussion item have been updated.
- The fields within IEP Section C have been changed to reflect the new *Master Plan for English Learners* compliance monitoring requirements.
- For schools that utilize the LAUSD Student Information Systems (elementary or secondary SIS), several fields in IEP Section C and Section E will now be pre-populated in Welligent.
- The data required to determine the ELD Present Level of Performance have been revised.
- The IEP Master Plan pages have been eliminated from the IEP document. All references to the recommended services and supports for English Learners will now be included in the Present Level of Performance, the IEP Goal for ELD, and the FAPE offer.

BACKGROUND: The Los Angeles Unified School District has entered into an agreement with the Office for Civil Rights (OCR) to improve educational opportunities for students who are designated as English Learners (ELs) in grades transitional kindergarten (TK) through grade 12. Per the agreement, the District developed and implemented a revised *Master Plan for English Learners* in September 2012. The English Learner Master Plan includes goals for the District’s program for students who are designated as ELs, as well as a program implementation and accountability structure to deliver English language instruction and services to all students classified as Limited English Proficient (LEP),

ROUTING

- All Schools
- Instructional Superintendents
- Instructional Directors
- Division of Special Education Staff
- School Site Administrators
- Special Education Teachers
- School Psychologists
- Related Services Providers
- General Education Teachers



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BACKGROUND (cont.): including students with disabilities and secondary students who are ELs and have completed English language development (ELD) instruction for recent arrivals and are now classified as Long Term English Learners.

Special education teachers, related services staff, school psychologists, and all other District staff who provide input into the development and implementation of a student's IEP are required to document the instruction, services, and supports that are needed to support students with disabilities who are English Learners. This includes documenting the student's Present Level of Performance (PLP) in ELD as evidenced by multiple sources of State, District, and school level data, and providing a description of how a student's ELD level and/or performance impacts the student's progress toward meeting the criteria for reclassification and IEP goals and objectives.

This reference guide outlines the procedures for ELD service provision in the IEP, and the elements of the IEP that will be automatically generated by Welligent for ELs who attend schools that utilize the District Student Information Systems (SIS). This reference guide does not pertain to provision of services or instruction to students in preschool or infant/toddler programs.

PROCEDURES: IEP Meetings

All sections of an IEP that pertain to provision of instruction, services, and/or supports for ELs must be completed at IEP meetings held for a student with disabilities who is classified as Limited English Proficient (LEP) and is in grades TK-12. The following types of IEP meetings require that these procedures are followed:

- Initial IEP meetings
- Annual Review IEP meetings
- Triennial/Three-Year IEP meetings
- Re-evaluation IEP meetings

Special Notes:

1. If an Amendment IEP meeting is being held and the areas of the IEP discussed include an EL student's Present Level of Performance in an academic or nonacademic area involving literacy skills (reading, writing, listening, or speaking), these IEP sections may also need to be reviewed and/or updated.
2. If a Final IEP, No Longer Eligible IEP, Not Eligible Initial IEP is being held and the effective date is the same date as the IEP meeting, the IEP team will need to Open and Save/Close both the Present Level of Performance (PLP) and the ELD goal page that will be automatically created by Welligent. If the IEP contains No Longer Eligible with a future effective date, IEP pages 3 and 5 must still follow the guidelines set forth in this reference guide.



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PROCEDURES (cont.):

Required ELD Present Level of Performance, Goal, and Incremental Objectives

Progress toward reclassification as Fluent English Proficient is defined by a student increasing his/her ELD level each year and by increasing standards-based proficiency as measured by scores on CST, CMA, or CAPA (or CAHSEE in high school) and course marks/grades in English language arts.

- Elementary (grades TK-5/6): A student's ELD level is determined by the criteria on the ELD portfolio. For more information on the elementary ELD portfolio, see REF-835, "Documenting Ongoing ELD Progress Using the Elementary ELD Assessment Portfolio," dated 2/23/2004.
- Secondary (grades 6-12+): A student's ELD level is defined as the Overall Score on the California English Language Development Test (CELDT) from the last administration, or by the score on the Communication Observation Matrix (COM).

An annual ELD Present Level of Performance (PLP), ELD goal, and incremental objectives are required in an annual or triennial IEP for any EL with disabilities who did not increase his/her ELD level in the previous twelve (12) months.

However, it is recommended that the IEP team include the annual ELD goal/objectives for any ELs with disabilities whose ELD level has increased but has yet to meet the criteria for reclassification.

Steps for Completing the IEP for English Learners

1. Retrieve Historical Data from Elementary or Secondary SIS

The following information will be needed from SIS to complete the student's IEP:

- Language Classification: only students who are Limited English Proficient (LEP) are English Learners
- Date of First U.S. Enrollment
- Date of most recent CELDT administration (Initial or Annual CELDT)
- Overall CELDT Score from most recent administration
- CELDT Subscores from most recent administration (reading, writing, listening, and speaking)
- Most recent CST/CMA or CAPA English Language Arts score
- Scores from District Periodic Assessments in English/Language Arts from current year and previous year
- Elementary and Secondary ELD Level (from ELD portfolio)
- Elementary Reading and Writing marks from most recent reporting period
- Secondary English final grade from previous semester

Note: For schools that do not utilize SIS and/or non-connected schools (e.g., charter schools, nonpublic schools) or for students who are new to LAUSD, the above information must be gathered through cumulative records review.



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PROCEDURES (cont.):

2. IEP Section B: Verify Student’s EL Status (IEP Page 1)

Section B: Student Information					
Date of Birth	<input type="text"/>	Age	<input type="text"/>	Grade	<input type="text"/>
Gender	<input type="radio"/> Male	<input type="radio"/> Female	Limited English Proficient Student	<input checked="" type="radio"/> Yes	<input type="radio"/> No

For schools that utilize SIS, the radio button for “Limited English Proficient Student-Yes” will be automatically populated for any student who was initially classified as an English Learner and who has not yet met the criteria for reclassification.

3. Complete IEP Section C: Language Acquisition (IEP Page 2)

Section C: Language Acquisition			
Language Classification:	<input type="text" value="Limited English Proficient"/>	Start Date:	<input type="text"/>
		Reclassification Date:	<input type="text"/>
Parent Waiver:	Yes <input type="radio"/> No <input type="radio"/>		
Elementary English Language Development Level:	<input type="text"/>	Start Date:	<input type="text"/>
Secondary English Language Development Level:	<input type="text"/>	Start Date:	<input type="text"/>
Communication Observation Matrix Level:	<input type="text"/>	Start Date:	<input type="text"/>

The Welligent fields in Section C have been changed to align to the District’s *Master Plan for English Learners*. For schools that utilize either elementary or secondary SIS, fields denoted with an asterisk (*) will be pre-populated (automatically generated) into Welligent.

- a. Language Classification*: Only students who are classified as “Limited English Proficient” are designated as ELs. Other entries here include “English Only,” “Initially Fluent English Proficient,” and “Redesignated Fluent English Proficient.”
- b. Start Date*: The date the student was first eligible under this language classification.
- c. Reclassification Date*: If the student has already met the District criteria for reclassification, the date upon which the student reclassified should be noted in this field.
- d. Parent Waiver*: If the parent has a signed, current, and valid Parental Exception Waiver form on file with the current school of attendance, the “yes” radio button should be selected. If not, select “no.”
- e. Elementary English Language Development Level*: This number (from 1 to 5) corresponds to the last Elementary ELD Portfolio level completed.
 - i. Start Date: Date student reached the corresponding elementary ELD level.
- f. Secondary English Language Development Level*: This corresponds to the Overall CELDT score (SSIS field 340).
 - i. Start Date: Date of last CELDT administration.
- g. Communication Observation Matrix Level: By IEP team decision, EL students with significant cognitive disabilities and limited or no verbal skills may be administered the Communication Observation Matrix (COM) in lieu of CELDT. This IEP field corresponds to the overall level achieved on the last administration of the COM. This information can be obtained from Elementary of Secondary SIS, field 776 (when COM is administered in English) or 779 (when COM is administered in the primary language). If no data exists in SIS,



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PROCEDURES (cont.):


the student’s score report in the cumulative folder should be used to obtain the COM level.

4. Complete IEP Section D: Goal Achievement from Current IEP (IEP Page 2)

Section D: Goal Achievement from Current IEP				
Goal for: <i>(example - Reading)</i>	Achieved		If No, explain the reason the goal/objective was not achieved	
	Yes	No		
1.	<input type="radio"/>	<input type="radio"/>		
Objective 1 met	<input type="radio"/>	<input type="radio"/>		
Objective 2 met	<input type="radio"/>	<input type="radio"/>		

- If the last IEP contained an ELD goal on the Master Plan, page 2 of 2, report progress on that goal and the two incremental objectives.
- If the last IEP contained an ELD goal in Section G (IEP page 5), report progress on that goal.
- The reason for any goal or objective not achieved should include substantive data on the percentage of the goal achieved using scores from CELDT and classroom assessments. It is unacceptable to state “more time needed” or “not observed” as a reason for a student not achieving a goal or objective. Example reasons include the following:
 - “Can only demonstrate 50% of time on 1/3 occasions”
 - “Overall score of 1 on CELDT”
 - “Cannot do independently or on assessments”
 - “Requires direct teacher support”

5. Complete IEP Section E: Present Level of Performance (IEP Page 3)

Section E: Present Level of Performance	
Performance Area:	<input type="text"/>
Assessment/Monitoring Process Used:	<input type="text"/>
State/District Assessment Results:	<input type="text"/>
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): 	<input type="text"/>

For schools that utilize either elementary or secondary SIS, fields denoted with an asterisk (*) will be pre-populated into Welligent.

- Performance Area:* English Language Development (do not abbreviate)
- Assessment Monitoring Process Used: CELDT or COM
- State/District Assessment Results*: CELDT Date, Overall Score, Subscores: Reading (R), Writing (W), Listening (L), and Speaking (S) and CST/CMA/CAPA English Language Arts scores
- Current Performance Summary: Provide a narrative description of the student’s present level of performance in each literacy domain (reading, writing, listening, and speaking):
 - strengths in ELD literacy domain(s)



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PROCEDURES (cont.):

- areas of need in ELD literacy domain(s), including recommended instruction, services, accommodations or modifications, and/or a recommendation for primary language support (if appropriate); and
- a statement of the impact of disability on progress toward reclassification as Fluent English Proficient. Example impact statements include the following:
 - “Student’s specific learning disability impairs decoding and automaticity and impacts progress toward meeting grade level standards and reclassification as fluent English proficient.”
 - “Student’s intellectual disability impairs writing fluency at the paragraph level and impacts progress toward meeting grade level standards and reclassification as fluent English proficient.”

6. Complete IEP Section G: Annual Goals and Objectives (IEP Page 5)

Section G: Annual Goals and Objectives	
Performance Area:	English Language Development
Annual Goal #	[] G []
<div style="border: 1px solid black; min-height: 40px;"></div>	
Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.	
Methods of Evaluation: <input type="checkbox"/> State Assessments <input type="checkbox"/> Norm Referenced <input type="checkbox"/> Criterion Referenced <input type="checkbox"/> Curriculum Based <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Work Samples <input type="checkbox"/> Informal <input type="checkbox"/> Other: <input style="width: 100px;" type="text"/>	
Incremental objective #1 related to the goal: <div style="border: 1px solid black; height: 50px; min-height: 40px;"></div>	Incremental objective #2 related to the goal: <div style="border: 1px solid black; height: 50px; min-height: 40px;"></div>
Date to be achieved [] [] MO/YR	Date to be achieved [] [] MO/YR

In the event that a student’s ELD level does not increase by at least one in the previous twelve (12) months, an IEP Page 5 will be automatically generated by Welligent for an annual goal for ELD. The page must be completed in its entirety and the page must be saved to the document in order to complete/lock the IEP. An error message will be generated if the ELD IEP Goal page has not been completed.

- a. Performance Area:* English Language Development (do not abbreviate)
- b. Annual Goal: The annual goal must be aligned to the 2012 California English Language Development Standards for the student’s grade level. The goal should be aligned to the literacy domain (reading, writing, listening, or speaking) in which the student has the most difficulty as evidenced by CELDT/COM. The goal must specify the target content, intensity, frequency, and accuracy level that must be attained. The California ELD Standards are posted online for reference: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>.



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PROCEDURES (cont.):

- c. **Methods of Evaluation:** The box for “State Assessments” must be checked, and at least one other method should be checked. Note: The District does not use norm-referenced tests to evaluate ELD achievement.
- d. **Incremental Objectives:** The incremental objectives must be aligned to the annual ELD goal. The objectives should target one or more literacy domains (reading, writing, listening, or speaking) in which the student has experienced difficulty. Each objective must specify the target content, intensity, frequency, and accuracy level that must be attained, as well as the date by which each objective should be achieved.

In the event that a student’s subscores on CELDT indicate that the student needs significant assistance in more than one literacy domain, IEP teams may elect to write more than one ELD Goal. In that event, the ELD Goal should specify the literacy domain in the Performance Area box (no abbreviations). For example:

- “English Language Development (Writing)”
- “English Language Development (Speaking)”

Progress toward meeting ELD goals must be monitored quarterly and reported to parents/guardians using the criteria outlined on IEP Page 5.

7. Complete IEP Section K: Participation in State and District-wide Assessments (IEP Page 7)

Section K: Participation in State and District-wide Assessments	
CELDT - (Variations, Accommodations or Modifications identified below are applicable)	CELDT Subject ELA
Variations: - Student marks in test booklet (other than responses) including highlighting. For grades K-2, mark with a red ball point pen ONLY; marked test booklets may not be used again	
Accommodations: - Large-print versions; test items enlarged if font larger than required on large-print versions	
Modifications: - Manually coded English or American Sign Language to present test questions	

According to the CDE CELDT Information Guide, “Some students with disabilities may require test variations, accommodations, and/or modifications, or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Prior to testing, [all] accommodations, modifications, and/or alternate assessments must be specified in each student’s IEP or Section 504 Plan.”

The IEP team should discuss the options available and recommend those that are appropriate given the student’s needs. IEP teams should review “Matrix 1: Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (August 2011).” This matrix is available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.



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PROCEDURES (cont.):

- a. Variations: Students may have variations on CELDT if they are used regularly in the classroom. They are not required to be documented on the IEP, but it is recommended.
- b. Accommodations or Modifications: Eligible students shall be permitted to take the CELDT with accommodations or modifications if specified in the eligible student's IEP for use on the examination.

Note: For students on the alternate curriculum who will take the COM as the alternate ELD assessment, nothing is required in Section K regarding ELD assessments. For more information on students to be assessed with the COM, see BUL-3778.0: "Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Language Learners (ELs)."

8. Complete FAPE Offer

The IEP team is required to address provision of services and supports in ELD as part of the offer of FAPE for all ELs with disabilities. The following sections of the FAPE offer may need to address ELD services and supports, depending on student need:

- Instructional Setting: "Special Day Minutes Per Week" section and "Addresses Goals" section
- Accommodations, Modifications, Supports: all areas
- Participation in General Education: If student will receive ELD instruction in the general education classroom, those minutes need to be included in this field.
- Part 2 (Service Grid): If student will receive support from the Resource Specialist Program in addressing ELD goals, those services must be included in the Service Grid. Select either "Reading," "Writing," or "Other," depending on the ELD Goal area.
- Part 3: Percentage of Time Outside of General Education

ATTACHMENT: None

RELATED

RESOURCES:

- LAUSD *Master Plan for English Learners, 2012*
- REF-5994.0: "Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities," dated April 29, 2013.
- REF-835: "Documenting Ongoing ELD Progress Using the Elementary ELD Assessment Portfolio," dated 2/23/2004.
- REF-2025.2: "Development and Implementation of a Learning Center at the Secondary Level," dated October 22, 2007.
- BUL-3778.0: "Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Language Learners (ELs)," dated October 2, 2007.
- REF-5828: "Secondary English Language Development (ELD) Course Codes for Students with Disabilities Participating on the Alternate Curriculum," dated September 10, 2012.



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RELATED RESOURCES (cont.):

- REF-6180.0: “Welligent System New Functionality for the Individualized Education Program,” dated October 14, 2013.

ASSISTANCE:

For assistance or information regarding the provision of instruction of English learners with disabilities into English language development (ELD) courses, please contact the Special Education Service Center Administrator for your Educational Service Center.

For additional questions about ELD curriculum and instruction for students with disabilities, contact the Division of Special Education at (213) 241-6701, or:

Elementary:

Diana Inouye, K-12 Instruction Coordinator, at diana.inouye@lausd.net.

Secondary:

Lisa Regan, K-12 Instruction Coordinator, at lisa.regan@lausd.net.

K-12 Alternate Curriculum Programs:

Nathan Edson, Instructional Specialist, at nathan.edson@lausd.net.