

Friday Memo
May 18, 2018

Upcoming Events – Matthew Duffy

May 18 & 19: Spring Dance Concert, ECHS Theater, 7:30 PM
May 19: African American Commencement Ceremony, Richmond Auditorium, 10:00 AM
May 21: Reclassification Ceremony, Richmond Auditorium, 6:00 PM
May 21: Youth Commission, Helms, 6:30 PM
May 22: African American Student Awards Ceremony, Craneway Pavillion, 6:00 PM
May 23: 2018 Richmond Promise Celebration, Richmond Auditorium, 6:00 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 Ceremony, Richmond Auditorium, 7:00 PM
June 5: DeAnza Graduation Ceremony, Richmond Auditorium, 7:00 PM
June 6: Kennedy Graduation Ceremony, Richmond Auditorium, 7:00 PM
June 7: Richmond High Graduation Ceremony, Richmond Auditorium, 7:00 PM
June 8: Alternative Education Graduation Ceremony, Richmond Auditorium, 7:00 PM
June 9: Pinole Valley Graduation Ceremony, Richmond Auditorium, 11:00 AM
June 9: El Cerrito Graduation Ceremony, Richmond Auditorium, 3:00 PM
June 9: Hercules High Graduation Ceremony, Hercules Football Field, 6:00 PM

Special Education Reports - Steve Collins

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

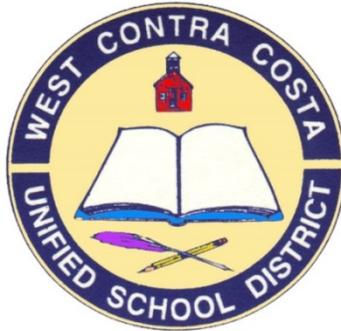
Also, there was a request for data on the ethnic make-up of the special education population and on suspension data. Attached you will find a copy of the latest disproportionality data and a copy of the Fall CASEMIS report.

Public Records Log – Marcus Walton

Included in this week's memo is the log of public records requests received by the district. If 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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INTRODUCTION

This handbook is intended as a resource for district educators in order to support student English learners (ELs) with disabilities to have equitable access to the reclassification process. It is imperative that EL students with disabilities have the same opportunity as their non-disabled EL peers to progress in their English Language Development. It is also critically important that a student's disability does not impede the accurate assessment of their level of English language proficiency. The content and guidelines in this handbook are based in part on those developed by the San Francisco Unified School District, the Ventura County SELPA, and the California Department of Education.

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 his/her educational needs. All members of the IEP team will actively contribute in developing the ELD goals to ensure that each student's needs are met throughout the instructional day.

On SEIS, the following six IEP sections should be completed to adequately address the needs of English Learners (ELs).

A. Information/Eligibility:

- Indicate the **“Student’s Primary Language.”**
- Verify that the student’s **“EL”** status is “yes.” Contact the RAP Center at (510) 307-4590 if there is a discrepancy.
- If **“Interpreter”** is needed, write “yes.”
 - When the District notifies the parent of an EL student of an IEP meeting, the notice will be in the parent’s primary language and will inform the parent of the right to request an interpreter. The District will provide adequate interpreter services at IEP meetings when given notice. Upon parental request, the District will translate IEPs for parents of EL students in a timely fashion.

B. Present Level & Goals:

- In **“Strengths, Preferences, Interests,”** identify the student’s primary and/or dominant language and which language the student prefers to use at school.
- In **“Academic Achievement,”** specify the student’s English Language Development proficiency level and other information including, but not limited to, expressive and receptive language skills.
- In **“Communications/Speech & Language Functioning,”** (**FOR ALL DISABILITIES**), if the student is an EL, it should be specified as part of the overall present levels of performance in communication, including primary language.
- **“Goals”**: For each goal, if the student is an EL, you must specify the language in which the goal will be instructed. Linguistically appropriate goals that support a student’s English Language Development are required for all students identified as ELs.

C. Special Factors:

- 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, reading and writing. (May be provided in general or Special Education setting.) Remember that English Language Mainstreaming (ELM) is not offered in elementary grades in our District.

D. Statewide Assessments:

- This page notes how the student will take the California English Language Development Test (“CELDT”), with or without accommodations or modifications, or alternate assessments. If the student cannot meaningfully take any portion of the CELDT, note how the student’s ELD level will be determined using an alternate assessment. If an alternate assessment is used, the student must be assessed in all areas, including listening, speaking, reading and writing. A combination of assessment tools may be used to get measures for all areas. Please be aware that the new English Language Proficiency Assessments for California (“ELPAC”) will be replacing the CELDT starting in 2017.
- Indicate “**Accommodations and/or modifications.**”
 - See attachment “B” for *Testing Variations, Accommodations, and Modifications.*
 - See attachment “C” for commonly administered language proficiency tests and possible alternate assessments.
 - See attachment “D” for *Participation Criteria for Alternate Assessments.* This form must be completed in order to use an alternate assessment.

E. Services – Offer of FAPE:

- Make sure “**Supplementary Aid**” section includes appropriate accommodations for ELs.

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 4th 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 consults with the speech pathologist or school psychologist as appropriate and plans for additional alternate assessments as needed and obtains parent consent. The team may engage the SST teams at their sites in this process.
- C.** Reclassification of English Learners should be considered at minimum each year during the student’s annual IEP (can also be considered at an amendment IEP meeting if deemed necessary). In order to consider reclassification, the IEP team should be expanded to include site or district staff with expertise in ELD and the reclassification process (such as a credentialed individual with a CLAD or BCLAD who also helps oversee the site’s reclassification process and/or ELD program, or a representative from the district English Learner Services Office). The school site has the primary responsibility to ensure the student with the IEP has met the reclassification criteria. The English Learner office will review the IEP team’s recommendation as a final step prior to the district approving reclassification for a student.
- D.** Using the “*Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to fluent English Proficient*” (Attachment D), the IEP team considers whether the student’s disability is impacting performance on English language testing.

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.). The “*Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to fluent English Proficient*” form should still be completed and placed in the student’s cumulative folder and in the student’s Special Education file.

ADDITIONAL RESOURCES

CELDT/ELPAC, Section IV *Planning for Students with Disabilities*

Website: www.cde.ca.gov/ta/tg/el/documents/CELDT/ELPAC/ELPAC09sec5.pdf

ATTACHMENT A

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 connections between core content and prior knowledge
- Incorporate pictures, charts, visuals, realia, manipulatives, graphs and graphic organizers
- Emphasize key vocabulary
- Modify speech – slower, expanded, simplified, and repetitive as needed
- Use body language (gestures) and facial expressions
- Use highly contextualized language
- Provide multiple opportunities for oral practice
- Modified/simplified texts and supplemental materials (i.e. visually supported content-area texts)
- Structured tasks and unstructured opportunities for student to use language
- Cooperative learning or group work situations
- Language experience approach (in primary language or English)
- Storytelling activities
- Use alternative assessments, such a portfolios
- Strengthen the connection with primary language and culture
- Preteach/teach class themes/content in primary language
- Preteach class themes in English
- Assign bilingual paraprofessional
- Allow students to act as mediators and facilitators
- Primary language support from bilingual paraprofessional

For explanations or more strategies, please contact English Learner Services at (510) 307-4658



Testing Variations, Accommodations, and Modifications

Matrix Two:

Note: Refer to the *California Code of Regulations*, Title 5, Education (Sections 1200-1225, 11510-11517.5, and 1040-1048) for each specific assessment program for more detail.

Matrix of Variations, Accommodations, and Modifications for Administration of the California High School Exit Examination, California English Language Development Test and the Physical Fitness Test

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	PFT
Administration of the test at the most beneficial time of day to the student	2	2	2
Arithmetic table or formulas (not provided) on the mathematics tests	3	Not Applicable	Not Applicable
Arithmetic table or formulas (not provided) on the science tests	Not Applicable	Not Applicable	Not Applicable
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2	2	Not Applicable
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3	3	Not Applicable
Audio amplification equipment	1	1	1
Braille transcriptions provided by the test contractor	2	2	Not Applicable
Calculator on the mathematics tests	3	Not Applicable	Not Applicable
Calculator on the science tests	Not Applicable	Not Applicable	Not Applicable

All	All pupils may be provided these test variations.
Test Variation (1)	Pupils may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the CELDT, eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	PFT
Colored overlay, mask, or other means to maintain visual attention	1	1	Not Applicable
Dictionary	3	3	Not Applicable
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	2	2	Not Applicable
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe audio recorder, or speech-to-text converter (scribe provides spelling, grammar, and language conventions)	3	3	Not Applicable
Extra time on a test within a testing day	ALL	ALL	ALL
Large-print versions or test items enlarged (not duplicated) to a font size larger than that used on large print versions	2	2	Not Applicable
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1	1	1
Math manipulatives on the mathematics tests	3	Not Applicable	Not Applicable
Manually Coded English or American Sign Language to present test questions and answer options	2 Math	2 Writing	Not Applicable
	3 ELA	3 Reading, Listening, Speaking	
	2 Writing Task		
Math manipulatives on the science tests	Not Applicable	Not Applicable	Not Applicable
Noise buffers (e.g., individual carrel or study enclosure)	1	1	Not Applicable

All	All pupils may be provided these test variations.
Test Variation (1)	Pupils may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the CELDT, eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	PFT
Special lighting or acoustics; special or adaptive furniture	1	1	Not Applicable
Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items	2	2	Not Applicable
Student marks in test booklet (other than responses) including highlighting	ALL	ALL	Not Applicable
Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school	2	2	Not Applicable
Supervised breaks within a section of the test	2	2	Not Applicable
Test administered at home or in hospital by a test examiner	2	2	2
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL	ALL	ALL
Test individual student separately, provided that a test examiner directly supervises the student	1	1	1
Test over more than one day for a test or test part to be administered in a single sitting	2	2	Not Applicable
Test questions and answer options read aloud to student or used audio CD presentation	2 Math	2 Writing	Not Applicable
	3 ELA	3 Reading	
	2 Writing Task		
Test students in a small group setting	ALL	ALL	ALL
Visual magnifying equipment	1	1	Not Applicable

All	All pupils may be provided these test variations.
Test Variation (1)	Pupils may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the CELDT, eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Variations, Accommodations, and Modifications for the CAHSEE, CELDT, and PFT for 2014–15

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	PFT
Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	3	3	Not Applicable
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	2	2	Not Applicable
Unlisted Accommodation	Check with CAHSEE/PFT Office prior to use	Check with CELDT Office prior to use	Check with CAHSEE/PFT Office prior to use
Unlisted Modification	Check with CAHSEE/PFT Office prior to use	Check with CELDT Office prior to use	Check with CAHSEE/PFT Office prior to use

All	All pupils may be provided these test variations.
Test Variation (1)	Pupils may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the CELDT, eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Student Name: _____

DOB: _____

Date: _____

School: _____

Grade: _____

CELDT/ELPAC Participation Criteria for Alternate Assessment

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the CELDT/ELPAC even with variations, accommodations, and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Circle “Agree” or “Disagree” for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environment.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot address the performance level assessed in the CELDT/ELPAC, even with accommodations or modifications.
Agree	Disagree	The decision to participate in the alternate assessment is not based on the amount of time the student is receiving special education services.
Agree	Disagree	The decision to participate in the alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in the alternate assessment is not based on language, cultural, or economic difference.
Agree	Disagree	The decision to participate in the alternate assessment is not based on the deafness/blindness, visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in the alternate assessment is not primarily based on a specific categorical label.
Agree	Disagree	The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of the statements is “Disagree,” the team should consider including the student in the CELDT/ELPAC with the use of any necessary accommodations or modifications.

IEP Team Decision: _____ is eligible for participating in the CELDT/ELPAC.

IEP Team Decision: _____ is **not** eligible for participating in the CELDT/ELPAC

ATTACHMENT D

WORKSHEET FOR IEP TEAM RECOMMENDATION FOR RECLASSIFICATION OF SPECIAL EDUCATION ENGLISH LEARNERS TO FLUENT ENGLISH PROFICIENT

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

Date ____/____/____	Student Name _____	D.O.B. ____/____/____	Student ID# _____
School _____	Grade _____	Case Manager _____	

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: Yes No

(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: VCCALPS Other _____

Overall Score/Level: _____ Listening Score/Level: _____ Speaking Score/Level: _____

Reading Score/Level: _____ Writing Score/Level: _____

Yes

is likely the student is proficient in English.

No N

(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: 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", indicate "yes" to the following statement): The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities.

Yes No (If yes, proceed to section 2. If no, stop here.)

2. Teacher's Evaluation of Student Academic Performance

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

Student met academic performance indicators set by district. Yes No

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.

Yes No- *(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 QAA Other _____ Date(s): _____

English Language Arts/Literacy Score(s)/Level(s): _____

(Note: Score in English Language Arts/Literacy (ELA) must be in a range of scores that corresponds to a performance level or a range within a performance level comparable to the midpoint of the Basic level of the ELA CST – each district may select an exact cut point.)

Student met performance criteria. Yes No, *If yes, proceed to question 4, if no, check all that apply:*

Yes No- Student's Basic Skills assessment scores appear to be commensurate with his/her intellectual ability.

Yes No- Error patterns noted mirror the patterns of errors made by students with the same disability versus a language difference.

Yes No- Student has received ELD services for more than three years and academic progress in ELA is commensurate with that of peers who manifest similar disabilities who are not English learners.

(If any of the above are checked "yes," indicate "yes" to the following statement):

The IEP team has determined that the student has demonstrated an appropriate level of performance in ELA Basic Skills commensurate with his/her abilities.

Yes No

(If yes, proceed to section 4. If no, stop here)

4. Parent Opinion and Consultation

Yes No- The parent/guardian participated in this discussion. Parent comments: _____

If no, an opportunity for parent consultation must be given before a final decision will be made.

5. The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Language Development services. Yes No

Name of ELD Representative who provided input for this discussion: _____

Other team members who participated in the decision making process:

Special Ed Provider _____ LEA Representative _____

This worksheet will be forwarded to the appropriate site or district English Language Reclassification representative. The final decision will be made according to district policy. Parent and Special Education Case Manager will be informed of the decision.

ATTACHMENT E

Instructions for Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient

This form is to be used for the IEP team to consider whether or not to recommend to the district or site level Reclassification team or process that the student be reclassified as Fluent English Proficient (RFEP). It is to be used when the student has not met regular reclassification criteria set by the district, and the team wants to consider whether or not the student's disability is impacting their performance on any of the four criteria for reclassification as per Ed Code 313(D). This form would not be used for a preschool student.

This form can be completed as part of an IEP meeting but only with input from a representative from the department responsible for English Language Development per district policy.

1. English Language Proficiency Assessment

This section considers performance on the CELDT or alternate form of English Language Proficiency assessment (Ventura County Comprehensive Alternate Language Proficiency Survey – VCCALPS). The Ed Code requires that a student may be reclassified only if he/she has achieved an overall proficiency level of Early Advanced or higher on the CELDT. The student must also achieve at intermediate or higher in listening, speaking, reading and writing. If the student met those criteria, check "Yes" and move to question #2.

If the student *did not meet* the required overall level of proficiency on the CELDT and required levels in each of the tests, consider the next two questions. To assist in making a decision fill out the data for the previous year's English assessment as well as the primary assessment data for the current year for students who took an alternate assessment.

- a. If the student's overall proficiency is in the upper end of Intermediate, the team may review other informal measures of proficiency such as teacher and parent reports or observation by an expert in English Language Development. Check "Yes" if the team feels it is likely the student is proficient in English.
- b. If the team feels that the student's disability impacts his or her ability to demonstrate English proficiency, check "Yes" and explain. Possible indicators are that the student demonstrates similar academic deficits in English as well as the primary language, that the student's language development is low in both languages, or error patterns in speaking, reading, and writing are typical of other non-ELs with similar disabilities.

If either of the questions above are checked "Yes," the team may check "Yes" to "The IEP team has determined the student has reached an appropriate level of English Language Proficiency commensurate with his/her abilities" and proceed to #2. If "No," stop here.

2. Teacher's Evaluation of Student Academic Performance

Check the sources of data used by the teacher to evaluate academic performance. If the student met the academic performance indicators set by the district, check "Yes" and proceed to section #3.

If the student *did not meet* the performance indicators set by the district, the team should consider whether it believes that the deficit in academic performance is due to the disability, unrelated to English Language proficiency. Indicators would be similar to those under question #1, for example, the student demonstrates similar deficits as other students with the same disability, or student shows similar performance errors in primary language as well as English. If the team feels that the causative factor is the disability rather the acquisition of English, check "Yes."

If the team checks "Yes" to the above question, the team will also check "Yes" to the statement "The IEP team has determined the student has reached an appropriate level of academic performance commensurate with his/her abilities" and progress to section #3. If "No," stop here.

3. Comparison of Performance in Basic Skills

Indicate the Basic Skills assessment(s) the student has taken and date(s). Local education agencies (LEAs) may identify local assessments they are going to use to determine whether English Learners are meeting academic measures that indicate they are ready to reclassify. LEAs may identify cut scores or a range of scores on the assessment to determine skill levels. LEAs may identify a cut point on the assessment instrument which is comparable to the midpoint of the Basic level of the ELA CST to determine the skill levels. Check with your district to see which local assessment (if any) and the cut point that the district uses. If the student has met the cut point/range in English Language Arts/ Literacy (ELA), check "Yes" and proceed to question #4.

If the student *did not meet* the cut point/range for English Language Arts/Literacy, check all of the following boxes that apply. **If any of those boxes are checked "Yes," the team may also check "Yes" to the statement "Considering the disability, the IEP team has determined that the student has reached an appropriate level of performance in ELA Basic Skills commensurate with his/her abilities." and progress to section #4. If "No," stop here.**

For section 4, there must be evidence that the parent participated in the discussion. It is not required that the parent agrees that the student be reclassified, but they must have the opportunity to participate in the discussion.

4. Parent Opinion and Consultation

Check "Yes" if the parent or guardian participated in the discussion, and note their comments, if any. Parent participation is required as a part of the reclassification process, but parent agreement is not a part of the process.

5. Summary Statement: If all the criteria are met, the team can check the "Yes" box in the summary statement "The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than

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.

ASSESSING STUDENTS WITH DISABILITIES

In accordance with the ED guidance issued in July 2014, the ED requires that all English learners with disabilities participate in the state ELP assessment. Federal law requires that all English learners 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 accommodations
- In the regular state ELP assessment with accommodations determined by the IEP team
- In an alternate assessment aligned with the state ELP standards, if the IEP team determines that the student cannot participate in the regular ELP assessment with or without accommodations

Federal Guidance for Learners with Disabilities

In July 2014, the ED issued new guidance in the form of frequently asked questions (FAQs) regarding English learners with disabilities. The FAQs address:

- General obligations (e.g., all English learners must be assessed)
- Role of the IEP team
- Accommodations and alternate assessments
- Exit from English learner status
- AMAOs

The ED guidance can be found at

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf>.

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 English learners 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 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 English learner with a disability, at an IEP team meeting, this includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in 34 *Code of Federal Regulations (CFR)* Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for English learners with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability (ED July 2014, FAQ#5).
- Ensuring that limited English proficient parents/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 native 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 LEP, 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 English learners, including those with disabilities, participate in the annual state ELP assessment, with or without accommodations, or take an appropriate alternate assessment, if necessary (section 1119[b][7] of the ESEA and section 612[a][16][A] of the IDEA). An IEP Team cannot determine that a particular English learner with a disability should not participate in the annual state ELP assessment (ED July, 2014, FAQ #7).

According to California Code of Regulations, Title 5 (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 annual administration of the CELDT are the responsibilities of the LEA. Most students with disabilities are able to participate effectively on the CELDT. For those students whose disabilities preclude those participating in one or more domains of the CELDT, their IEP teams may recommend accommodations or an alternate assessment. (EC Section 56385, 5 CCR 11516.5 through 11516.7, and the "Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments" [August 2014] at <http://www.cde.ca.gov/ta/tg/ai/caasppmatrix2.asp>).

Modifications are alternate means of assessing the ELP of students with disabilities. Because such alternate means of assessments fundamentally alter what the CELDT 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 CELDT. The LOSS on the CELDT will be used to calculate the AMAOs for Title III 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 CELDT.

In accordance with Title 34, Code of Federal Regulations (34 CFR) 300.304 through 300.305, initial identification for determining whether a student is a student with a disability takes into consideration existing data, which include 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 a student is not able to take the CELDT (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 CELDT are part of 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 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 CELDT results) (34 CFR Section 300.321[a][5]). Identified English learners with disabilities must take the CELDT with any accommodations specified in their IEPs or take appropriate alternate assessments as documented in their IEP every year until they are reclassified.

The sample worksheets provided in the past to assist LEAs and schools in planning for the administration of the CELDT to students with an IEP or Section 504 plan have been condensed into a user-friendly checklist, which is found in Section 1 on pages 13 and 14. Other documents that may assist LEAs in determining how to assess individual students are (1) guidelines for reviewing IEPs and Section 504 plans in Section 1 on page 15; and (2) the Participation Criteria Checklist for Alternate Assessments in Section 1 on page 16.

Selective Mutism

Although the CDE does not make specific recommendations about accommodations or alternate assessments, there have been an increased number of inquiries regarding students identified as selectively mute. Therefore, additional information is being provided for local consideration.

Selective mutism (SM) is an anxiety disorder that is classified under “mental disorders” in the Fifth Edition of the Diagnostic and Statistical Manual of Mental Disorders, (DSM-5). Because of its classification, SM meets the eligibility criteria for necessary accommodations through a Section 504 plan.

A student with SM consistently fails to speak in certain situations (e.g., school); however, the student speaks at other times (e.g., at home or with friends). SM may cause significant interference with educational or communicative functioning. Studies have demonstrated that immigrant and language minority students are at a higher risk of developing SM than native-born students. This diagnosis excludes students who may be uncomfortable with a new language and may select not to speak in specific environments. A nonverbal period of time is to be expected in students acquiring a new language and should, therefore, not be mistaken as SM.

Additional information regarding SM can be found at the following Web sites:

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3538870/> and
<http://www.asha.org/public/speech/disorders/selectivemutism/>

Ventura County Special Education Local Plan Area (SELPA)

Mary E. Samples, Assistant Superintendent

www.venturacountyselpa.com



Ventura County
Comprehensive Alternate
Language Proficiency Survey
for Students with
Moderate-Severe Disabilities
(VCCALPS)

Adapted with permission from the
Orange County Office of Education
Alternate Language Proficiency Instrument (ALPI)

2016

Contact: Joanna Della Gatta, Director,
Technical Support & Transition
805-437-1560

Introduction/Purpose

This survey instrument may be used to assess language proficiency of students with disabilities characterized as moderate or severe. It is for students who, because of their disability, cannot access all or part of the CELDT, and is designed for students who participate in the California Alternate Assessment (CAA). It assesses in all areas required by the California Department of Education, including listening, speaking, reading, and writing. It establishes levels in both the primary language as well as English. If unsure about which English Language Development assessment a student will best respond to, the IEP team may utilize the Worksheet for "CELDT Participation Criteria for Alternate Assessment".

Because students with moderate or severe developmental and intellectual disabilities usually have delays in the areas of general language development and cognition, it often is difficult to establish the level of English language proficiency. Therefore, an analysis of proficiency in English as compared to proficiency in the primary language becomes very informative.

The information from this survey can be used to determine whether the student is considered to be an "English Learner" or a student with disabilities in language and cognition, across languages. Students who are considered to be ELs will receive targeted instruction in ELD, including vocabulary, syntax, grammar, functions and conventions unique to the English language (academic and conversational). Students who are considered to be delayed in any language will receive targeted instruction in general development of language and communication.

Students who are ELs will have at least one IEP goal that addresses English Language Development. All IEP goals must be linguistically appropriate, which means they are at the appropriate EL level. Special consideration must be given to the language of instruction (English or primary language). IEP teams for ELs will include persons with expertise in second language acquisition who understand how to differentiate between limited English proficiency and a disability.

For our students with moderate-severe disabilities, this may mean that they will be taught to make simple requests or express needs first in the primary language, or, that instructions for functional skill activities are given in both English as well as the primary language, (or primary language only).

The VCCALPS can also be used to assist in reclassifying a student to Fully English Proficient (RFEP) who has formerly been considered an EL. For students who perform at low levels in both English and the primary language, the IEP team may recommend to the district English Language Development department that the low proficiency level in English is due to the disability. Although the IEP team may make the recommendation, the final decision about reclassification lies with the ELD Department, with input from parent(s).

For two years following reclassification, students will continue to receive support and monitoring of their English language development.

VCAALPS

Student _____

Date _____

Administrator _____

Listening – Primary Language

VCCALPS

Listening: Provide oral requests in **primary language** only. Describe responses on lines provided, then circle the score which best applies and record in points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

In response to the primary language, the student: **Points**

- | | | | | | | | | |
|---|--|---|------------------------------------|---------------------------------|----------------------------|-------------------------------|-----------------------------|--|
| 1. | Turns head when called (describe):

_____ | [0-5] | | | | | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Never 0-1/5 times</td> <td style="width: 33%;">Rarely 2/5 Times (2 pts)</td> <td style="width: 33%;">Occasionally 3/5 Times (3 pts.)</td> </tr> <tr> <td>Often 4/5 Times (4 pts)</td> <td>Frequently 5/5 Times (5 pts.)</td> <td></td> </tr> </table> | Never 0-1/5 times | Rarely 2/5 Times (2 pts) | Occasionally 3/5 Times (3 pts.) | Often 4/5 Times (4 pts) | Frequently 5/5 Times (5 pts.) | | |
| Never 0-1/5 times | Rarely 2/5 Times (2 pts) | Occasionally 3/5 Times (3 pts.) | | | | | | |
| Often 4/5 Times (4 pts) | Frequently 5/5 Times (5 pts.) | | | | | | | |
| 2. | Identifies body parts by pointing, eye gaze or indicating yes/no to adult model. (May use pictures or have student point to self.) (list):

_____ | [0-5] | | | | | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 16.6%;">0</td> <td style="width: 16.6%;">1 (1 pt.)</td> <td style="width: 16.6%;">2 (2 pts.)</td> <td style="width: 16.6%;">3 (3 pts.)</td> <td style="width: 16.6%;">4 (4 pts.)</td> <td style="width: 16.6%;">5+ (5 pts.)</td> </tr> </table> | 0 | 1 (1 pt.) | 2 (2 pts.) | 3 (3 pts.) | 4 (4 pts.) | 5+ (5 pts.) | |
| 0 | 1 (1 pt.) | 2 (2 pts.) | 3 (3 pts.) | 4 (4 pts.) | 5+ (5 pts.) | | | |
| 3. | Identifies family members/familiar people, by pointing, eye gaze or indicating yes/no to adult model. (May use people or pictures.) (list):

_____ | [0-5] | | | | | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 16.6%;">0</td> <td style="width: 16.6%;">1 (1 pt.)</td> <td style="width: 16.6%;">2-3 (2 pts.)</td> <td style="width: 16.6%;">4-5 (3 pts.)</td> <td style="width: 16.6%;">6-7 (4 pts.)</td> <td style="width: 16.6%;">8+ (5 pts.)</td> </tr> </table> | 0 | 1 (1 pt.) | 2-3 (2 pts.) | 4-5 (3 pts.) | 6-7 (4 pts.) | 8+ (5 pts.) | |
| 0 | 1 (1 pt.) | 2-3 (2 pts.) | 4-5 (3 pts.) | 6-7 (4 pts.) | 8+ (5 pts.) | | | |
| 4. | Identifies foods/food items by pointing, eye gaze or indicating yes/no to adult model (list):

_____ | [0-5] | | | | | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 16.6%;">0</td> <td style="width: 16.6%;">1 (1 pt.)</td> <td style="width: 16.6%;">2-3 (2 pts.)</td> <td style="width: 16.6%;">4-5 (3 pts.)</td> <td style="width: 16.6%;">6-7 (4 pts.)</td> <td style="width: 16.6%;">8+ (5 pts.)</td> </tr> </table> | 0 | 1 (1 pt.) | 2-3 (2 pts.) | 4-5 (3 pts.) | 6-7 (4 pts.) | 8+ (5 pts.) | |
| 0 | 1 (1 pt.) | 2-3 (2 pts.) | 4-5 (3 pts.) | 6-7 (4 pts.) | 8+ (5 pts.) | | | |
| 5. | Responds to commands (record highest level obtained):

_____ | [0-5] | | | | | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">1 part command with light physical prompt (1 pt.)</td> <td style="width: 33%;">1 part with visual prompt (2 pts.)</td> <td style="width: 33%;">[0-5]</td> </tr> <tr> <td>1 part, no visual (3 pts.)</td> <td>2 part, visual (4 pts.)</td> <td>2 part, no visual. (5 pts.)</td> </tr> </table> | 1 part command with light physical prompt (1 pt.) | 1 part with visual prompt (2 pts.) | [0-5] | 1 part, no visual (3 pts.) | 2 part, visual (4 pts.) | 2 part, no visual. (5 pts.) | |
| 1 part command with light physical prompt (1 pt.) | 1 part with visual prompt (2 pts.) | [0-5] | | | | | | |
| 1 part, no visual (3 pts.) | 2 part, visual (4 pts.) | 2 part, no visual. (5 pts.) | | | | | | |

Total Listening Points (Primary) _____ **[0-25]**

Student _____

Date _____

Administrator _____

Speaking – Primary Language

VCCALPS

Speaking: Use input from people who know the student (parents, siblings, teachers). Describe on lines provided, then circle the score which best applies and record in the points column.

In the primary language:

Points

1. Student indicates toileting needs (describe): _____

Not at all (0pts) Gestures (1 pt) Vocalizations (2pts) Word (primary language)(3 pts)
Phrase (primary language)(4 pts) Sentence (primary language)(5pts)

[0-5]

2. Student indicates need for assistance (i.e., more of an item, physical help, negotiations, etc.)(describe):

Not at all (0pts) Gestures (1 pt) Vocalizations (2pts) Word (primary language)(3 pts)
Phrase (primary language)(4 pts) Sentence (primary language)(5pts)

[0-5]

3. Student uses words in primary language (list): _____

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+(5 pts.)

[0-5]

4. Student uses phrases in primary language (may not be semantically correct) (list): _____

0 2 word phrase (2 pt.) 3 word phrase (3 pts.) 4 word phrase (4 pts.)
5 word phrase or more (5 pts.)

[0-5]

5. Student uses complete sentences in primary language (may not be semantically correct) (list): _____

0 1 sentence (1 pt.) 2 sentences (2 pts.) 3 sentences (3 pts.)
4 sentences (4 pts.) 5 sentences or more (5 pts.)

[0-5]

NOTE: If student uses an augmentative communication system, records words or phrases used in the primary language (if any).

Total Speaking Points (Primary) _____ [0-25]

Student _____

Date _____

Administrator _____

Reading – Primary Language

VCCALPS

Reading: Present student with text in primary language. Present directions in both English and primary language. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Matches letter or character when presented with choice of two in primary language (pointing, eye gaze, or indicating yes/no to adult model). Present at least 10 trials (list):

0 2 correct (1 pt.) 4 correct (2 pts.) 6 correct (3pts) 8 correct (4pts) 10 correct (5 pts.) [0-5]

2. Indicates sounds of letters/meaning of characters in primary alphabet (making sound or indicating yes/no to adult model) (ie, "What sound does this make?") (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

3. Matches word from primary language when presented with choice of two to match with. Present at least 5 trials of different words (matching, pointing, or eye gaze) (ie, "Which word is the same?") (list):

0 1 correct (1pt) 2 correct(2pts) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts) [0-5]

4. When presented with two words in primary language indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5]

5. Reads sight words in primary language (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

Total Reading Points (Primary) _____ [0-25]

Reading/Primary Language

Student _____

Date _____

Administrator _____

Speaking – English

VCCALPS

Speaking: Use input from people who know the student (parents, siblings, teachers). Describe on lines provided, then circle the score which best applies and record in the points column.

In English:

Points

1. Student indicates toileting needs (describe): _____

Not at all (0 pts) Gestures (1 pt) Vocalizations (2pts) Word (English)(3 pts) [0-5]
Phrase (English)(4 pts) Sentence (English)(5pts)

2. Student indicates need for assistance (i.e., more of an item, physical help, negations, etc.)(describe):

Not at all (0pts) Gestures (1 pt) Vocalizations (2pts) Word (English)(3 pts) [0-5]
Phrase (English)(4 pts) Sentence (English)(5pts)

3. Student uses words in English (list): _____

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+(5 pts.) [0-5]

4. Student uses phrases in English (may not be semantically correct)(list): _____

0 2 word phrase (2 pt.) 3 word phrase (3 pts.) 4 word phrase (4 pts.) [0-5]
5 word phrase or more (5 pts.)

5. Student uses complete sentences in English (list): _____

0 1 sentence (1 pt.) 2 sentences (2 pts.) 3 sentences (3 pts.) [0-5]
4 sentences (4 pts.) 5 sentences or more (5 pts.)

NOTE: If student uses an augmentative communication system, records words or phrases used in English (if any).

Total Speaking Points (English) _____ [0-25]

Speaking/English

Student _____

Date _____

Administrator _____

Reading – English

VCCALPS

Reading: Present all text in English. Present directions in both English and primary language. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Matches letter or character when presented with choice of two in English (pointing, eye gaze, or indicating yes/no to adult model). Present at least 10 trials (list):

0 2 correct (1 pt.) 4 correct (2 pts.) 6 correct (3pts) 8 correct (4pts) 10 correct (5 pts.) [0-5]

2. Indicates sounds of letters/meaning of characters in English alphabet (making sound or indicating yes/no to adult model) (ie, "What sound does this make?") (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

3. Matches word from English when presented with choice of two to match with. Present at least 5 trials of different words (matching, pointing, or eye gaze) (ie, Which word is the same?) (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5]

4. When presented with two words in English indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5]

5. Reads sight words in English (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

Total Reading Points (English) _____ [0-25]

Reading/English

Student _____

Date _____

Administrator _____

Writing – Primary Language

VCCALPS

Writing: Present student with directions in primary language and English. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Traces letters/characters in primary language (present at least ten - include any letters unique to primary language) (list):

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

2. Copies/types letters/characters minimally legibly in primary language when presented with model (present at least ten) (list):

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

3. Prints letters from model minimally legibly when shown briefly and then removed (list):

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

4. Prints/types/stamps alphabet letters/characters in primary language when read aloud (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.)

[0-5]

5. Writes/types words in primary language (either words read aloud or word he/she chooses) (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.)

[0-5]

Total Writing Points (Primary)

[0-25]

Discipline Disproportionality Data for West Contra Costa Unified School District 2017–2018

CDS Code	0761796	Special Education Local Plan Area	West Contra Costa Unified (0712)
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Any Discipline	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	14	204	192	13	1	33
General Education	66	4,582	5,069	15,130	872	205	3,129
Risk Ratio (Max=3)	NC	0.17	3.80	0.66	0.94	NC	0.64
Disproportionate?	No	No	Yes	No	No	No	No

Greater than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	0	0	0	0	0
Risk Ratio (Max=3)	NC	NC	NC	NC	NC	NC	NC
Disproportionate?	No	No	No	No	No	No	No

Greater than 10 days Out of School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	0	0	14	11	0	0	0
Risk Ratio (Max=3)	NC	NC	6.02	0.72	NC	NC	NC
Disproportionate?	No	No	Yes	No	No	No	No

Less than 10 days In-School	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students Disciplined	1	0	8	9	2	0	5
Risk Ratio (Max=3)	NC	NC	1.08	0.33	0.00	NC	1.00
Disproportionate?	No	No	No	No	No	No	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

Disproportionality Data for Indicator 9 and 10 for West Contra Costa Unified School District
 2017–2018

CDS Code	0761796	Special Education Local Plan Area	West Contra Costa Unified (0712)
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Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	13	295	823	1,841	146	16	348
General Education	76	4,561	4,889	15,201	914	217	3,223
Risk Ratio (Max 3)	1.43	0.50	1.53	1.02	1.35	0.61	0.89
Disproportionate?	No	No	No	No	No	No	No

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.

Autism	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	82	75	148	28	1	62
Risk Ratio (Max 3)	NC	1.40	1.16	0.54	2.34	NC	1.49
Disproportionate?	No	No	No	No	No	No	No

Emotional Disturbance	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	0	30	11	6	0	8
Risk Ratio (Max 3)	NC	NC	5.94	0.23	1.71	NC	0.78
Disproportionate?	No	No	Yes	No	No	No	No

Intellectual Disabilities	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	1	23	76	152	8	2	12
Risk Ratio (Max 3)	NC	0.49	1.90	1.14	1.34	0.00	0.37
Disproportionate?	No	No	No	No	No	No	No

Other Health Impairments	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	0	8	59	79	10	1	30
Risk Ratio (Max 3)	NC	0.11	2.28	0.67	1.74	NC	1.53
Disproportionate?	No	No	No	No	No	No	No

Specific Learning Disability	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	8	94	462	1,027	66	8	156
Risk Ratio (Max 3)	2.21	0.29	1.68	1.18	1.16	0.77	0.75
Disproportionate?	No	No	No	No	No	No	No

Speech or Language Impairment	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Students with Disabilities	3	54	81	290	22	2	55
Risk Ratio (Max 3)	0.00	0.64	0.94	1.22	1.40	0.00	0.98
Disproportionate?	No	No	No	No	No	No	No

Special Education Annual Data Comparison Report

SELPA: 0712 West Contra Costa Unified SELPA WEST CONTRA COSTA UNIFIED (0761796)
 Disability

	ID	HH	DEAF	SLI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
De2002	299	54	22	1,738	52	90	67	44	2,317	1	147	106	8	4,945
De2003	303	54	21	1,747	53	92	68	50	2,315	1	125	119	10	4,958
De2004	317	57	21	1,772	59	87	70	65	2,135	1	130	146	10	4,870
De2005	313	55	13	1,759	59	71	68	62	2,091	0	102	157	7	4,757
De2006	316	60	18	1,671	55	62	69	67	1,963	0	92	188	8	4,569
De2007	309	63	21	1,663	50	70	74	82	1,876	0	56	218	10	4,492
De2008	309	82	22	1,571	47	61	105	94	1,820	1	42	239	13	4,406
De2009	310	98	21	1,438	45	51	110	80	1,756	0	41	244	6	4,200
De2010	325	99	22	1,448	46	62	95	89	1,650	0	39	245	6	4,126
De2011	330	111	14	1,419	52	62	91	102	1,650	0	32	252	5	4,120
De2012	322	114	12	1,315	55	71	93	106	1,715	1	21	304	4	4,133
De2013	305	123	13	1,148	55	57	97	127	1,776	0	19	350	6	4,076
De2014	314	112	13	1,114	51	58	93	149	1,853	0	20	372	3	4,152
De2015	308	107	17	998	52	75	92	157	1,878	0	15	418	2	4,119
De2016	288	106	22	957	46	66	81	170	1,888	3	17	461	3	4,108
De2017	281	99	21	947	41	60	81	197	1,821	3	19	535	5	4,110
	-7	-7	-1	-10	-5	-6		27	-67		2	74	2	
%	-2.43	-6.60	-4.54	-1.04	-10.86	-9.09		15.88	-3.54		11.76	16.05	66.66	***.***

	Grade																Total	
	Inf	Pres	Kndr	1	2	3	4	5	6	7	8	9	10	11	12	Ungr		Oth
De2002	63	460	264	307	343	357	376	353	395	383	358	361	307	271	239	8	100	4,945
De2003	70	439	254	295	320	366	372	392	370	379	334	377	341	293	251	3	102	4,958
De2004	76	465	260	297	322	364	341	359	377	323	335	330	352	306	268	1	94	4,870
De2005	66	428	241	337	432	234	364	354	350	322	300	323	322	306	363	0	15	4,757
De2006	58	370	239	301	321	367	327	334	341	306	307	285	325	307	355	0	26	4,569
De2007	46	323	258	308	328	351	360	327	327	312	302	307	288	293	274	0	88	4,492
De2008	71	318	193	304	307	356	339	384	294	298	301	276	312	270	282	0	101	4,406
De2009	62	363	207	232	317	293	328	320	332	274	268	261	250	286	289	0	118	4,200
De2010	61	407	175	263	261	326	293	332	296	304	251	264	255	243	273	0	122	4,126
De2011	66	404	201	239	285	280	307	293	329	296	292	219	254	249	283	1	122	4,120
De2012	61	403	254	247	261	294	291	319	276	308	297	272	223	238	251	0	138	4,133
De2013	51	391	277	245	282	270	267	296	300	254	298	266	268	224	236	0	151	4,076
De2014	61	406	269	254	296	305	263	296	284	297	254	271	248	256	215	1	176	4,152
De2015	62	369	281	214	278	304	304	260	291	258	287	238	284	265	243	0	181	4,119
De2016	57	375	413	118	229	285	322	314	252	267	267	271	242	278	255	0	163	4,108

* Circles indicate a change of population that needs to be examined and explained.

Special Education Annual Data Comparison Report

De2017	57	434	254	230	261	274	287	330	320	233	254	252	264	228	270	1	161	4,110
	59	-159	112	32	-11	-35	16	68	-34	-13	-19	22	-50	15	1	-2		
%	15.73	-38.49	94.91	13.97	-3.85	-10.86	5.09	26.98	-12.73	-4.86	-7.01	9.09	-17.98	5.88	***. **	-1.22		

* Circles indicate a change of population that needs to be examined and explained.

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SELPA Level Aggregated

0712

West Contra Costa Unified SELPA

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Age and Disability

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Age	ID	HH	DEAF	SLI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
1	0	6	0	4	0	0	0	0	0	0	0	0	0	10
2	0	3	3	37	0	0	1	0	0	0	2	0	0	46
3	1	4	0	117	3	1	1	3	0	0	3	43	0	176
4	3	5	3	159	0	0	4	8	0	1	1	54	0	238
5	3	3	2	125	4	0	2	7	2	0	1	44	0	193
6	5	4	0	141	2	1	5	11	7	0	3	42	0	221
7	15	5	1	121	4	3	6	11	41	0	0	41	1	249
8	9	8	1	88	5	1	5	12	96	0	1	46	0	272
9	16	11	2	62	2	2	3	13	139	2	0	37	0	289
10	24	8	1	38	3	5	9	15	181	0	0	34	0	318
11	19	6	1	21	4	3	5	22	207	0	0	33	0	321
12	17	6	0	11	1	4	4	13	184	0	2	21	1	264
13	19	5	1	6	1	9	2	12	149	0	1	26	0	231
14	19	2	2	8	1	4	4	17	168	0	1	19	0	245
15	20	9	1	3	1	8	5	13	179	0	0	21	3	263
16	18	5	0	2	2	5	3	18	171	0	0	22	0	246
17	20	0	0	2	2	8	5	12	182	0	1	16	0	248
18	20	6	0	2	2	6	7	6	83	0	1	11	0	144
19	14	0	3	0	1	0	1	1	20	0	0	6	0	46
20	15	0	0	0	3	0	2	2	6	0	0	9	0	37
21	18	1	0	0	0	0	3	0	6	0	2	7	0	37
22	6	0	0	0	0	0	4	1	0	0	0	3	0	14
TOTAL	281	99	21	947	41	60	81	197	1,821	3	19	535	5	4,110

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Age and Ethnicity

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Age	Nat Amer	Asian	Pac Isl	Multi	Hispanic	African Am	White	Total
0	0	1	0	0	1	0	0	2
1	0	2	1	1	6	0	0	10
2	0	8	0	0	32	3	3	46
3	1	27	2	6	100	31	9	176
4	0	22	0	15	150	39	12	238
5	0	11	0	15	117	31	19	193
6	2	21	3	12	129	40	14	221
7	2	21	0	20	150	40	16	249
8	0	33	2	15	151	45	26	272
9	2	19	1	16	164	56	31	289
10	1	25	1	7	182	59	43	318
11	2	25	1	12	172	84	25	321
12	0	27	3	11	140	50	33	264
13	1	9	1	8	121	74	17	231
14	0	16	0	11	113	74	31	245
15	1	16	0	6	133	77	30	263
16	1	26	3	13	108	66	29	246
17	0	16	0	9	129	75	19	248
18	2	11	0	10	67	42	12	144
19	0	5	0	0	23	15	3	46
20	0	5	0	2	14	12	4	37
21	0	4	1	0	18	10	4	37
22	0	2	0	0	7	3	2	14
Total	15	352	19	189	2,227	926	382	4110

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Age and Grade

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Age	Inf.	Pres.	Kndr.	1	2	3	4	5	6	7	8	9	10	11	12	Ungr.	Oth	Total
0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
1	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
2	41	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	46
3	4	172	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	176
4	0	238	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	238
5	0	19	174	0	0	0	0	0	0	0	0	0	0	0	0	0	0	193
6	0	0	73	148	0	0	0	0	0	0	0	0	0	0	0	0	0	221
7	0	0	7	82	160	0	0	0	0	0	0	0	0	0	0	0	0	249
8	0	0	0	0	99	173	0	0	0	0	0	0	0	0	0	0	0	272
9	0	0	0	0	2	94	193	0	0	0	0	0	0	0	0	0	0	289
10	0	0	0	0	0	7	92	218	1	0	0	0	0	0	0	0	0	318
11	0	0	0	0	0	0	2	109	210	0	0	0	0	0	0	0	0	321
12	0	0	0	0	0	0	0	3	107	153	1	0	0	0	0	0	0	264
13	0	0	0	0	0	0	0	0	2	76	153	0	0	0	0	0	0	231
14	0	0	0	0	0	0	0	0	0	4	93	147	1	0	0	0	0	245
15	0	0	0	0	0	0	0	0	0	0	7	94	162	0	0	0	0	263
16	0	0	0	0	0	0	0	0	0	0	0	11	93	142	0	0	0	246
17	0	0	0	0	0	0	0	0	0	0	0	0	8	82	157	0	1	248
18	0	0	0	0	0	0	0	0	0	0	0	0	0	4	105	0	35	144
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	1	38	46
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	36	37
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	37	37
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	14

Total																		
57	24	254	230	261	274	287	330	320	233	254	252	264	228	270	1	161	4110	

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Grade and Ethnicity

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Grade	Nat Amer	Asian	Pac Isl	Multi	Hispanic	African Am	White	Total
Infant	0	11	1	1	36	4	4	57
Presch	1	50	2	21	267	69	24	434
Kinder	1	14	2	19	148	48	22	254
One	1	24	1	13	145	36	10	230
Two	2	27	2	23	138	47	22	261
Three	1	34	2	12	157	42	26	274
Four	1	14	0	12	163	55	42	287
Five	3	26	1	10	194	63	33	330
Six	0	22	1	13	166	86	32	320
Seven	0	26	2	8	126	49	22	233
Eight	1	8	1	12	122	81	29	254
Nine	1	16	0	9	121	79	26	252
Ten	1	18	1	11	133	68	32	264
Eleven	0	24	2	7	108	66	21	228
Twelve	1	20	0	15	132	81	21	270
Other	1	18	1	3	70	52	16	161
Ungrade	0	0	0	0	1	0	0	1

Total :	15	352	19	189	2,227	926	382	4,110
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Ethnicity and Disability

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Major Ethnic Group	ID	HH	DEAF	SLI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
Native American	1	0	0	3	1	0	0	0	9	0	1	0	0	15
Asian	24	22	5	83	6	0	7	9	91	0	4	100	1	352
Pacific Islander	2	1	0	3	1	0	1	1	8	0	0	2	0	19
Multi	9	4	1	47	0	6	2	10	66	0	0	44	0	189
Hispanic	155	53	14	593	21	11	46	83	1,028	1	9	211	2	2,227
African-American	77	13	0	144	8	34	15	64	462	0	3	105	1	926
White	13	6	1	74	4	9	10	30	157	2	2	73	1	382
TOTAL	281	99	21	947	41	60	81	197	1,821	3	19	535	5	4,110

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Service and Disability

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Service Desc	ID	HH	DF	SLI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
210 Family training, counseling,	0	13	2	47	1	0	1	0	0	0	2	2	0	68
220 Medical services (for evaluation	0	0	0	0	0	0	0	0	0	0	0	0	0	0
230 Nutrition services (0-2 only)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
240 Service coordination (0-2 only)	0	13	2	47	1	0	1	0	0	0	2	2	0	68
250 Special instruction (0-2 only)	0	8	2	45	1	0	1	0	0	0	1	2	0	60
260 Special education aide in	0	0	0	0	0	0	0	0	0	0	0	0	0	0
270 Respite care services (ages 0-2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
330 Specialized Academic	279	42	18	78	28	59	78	194	1,816	3	17	521	5	3138
340 Intensive Individual Services	15	1	1	7	11	2	40	27	9	3	3	81	1	201
350 Individual and small group	0	0	0	0	0	0	0	0	0	0	0	0	0	0
415 Language and speech	163	42	18	905	18	11	54	75	409	3	15	459	1	2173
425 Adapted physical education	7	0	0	1	3	0	18	2	1	0	4	5	0	41
435 Health and nursing -	2	0	0	1	3	0	11	12	2	1	5	6	0	43
436 Health and nursing - other	14	2	0	8	10	1	25	32	18	3	10	14	1	138
445 Assistive technology services	33	5	2	6	9	1	49	14	34	1	5	51	0	210
450 Occupational therapy	85	11	6	162	14	6	36	54	102	1	11	297	0	785
460 Physical therapy	7	0	0	3	4	0	28	12	0	2	7	4	0	67
510 Individual counseling	6	2	0	3	0	28	1	34	82	0	0	9	1	166
515 Counseling and guidance	3	2	0	0	1	35	0	31	47	0	0	4	0	123
520 Parent counseling	0	0	0	0	0	12	0	6	9	0	0	0	0	27
525 Social work services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
530 Psychological services	0	0	0	0	0	0	0	1	1	0	0	2	0	4
535 Behavior intervention services	0	0	0	0	0	0	0	3	2	0	0	12	0	17
540 Day treatment services	0	0	0	0	0	1	0	0	0	0	0	0	0	1
545 Residential treatment services	1	0	0	0	0	1	0	1	1	0	0	0	0	4
610 Specialized services for low	0	0	0	0	0	0	0	0	0	0	0	0	0	0
710 Specialized deaf and hard of	2	91	18	0	1	0	2	1	2	3	2	0	0	122

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Service and Disability

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Service Desc	ID	HH	DF	SLI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
715 Interpreter services	0	3	8	0	0	0	0	0	0	0	0	0	0	11
720 Audiological services	0	13	2	0	0	0	0	0	0	0	2	0	0	17
725 Specialized vision services	1	1	1	3	41	0	23	11	1	3	5	0	1	91
730 Orientation and mobility	0	0	0	0	11	0	6	1	0	1	0	0	0	19
735 Braille transcription	0	0	0	0	3	0	1	0	0	0	0	0	0	4
740 Specialized orthopedic services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
745 Reader services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
750 Note taking services	0	1	0	0	0	0	0	0	0	0	0	0	0	1
755 Transcription services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
760 Recreation services, includes	0	0	0	0	0	0	0	0	0	0	0	0	0	0
820 College awareness/preparation	31	12	40	5	5	17	8	45	493	0	0	26	2	644
830 Vocational assessment,	38	1	0	0	0	1	2	7	56	0	0	14	0	119
840 Career awareness	91	13	1	5	5	16	16	45	479	0	2	43	1	717
850 Work experience education	42	0	0	0	0	0	2	2	17	0	0	14	0	77
855 Job coaching (includes job	58	1	0	0	0	1	5	3	14	0	1	17	0	100
860 Mentoring	73	2	0	0	2	2	11	6	69	0	2	26	0	193
865 Agency linkages (referral and	30	0	0	0	0	0	2	0	5	0	0	8	0	45
870 Travel training (includes	6	0	1	0	0	0	0	0	2	0	0	1	0	10
890 Other Transition Service	14	2	0	1	1	2	3	4	47	0	0	5	0	79
900 Other special education/related	2	0	0	0	0	2	0	0	0	0	0	1	0	5
Total	1,003	281	82	1,327	173	198	424	623	3,718	24	96	1,626	13	9588

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Service	Age Range-->	0-2	3-5	6-11	12-21	22+	TOTAL
210 Family training, counseling, and home visits		57	11	0	0	0	68
220 Medical services (for evaluation only) (0-2)		0	0	0	0	0	0
230 Nutrition services (0-2 only)		0	0	0	0	0	0
240 Service coordination (0-2 only)		57	11	0	0	0	68
250 Special instruction (0-2 only)		49	11	0	0	0	60
260 Special education aide in regular development		0	0	0	0	0	0
270 Respite care services (ages 0-2 only)		0	0	0	0	0	0
330 Specialized Academic Instruction		0	237	1,179	1,708	14	3,138
340 Intensive Individual Services		0	7	114	76	4	201
350 Individual and small group instruction (30 EC		0	0	0	0	0	0
415 Language and speech		9	601	1,129	431	3	2,173
425 Adapted physical education		0	0	13	25	3	41
435 Health and nursing - specialized physical health		0	12	19	12	0	43
436 Health and nursing - other services		0	22	63	49	4	138
445 Assistive technology services		0	9	54	140	7	210
450 Occupational therapy		0	278	434	70	3	785
460 Physical therapy		0	28	27	9	3	67
510 Individual counseling		0	1	46	119	0	166
515 Counseling and guidance		0	1	38	84	0	123
520 Parent counseling		0	1	8	18	0	27
525 Social work services		0	0	0	0	0	0
530 Psychological services		0	0	2	2	0	4

Special Education Enrollment Data Report: 2017-18
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Service	Age Range-->:	0-2	3-5	6-11	12-21	22+	TOTAL
535 Behavior intervention services		0	1	11	5	0	17
540 Day treatment services		0	0	0	1	0	1
545 Residential treatment services		0	0	0	4	0	4
610 Specialized services for low incidence		0	0	0	0	0	0
710 Specialized deaf and hard of hearing services		15	15	48	44	0	122
715 Interpreter services		0	0	6	5	0	11
720 Audiological services		15	1	1	0	0	17
725 Specialized vision services		2	21	39	28	1	91
730 Orientation and mobility		0	2	6	11	0	19
735 Braille transcription		0	0	3	1	0	4
740 Specialized orthopedic services		0	0	0	0	0	0
745 Reader services		0	0	0	0	0	0
750 Note taking services		0	0	0	1	0	1
755 Transcription services		0	0	0	0	0	0
760 Recreation services, includes therapeutic		0	0	0	0	0	0
820 College awareness/preparation		0	0	0	642	2	644
830 Vocational assessment, counseling, guidance,		0	0	0	112	7	119
840 Career awareness		0	0	0	707	10	717
850 Work experience education (34CFR 300.26)		0	0	0	67	10	77
855 Job coaching (includes job shadow and service		0	0	0	93	7	100
860 Mentoring		0	0	0	181	12	193
865 Agency linkages (referral and placement)		0	0	0	39	6	45

Special Education Enrollment Data Report: 2017-18
by Service and Age

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SELPA Level **0712**

Service	Age Range-->:	0-2	3-5	6-11	12-21	22+	TOTAL
870 Travel training (includes mobility training)		0	0	0	8	2	10
890 Other Transition Service		0	0	0	79	0	79
900 Other special education/related service		0	0	0	5	0	5
Service	Age Range-->:	0-2	3-5	6-11	12-21	22+	GRAND TOTAL
TOTAL		204	1,270	3,240	4,776	98	9,588

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, Moreno & 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 Transfers 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
69	5/15/18	M. Kevin O'Neill California Taxpayers Network	Board Adopted Resolutions authorizing a Lease-Leaseback Transaction / Most recent Invoice/Application for payment received by District for Lease-Leaseback transaction	5/17/18 Email sent/No Responsive DOCs COMPLETED