



# IRVINE UNIFIED SCHOOL DISTRICT

LANGUAGE MINORITY PROGRAMS – CLERK MEETING

OCT. 22, 2014

**\*\*Current forms and information discussed by Language Minority at this clerk meeting can be accessed at: <https://intranet.iusd.org/curr/LangMinority/index.html>**

- ✓ Language Minority staff contact list. Someone is available 7:30 a.m.- 4:00 p.m.
- ✓ Interpreter's List (Please feel free to provide a copy to your staff and/or email them the link) <https://intranet.iusd.org/curr/LangMinority/documents/Interpreterlist.pdf>
- ✓ CELDT (CA English Language Development Test): Assessment is mandated by the State of CA to meet both Federal and State law requirements for all public school districts in order to identify English Learners so that school districts can provide services and support as mandated by the law. Any student with a language other than English answered on any of the first three questions of the home language survey must be assessed. This includes ECLC & TK students.
  - The California Department of Education has outlined CA & Federal law regarding the testing requirements. (letter attached) Feel free to copy and give to parents.
  - Students entering California for the first time should be scheduled a test appointment with Language Minority Programs. We try to accommodate this appointment prior to the student starting school. The registration requirements including grade placement decisions should be complete prior to the scheduling of the appointment.
  - How long does the test take? Kinder/1<sup>st</sup> graders = 1 hour; 2<sup>nd</sup>-12<sup>th</sup> graders = approximately 2 hours (sometimes longer)
  - Students determined to be LEP (Limited English Proficient) will receive an annual assessment every year. Please determine if a student coming from another CA school district has had their 2014-15 annual CELDT. A CELDT request form sent to the previous district should answer this question for you. Send all CELDT results to Marla @ LMP. If they have not had their annual, please call our office and schedule an appointment.
- ✓ Requesting CELDT scores from a previous CA school district:

To ensure all LEP students enrolling into IUSD receive the 2014-15 Annual CELDT (required by law):

  - Enrolling staff must obtain previous CELDT scores on any student who has a language other than English on their home language survey and who has attended a CA public school prior to IUSD.
  - An updated CELDT request form is attached. This form is used and recognized by all districts in the State of CA. The form is also available for you on the intranet/Education Services/Language Minority Programs
  - A comprehensive school district contact list is provided for your convenience and can also be found on Language Minority webpage.
- ✓ Can parents change the answers on the home language survey? They can request to do so by using the attached form. (Send completed form to Lisa Mennes-LMP) Completing this form does not preclude the student from being administered the test. An appointment is still necessary.



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**IRVINE UNIFIED SCHOOL DISTRICT**  
LANGUAGE MINORITY PROGRAMS

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**Language Minority Programs Staff**

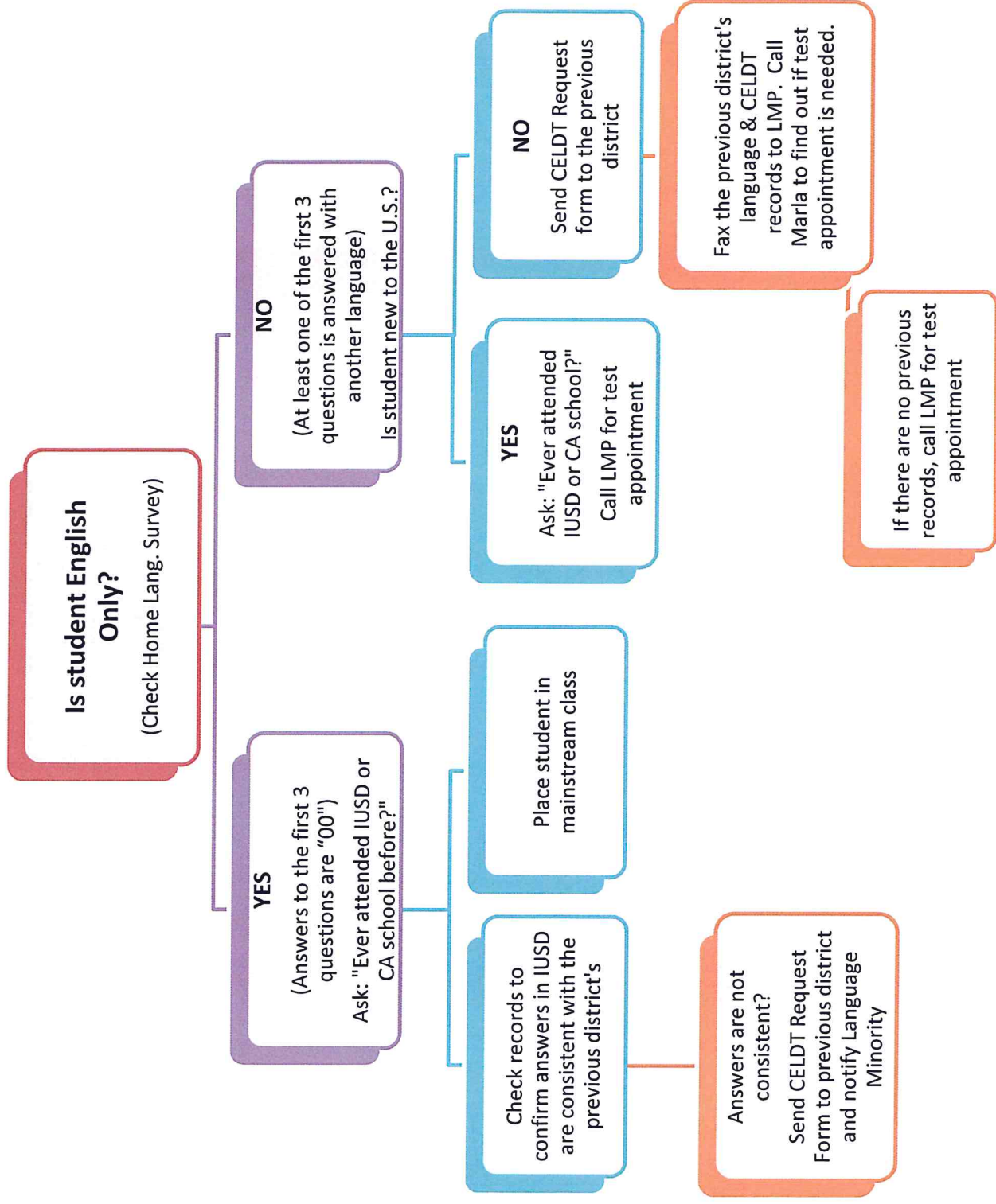
*Department Extension-8500*

<b>Mennes, Lisa</b>	<b>Coordinator</b>	<b>8506</b>
<i>Stark, Marla</i>	<i>Administrative Secretary</i>	<i>8501</i>
<i>Arambula, Allen</i>	<i>Clerk II</i>	<i>8527</i>
<i>Kassouni, Samira</i>	<i>TOSA (CELDT/Parent Involvement)</i>	<i>8503</i>
<i>Mroch, Lucinda</i>	<i>TOSA</i>	<i>8508</i>
<i>Timberman, Erin</i>	<i>TOSA</i>	<i>8618</i>
<i>Resource/Test Room</i>	<i>Formerly Room K-WTC</i>	<i>8696</i>

**Community Liaisons**

<i>Farjadi, Shahrzad</i>	<i>(Farsi)</i>	<i>8504</i>
<i>Fuller, Yin-Chi</i>	<i>(Mandarin/Taiwanese)</i>	<i>8505</i>
<i>Kim, Insun</i>	<i>(Korean)</i>	<i>8502</i>
<i>Nanbu, Chiaki</i>	<i>(Japanese)</i>	<i>8617</i>

## Does Student Need CELDT?





# California English Language Development Test - *CalEdFacts*

This content is part of California Department of Education's information and media guide about education in the State of California. For similar information on other topics, visit the full [CalEdFacts](#).

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Federal law (Title III of the Elementary and Secondary Education Act [ESEA]) and state law (*Education Code [EC]* sections 313 and 60810 through 60812) require a statewide English language proficiency test that local educational agencies (LEAs) must administer to students in kindergarten through grade twelve whose primary language is not English and to students previously identified as English learners (ELs) who have not been reclassified as fluent English proficient (RFEP). *California Code of Regulations*, Title 5, Section 10510, defines the test as the California English Language Development Test (CELDT).

The CELDT was developed to:

- Identify students with limited English proficiency.
- Determine the level of English language proficiency of those students.
- Assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

## Student Participation

LEAs are required to administer the CELDT to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school. LEAs also are required to administer the CELDT annually to identified ELs until they are designated RFEP during the annual assessment window from July 1 through October 31. Additionally, Section 3302 of Title III of the ESEA (20 *United States Code* Section 7012) indicates that LEAs that receive Title III funds shall, not later than 30 days after the beginning of the school year or within two weeks of the child being enrolled in a language instruction program after the beginning of the school year, inform parents or guardians of the reasons for the identification of their child as an EL and that the child is in need of placement in a language instruction program.

## Content and Format

The CELDT assesses the four domains of listening, speaking, reading, and writing in English and is aligned to the English-language development (ELD) standards adopted by the State Board of Education (SBE). In California, *EC* Section 60810 has been amended to authorize early literacy assessment of ELs in kindergarten and grade one (K-1) commencing with the 2009–10 school year. The early literacy assessment must be administered for three years or until July 1, 2012. A report on the results of the administration of the early literacy assessment and the administrative process is due to the Legislature no later than January 1, 2013. The early literacy assessment was designed to be age and developmentally appropriate, and to the greatest extent possible, to minimize the testing burden on these young students.

## Reporting and Using Results

In 2010, the SBE adopted performance level cut scores for the K–1 reading and writing assessments, modified the English proficient level for K–1 students given the inclusion of reading and writing scale scores, and allowed for differential weights in the calculation of the Overall performance level for K–1 students (45 percent each for listening and speaking, and 5 percent each for reading and writing).

The CELDT results are reported by the following performance levels: beginning, early intermediate, intermediate, early advanced, and advanced. The CELDT results show the overall English performance level attained by students as well as performance in each domain by level. Individual student reports and student data files are sent to the school district. Districts must inform parents of test results within 30 calendar days of receiving student results from the testing contractor, or, as indicated in the Student Participation section above, within two weeks of the child being enrolled in a language instruction program after the beginning of the school year.

CELDT data are used to calculate Annual Measurable Achievement Objectives (AMAOs) 1 and 2 as required by Title III. Each LEA receiving Title III funds is accountable for meeting the AMAOs established by the SBE beginning with the 2003–04 school year. The CDE provides LEAs with annual Title III accountability reports.

The CDE posts three types of reports (all assessments, annual assessments, and initial assessments) at four levels (state, county, district, and school) annually. Summary results are reported for all students and for a number of reporting categories that include gender, enrollment in specified programs, and primary languages. These results are posted on the [CDE CELDT Web site](#).

Reclassification guidelines established by the SBE clarify the *EC* criteria in Section 313(d) to be used in reclassifying a pupil from EL to RFEP.

For more information regarding the CELDT, contact the CELDT Office by phone at 916-319-0784 or by e-mail at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov). Information is also available on the [CDE CELDT Web site](#).



## Request Form

### California English Language Development Test (CELDT) Score

**URGENT!****To: CELDT District Coordinator—Please advise ASAP**

**Directions:** Under state and federal law, schools and school districts are required to provide student CELDT results to schools receiving English learner students. Please complete the English Language Proficiency Assessment Information section of this form and return it to the receiving school immediately.

**Receiving School's Information**

Today's Date: \_\_\_\_\_

Requestor's Name \_\_\_\_\_

District \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

E-mail \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_

**Student Information:**

Last Name \_\_\_\_\_

First \_\_\_\_\_

Middle \_\_\_\_\_

Other Name Used (Last, First, Middle) \_\_\_\_\_

Birth Date (mm/dd/yy) \_\_\_\_\_

Current Grade \_\_\_\_\_

Previous Enrolled School District \_\_\_\_\_

Phone \_\_\_\_\_

Current Enrolling School Site \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

**English Language Proficiency Assessment Information**

Student's primary language: \_\_\_\_\_

SSID #: \_\_\_\_\_

**\*\*Has student taken the 2014-15 CELDT?** ☐ No ☐ YesDate of **most recent** CELDT \_\_\_\_\_Date of **initial** CELDT, if known \_\_\_\_\_

Date of enrollment into a California public school, if different from the initial CELDT date above: \_\_\_\_\_

English Learner Acquisition Status (ELAS): ☐ IFEP ☐ EL ☐ RFEP

If reclassified, please provide date and supporting documentation. Date of Reclassification: \_\_\_\_\_

Date of most recent CELDT results: \_\_\_\_\_

Initial CELDT results for \_\_\_\_\_ grade, if available:

<u>Domain</u>	<u>Scale Score</u>	<u>Level</u>
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<u>Domain</u>	<u>Scale Score</u>	<u>Level</u>
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Listening	_____	_____
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Listening	_____	_____
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Speaking	_____	_____
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Speaking	_____	_____
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Reading	_____	_____
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Reading	_____	_____
---------	-------	-------

Writing	_____	_____
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Writing	_____	_____
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Overall	_____	_____
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Overall	_____	_____
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Has a Native Language Assessment been administered? Yes / No Results: \_\_\_\_\_

Comments: \_\_\_\_\_





**IRVINE UNIFIED SCHOOL DISTRICT**  
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**Home Language Survey Questions  
Request to Change My Answers**

Date: \_\_\_\_\_

School Site: \_\_\_\_\_

I, \_\_\_\_\_, parent/guardian of student, \_\_\_\_\_ hereby claim that I made a mistake when completing the original set of questions on the California State Department of Education Home Language Survey upon enrollment of my child in the Irvine Unified School District.

Here are the correct, true answers to the four questions required for enrollment in public school in the State of California:

1. What language did the child first learn when he/she first began to speak? \_\_\_\_\_ (you must choose only one answer)
2. What language does the child use most frequently at home?  
\_\_\_\_\_ (you must choose only one answer)
3. What language do the adults most frequently use to speak to the child?  
\_\_\_\_\_ (you must choose only one answer)
4. What language is most often spoken by the adults to each other in the home?  
\_\_\_\_\_ (you must choose only one answer)

I understand that while my answers to these questions may be used to determine whether or not a student will be screened for English language proficiency, I recognize that my child may still be assessed for English language proficiency with the CELDT exam regardless of the answers provided by me.

Signed \_\_\_\_\_

An appointment for English language proficiency assessment prior to the start of school will be made for the student, or the student will be assessed in school once the child begins attendance.

According to CA Education Code 313 (<http://www.cde.ca.gov/ta/tg/el/admin.asp>) which established the CELDT assessment regulations, parents/guardians cannot "opt out" of English-language proficiency assessment as it is both a federal and state requirement that schools provide appropriate learning opportunities for students who are English Learners to become proficient in English and reach high levels of academic proficiency.