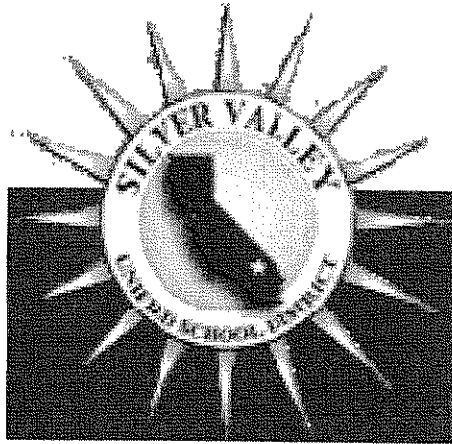


**SILVER VALLEY UNIFIED SCHOOL DISTRICT**  
**Yermo, California**



**MASTER PLAN FOR ENGLISH LEARNERS**

**Board of Trustees Approval**

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**DELAC Approval**  
**April 14, 2009**

**Board of Trustees**  
**Mike Stewart**  
**Lynn McKee**  
**Karen Gray**  
**Linda Lingren**  
**Christina Downing**

# MASTER PLAN FOR ENGLISH LEARNERS

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# SILVER VALLEY UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES

**Karen Gray – President**

**Linda Lingren – Vice President**

**Mike Stewart – Clerk**

**Lynn McKee – Member**

**Christina Downing - Member**

**Dr. Marc Jackson - Superintendent**

## Executive Cabinet

**Dr. Marc Jackson  
Superintendent**

Administrative Services  
**Aaron Haughton  
Assistant Superintendent**

Educational Services  
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Assistant Superintendent**

Business Services  
**Jill Kemock  
Director**

Human Resources  
**Steven Desist  
Director**

# **SILVER VALLEY UNIFIED SCHOOL DISTRICT**

## **MISSION STATEMENT**

**Silver Valley Unified School District's Mission is to maximize the use of its resources through community, family, and staff involvement and to gain and maintain student interest by providing a learning environment and challenging curriculum which develops essential skills for effective citizenship and prepares students for a lifetime of learning.**

## **GOALS**

- **Curriculum:** To implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn
- **Technology:** To implement a reliable sustainable, technology infrastructure that supports operations, instruction, and meaningful student learning
- **Student Support:** To provide a safe and equitable environment in which students receive personal, emotion, and physical support to meet the challenges of the future
- **District Stability:** To implement standard operating procedures that are equitable, accountable, and adaptable to improve district stability

## **ACKNOWLEDGEMENTS**

**Special thanks are given to all of the individuals who gave the committee valuable ideas and suggestions to make this document user friendly for all members of the school community.**

### **English Language Learner Committee**

**Ruth S. Williams, Principal / Committee Chair**

**Sandra Schmitt, Principal / Newberry Springs Elementary**

**Paul Veloz – Counselor / Yermo School & Adult Education**

**Lori Shingle – Teacher / Newberry Springs Elementary**

**Veronica Shaw – Teacher / Newberry Springs Elementary**

**Karla Glover – Teacher / Lewis Elementary**

**Cecile Greene – Teacher / Fort Irwin Middle School**

**Hortencia Mancilla – Teacher / Silver Valley High School**

**Edith Holdsworth – Teacher / Tiefert View Intermediate School**

**Jane Shultz – Teacher / Tiefert View Intermediate School**

**John Hulihan – Counselor / Lewis & Tiefert View Intermediate**

**Vickie Bartelt - Consultant**

**Parents / Community**

**Ms. Daniela Norman - Lewis Elementary**

**Araceli Alcantara - Newberry Springs Elementary**

**Francisca Arellano – Silver Valley High School**

**Mrs. Ramirez - Fort Irwin Middle School**

**Mr. Alsaied - Fort Irwin Middle School**

**Alicia Persun - Tiefert View Intermediate School**

**Richard Martinez - Tiefert View Intermediate School**

**Maria Zapata - Newberry Springs Elementary**

**INTRODUCTION**

**The Master Plan for English Learners was designed to provide a reference guide for the program services offered to English Language Learners (ELL), and to provide clearer flow in the process and procedures that are mandated by law to meet the needs of English Language Learners within in the Silver Valley Unified School District.**

**Support documents and legislation are available on the California Department of Education website ([www.cde.gov](http://www.cde.gov)). For updated policy, program requirements, and new state/federal mandates, it is advised that all staff check the website frequently.**

**Silver Valley Unified School District**  
**Master Plan for English Learners**  
**2008-2009**

**Introduction**

Silver Valley Unified School District renewed its commitment to all students with the establishment of a new strategic plan in the fall of 2008. This plan addresses the goal of maximizing student achievement for all students, including English Learners.

Silver Valley Unified is a small school district which serves two distinct communities. Approximately half of the students come from Fort Irwin, military base located about 50 miles from the district office. The other half of the student population comes from the communities in the high desert located near Yermo, California. Student mobility is a continuous concern with few students from the Fort remaining in the district for more than three years.

Traditionally, the district has had few English Learners. In 2006 only 34 students were identified as English Learners. During the 2007-2008 school year, the district conducted a records review at all school sites. The district located a total of 200 English Learner candidates. Most of these students were functioning at the Intermediate and Early Advanced Proficiency levels according to CELDT assessments.

The district offers an English Mainstream program with English Language Development (ELD) support. All classroom teachers are expected to hold a CLAD authorization or its equivalent to ensure that appropriate English Language Development strategies are routinely used with the English Learner population.

**Initial Identification**

During the enrollment process, parents or guardians are asked to complete a Home Language Survey which indicates the primary language of the enrolling student (**Attachment A**). If the responses to all questions are "English", the student is identified as an English Only Student and the Home Language Survey is filed in the student's cum folder.

If a language other than English is indicated on the Home Language Survey, the student is referred to the site coordinator of the English Language Development program for initial assessment. The ELD site coordinator will administer the California English Language Development Test (CELDT) within the first 30 days of enrollment. This test will be hand-scored at the site, prior to being sent to Educational Testing Service for scoring verification. Upon completion of the initial CELDT assessment, the parents or guardians will be notified of the results and the program implications through the Parent Notification-Language Assessment Results and Program Placement Form (**Attachment B**). If the student is identified as Initially Fluent English Proficient (IFEP), parents will receive notification (**Attachment G**).

Within the first 90 days, the ELD coordinator will also administer a primary language assessment. This assessment will provide the classroom teacher with information about the student's fluency in his/her first language. Spanish language students will be assessed with the Woodcock Munoz Assessment. Students from other linguistic groups will be given a primary language survey form written in their first language.

## Student Placement

English Learner students will be placed in classrooms with a CLAD authorized instructor. When there are sufficient students at a similar proficiency level in a grade level, the students will be clustered for English Language Development instruction. If the English Language Learners are few and vary throughout the grade levels, then they will receive English Language Development instruction.

Placement decisions will be made at the site level after a review of CELDT data and other assessment information available to the school (**Attachment C**). All English Learners will receive daily English Language Development (ELD) as mandated by state law, in addition to the academic content appropriate for the grade level. The instructor may use alternative strategies that have been proven successful in addressing English Learner needs.

The Silver Valley Unified School District has adopted the following goals to ensure that students become proficient English speakers and successful academically:

1. All English Learners will receive daily instruction through the district adopted language arts program (s) and district approved instructional support and intervention programs.
2. All English Learners will master the English language as efficiently and effectively as possible. Teachers will be trained to provide essential support strategies to ensure that English Learners master the skills necessary to achieve English fluency.
3. English Learners will achieve academic success while learning the English Language.
4. Parents and guardians of English Learners and Reclassified English Learners will be engaged in their child's education.

## Reclassification Guidelines

The primary goal of Silver Valley Unified School District is to provide instructional support services to English Learners in order for them to become proficient. The goal of the program is to increase student English Language proficiency by one level each school year.

When a student has scored a 4 or 5 on the overall CELDT examination, and achieves a score of **basic or higher** on the California Standards Test in Language Arts, he/she may be recommended for possible reclassification to Fluent English status. In order to become reclassified, there are four criteria that need to be met (**Attachment I**). These criteria are:

1. **Assessment of English Proficiency** - Review CELDT results from annual assessment. Student should score at early advanced or higher over all and score at intermediate or higher in listening and speaking, reading, and writing.
2. **Comparison of Performance in Basic Skills** - Review results of latest California English-Language Arts Standards Test (CST in English - Language Arts). In order to meet this criterion, students should score no less than basic in the core content areas of language arts, reading and mathematics.
3. **Teacher Evaluation of Student Academic Performance** - Teacher evaluation of the student's academic performance based on report cards and other indicators of student success in both English language skills and academic proficiency.
4. **Parent or Guardian Opinion and Consultation** - Parents are an important part of the reclassification process and all reasonable efforts will be made to ensure their participation.

The reclassification process will be scheduled in the winter after CELDT data has been received and the latest CST data is available for review. Teachers or the EL Coordinator will complete the Checklist for Reclassification (**Attachment J**) and submit the completed form to the site English Learner Coordinator. It will be the responsibility of the EL Coordinator to review the academic and CELDT data to ensure that the candidate meets the district established standards. If the student meets these criteria, the EL Coordinator will schedule a Parent Consultation –Student Study Team (**Attachment K**) to share this information with the parent or guardian.

Upon successful completion of the reclassification process, the parent will receive written notification of the student's status as a Fluent English Proficient student (**Attachment L**). This information will also be recorded within the district student data system and placed in the student cum folder.

The EL Coordinator will continue to monitor the English Language student for two years after the original reclassification to ensure the student is experiencing success in academic content and is continuing to grow in his/her knowledge of the English Language (**Attachment M**). This monitoring process will take place at least once each year. If the student is experiencing difficulty or not achieving academically, a Student Study Team process using formative and summative assessment will be initiated (**Attachment N**).

### Staffing Requirements

Silver Valley Unified School District recognizes that it is important for teachers to be trained to meet the academic and linguistic needs of their students. Teachers in Silver Valley Unified are required to complete a CLAD certification or equivalent program within the first two years of employment. The CLAD program provides teachers with an understanding of the nature of learning a second language and the skills and strategies that are most successful with English Learners.

In addition to this basic requirement, the district also provides additional training in Specially Designed Academic Instruction in English (SDAIE) and other relevant workshops. The district also supports cultural awareness workshops that help teachers understand the cultures of students attending Silver Valley Schools.

### Parent Involvement

Parents are an essential partner in the educational process. Silver Valley Unified is committed to including parents routinely in the decision-making process that affects their children. Parents will be notified of their student's progress and assessment information when results are available. They will be asked to participate in parent-teacher conferences, consultations and learning communities such as the English Language Advisory Council (site level) and District English Language Advisory Council (DELAC).

Each school within the district that enrolls 21 or more English Learners will convene an English Learner Advisory Council (ELAC). The ELAC will provide the principal and School Site Council with advice about the services for English Learners. An ELAC representative from each school will serve on the district level parent committee. The ELAC will review the support services provided to English Learners, offer suggestions for strengthening the instructional program, and act as a liaison with the greater school community. Parent members will receive training on their roles and responsibilities each year.

The DELAC will be convened to review the English Language Learner program offered to students. This group, composed of representatives from each of the school sites, will also have representatives



participate in the instructional material adoption process. The DELAC will report to the Board of Trustees annually regarding their observations and suggestions. The Assistant Superintendent of Educational Services will convene the group each year.

Silver Valley Unified School District  
HOME LANGUAGE SURVEY

SCHOOL: \_\_\_\_\_ TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Please answer the following questions. Thank you for your help!

NAME OF STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_ AGE: \_\_\_\_\_  
LAST FIRST MIDDLE

1. What language did your son/daughter learn when he/she first began to talk? \_\_\_\_\_
2. What language does your son/daughter most frequently use at home? \_\_\_\_\_
3. What language do you use most frequently to speak to your child? \_\_\_\_\_
4. Name the language most often spoken by adults at home. \_\_\_\_\_
5. Has your child received any formal English language instruction (listening, speaking, reading or writing)? \_\_\_\_\_

Signature of Parent or Legal Guardian  
Adapted from California Department of Education

Date  
SVUSD #W0151 REV. 08/97

Silver Valley Unified School District  
ESTUDIO DEL IDIOMA DEL HOGAR

ESCUELA: \_\_\_\_\_ MAESTRO(A): \_\_\_\_\_ FECHA: \_\_\_\_\_

El Código de Educación de California requerir que las escuelas determin las idiomas que los estudiantes hablan en su casa. Esta información es esencial para ayudar a la escuela proporcionar significativo instruccian para todo los estudiantes. Por favor respuesta la siguiente forma y manda la a la escuela con su hijo/hija. Gracias por su cooperación.

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRADO: \_\_\_\_\_ EDAD: \_\_\_\_\_  
Apellido Primero Segundo

1. Cuando su hijo(a) empezó a hablar, cuál idioma aprendió primero? \_\_\_\_\_
2. ¿Cuál idioma usa principalmente su hijo(a) cuando conversa en la casa? \_\_\_\_\_
3. ¿Cuál idioma usa Ud, con más frecuencia cuanda habla con su hijo(a)? \_\_\_\_\_
4. ¿Cuál idioma hablan los adultos con más frecuencia en la casa? \_\_\_\_\_
5. ¿Recibió su hijo/hija instrucción formal de Inglés (hablando, escribiendo, escuchando, leyendo)? \_\_\_\_\_

Firma de los Padres o Guardián  
Adapted from California Department of Education

SVUSD #W0151 REV. 08/97

## Parent Notification Language Assessment Results and Program Placement

To the parent(s)/guardian(s) of: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student ID #: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_ Primary Language: \_\_\_\_\_

Dear Parents: Upon enrollment, you indicated for your child a language other than English is spoken at home. Pursuant to California Law, our school district is required to assess the English and primary language proficiency of your child. This form is intended to notify you of these assessments, program placement, our recommendation, and the program options that are available to your child according to state law.

### Language Assessment Results

Your child has been administered the California English Language Development Test (CELDT). The results are as follows:

Skill Area	Raw Score	Scale Score	CELDT Proficiency Level
Listening & Speaking			
Reading			
Writing			

\*These scores are based on district scoring using the testing company's scoring guide. The testing company will send a letter with the official results. Based on the results of the English Assessment, your child has been identified as:

\_\_\_\_\_ Fluent English Proficient (I-FEO). Placed in mainstream \_\_\_\_\_ English Learner (EL) at the overall proficiency level above

Other test results (if available):

STAR Test	Reading	Writing	Math
CST			
CAT 6			
Other:			

### Program Placement for English Learners

Based on his/her overall level of English proficiency, your child will be placed in: \_\_\_\_\_ Structured English Immersion  
 \_\_\_\_\_ Mainstream English

Based on both language assessments above, we recommend that your child be placed in the following education program:  
 (For English learners, all programs include English Language Development (ELD) and/or SDAIE methodologies.)

**Structured English Immersion (SEI):** Students are taught overwhelmingly in English, but may be supported in the students' primary language, if applicable. Teachers who are specially trained and authorized in effective teaching strategies teach core subjects using district adopted textbooks and supplementary instructional materials and also provide English language development instruction. This program/classroom is offered to English learners having less than reasonable English proficiency.

**English Language Mainstream (ELM):** In the mainstream program, pupils either are native English language speakers or already have acquired reasonable fluency in English, CELDT levels 4-5.

**Alternative Education (ALT):** A bilingual program for rapid English language acquisition for pupils in which much or all instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program.

"California state law gives parents the option to place their child in an alternative program. To place your child in an alternative bilingual program you must sign a parental exemption waiver at your child's school, and he/she must meet one of the following criteria: a.) Academically perform at least at the 5<sup>th</sup> grade level, b.) Be 10 years of age or older, c.) Children under 10 years of age remain in an English language classroom for 30 calendar days and special educational needs exist.

Principal/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

### Parental Exemption Waiver Form Request

\_\_\_\_\_ I request a parental exemption waiver form which will allow my child to be instructed in his/her primary language and English through an alternative bilingual education program. I understand that I must visit the school to sign the request.

\_\_\_\_\_ I have read the information provided and would like to schedule a conference to discuss my options in greater detail.

\_\_\_\_\_ I do/do not agree with the placement of my child.

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_ Daytime Phone #: \_\_\_\_\_

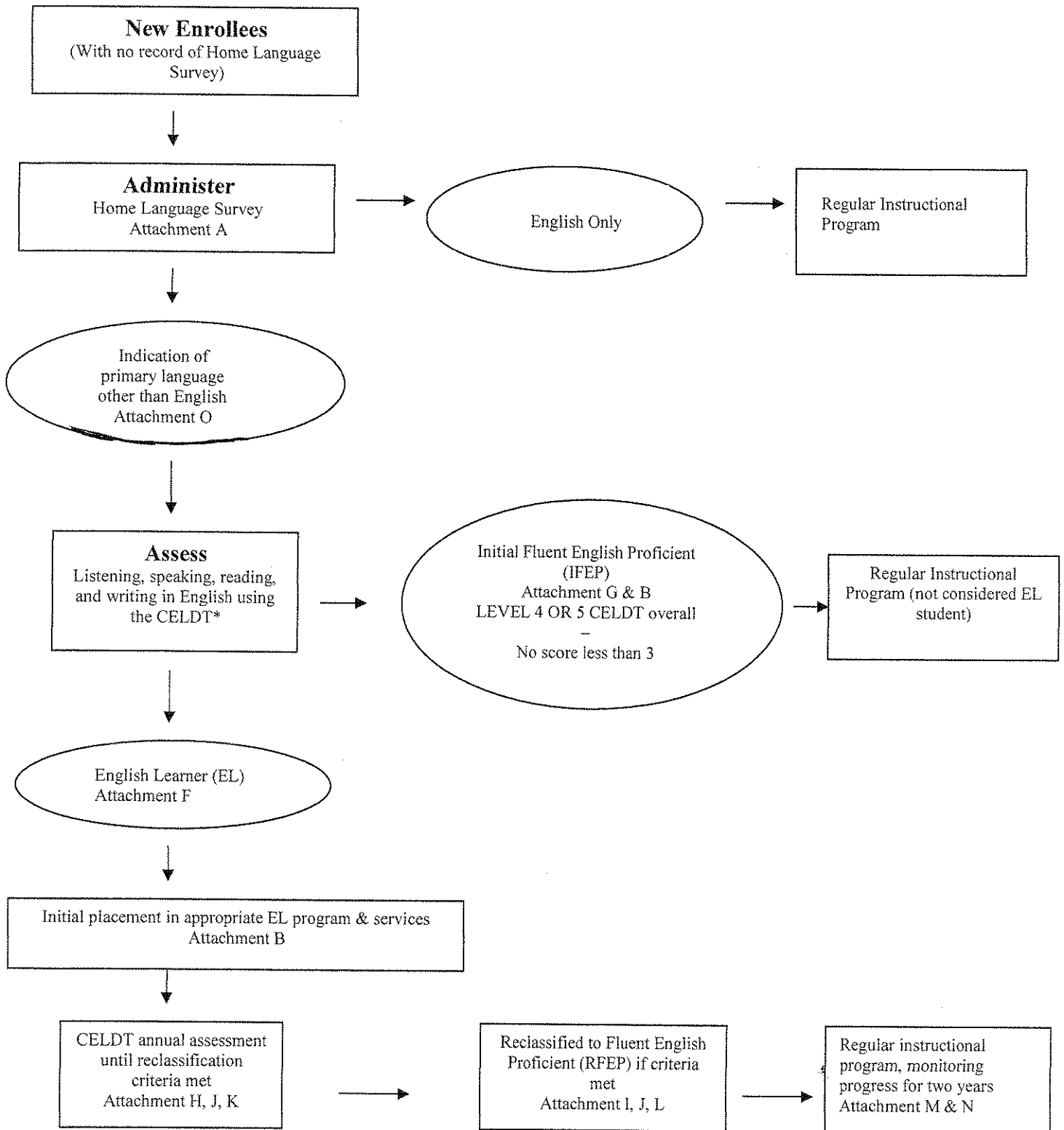
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# DECISION GUIDE

## For INITIAL IDENTIFICATION OF ENGLISH LEARNERS

(Complete within 30 calendar days of enrollment)



**NOTE:** Primary language assessment required within 90 days.

## How are the CELDT results reported for individual students?

There are five levels of performance a student can achieve. They are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The report of results for each student provides:

- ▶ The overall performance level and score.
- ▶ A performance level and score for each domain of the test (listening, speaking, reading, and writing).
- ▶ A comprehension score (average of the scores for listening, and reading).

## How are results of the CELDT used?

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from annual CELDT testing are used to see how well students are learning English. School districts use the annual results as one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

## What other criteria are used to decide when students may be reclassified?

Additional reclassification criteria used by school districts include performance in basic skills (the California English–Language Arts Standards Test), teacher evaluation, and parent opinion and consultation.

## How can parents or guardians find out more about the CELDT or their student's results?

Parents or guardians who wish more information about the CELDT or their student's results on the CELDT, should contact their student's teacher and/or school office. Parents or guardians also are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

### For more information...

Information about the CELDT is on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

# CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

## Information for Parents and Guardians

Prepared by  
California Department of Education

October 2008

### **What is the California English Language Development Test?**

Federal and state laws require a state test that school districts must give to students whose home language is not English. In California, this test is called the California English Language Development Test (CELDT).

### **What is the purpose of the CELDT?**

The purpose of this test is:

- ▶ To identify new students who are English learners, in kindergarten through grade twelve.
- ▶ To determine their level of English proficiency.
- ▶ To annually assess their progress in learning English.

### **Who is an English learner?**

An English learner is a student, with a home language other than English, who is not yet proficient in English.

### **Who must take the CELDT?**

All students whose primary language listed on the Home Language Survey is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they become proficient in English. **Parents and guardians cannot remove (opt out) their children from this requirement.**

### **Do English learners with disabilities take the CELDT?**

Yes. All English learners must take the CELDT, and this includes English learners with disabilities. Students with disabilities who take the CELDT may use test variations, accommodations, modifications, and/or alternate assessments as specified in their individualized education programs (IEPs) or Section 504 Plans.

### **What does the CELDT cover?**

The CELDT for students in grades two through twelve covers listening, speaking, reading, and writing. The

2008–09 CELDT administration for students in kindergarten and grade one only covers listening and speaking. Beginning in 2009–10, students in kindergarten and grade one also will be assessed in early literacy (reading and writing). The CELDT in all grades tested is based on California English language development standards, adopted by the State Board of Education.

### **Who gives the CELDT?**

Only trained examiners give the test. The speaking part of the CELDT is given individually to each student. The listening, reading, and writing domains are given to groups of students.

### **How long does it take for students to complete the CELDT?**

The speaking domain of the test takes about 10 to 15 minutes for each student to complete. The listening, reading, and writing domains combined take about 2 hours to complete. The writing domain may be divided into two sessions.

## California English Language Development Test Information for Parents and Guardians

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There are five levels of performance a student can achieve. They are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The report of results for each student provides:

- The overall performance level and score.
- A performance level and score for each domain of the test (listening, speaking, reading, and writing).
- A comprehension score (average of the scores for listening, and reading).

### **How are results of the CELDT used?**

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from annual CELDT testing are used to see how well students are learning English. School districts use the annual results as one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

### **What other criteria are used to decide when students may be reclassified?**

Additional reclassification criteria used by school districts include performance in basic skills (the California English–Language Arts Standards Test), teacher evaluation, and parent opinion and consultation.

### **How can parents or guardians find out more about the CELDT or their student's results?**

Parents or guardians who wish more information about the CELDT or their student's results on the CELDT, should contact their student's teacher and/or school office. Parents or guardians also are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.



**For more information...**

Information about the CELDT is on the CELDT Resources Web page at  
<http://www.cde.ca.gov/ta/tg/el/resources.asp>.

## Sample Parent/Guardian Notification Letter for Initial Identification of English Learners (for students identified as English learners)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

When your student enrolled in our school, he/she was given the CELDT, and the results are attached. These test results have identified him/her as an English learner. Your student will be assigned to an appropriate language instruction program based on the results. The goal of this program is to help your student become proficient in English and succeed in the school's academic curriculum. **[The school district should add a sentence or two to explain the method of instruction used in the student's language instruction program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your student conference, call **[put contact information here]**.

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your student's instructional placement or wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date

**Sample Parent/Guardian Notification Letter for Initial Identification of English Learners  
(for students identified as fluent English proficient)**

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your student has been given the CELDT, and the results of this initial testing have identified him/her as fluent English proficient (IFEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills. **[The school district may want to add a sentence to describe how the school will monitor the student's academic progress for the next two years.]**

If you have any questions regarding your student's instructional placement or CELDT results, please contact the school office at **[school phone number]** during school hours. You are encouraged to become involved in your student's education.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date

**Sample Parent/Guardian Notification Letter  
for Annual Assessment Results  
(for English learners who have not yet reached proficiency in English)**

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student who has been identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your student has been given the CELDT, and the results are attached. Based on your student's performance on this test, he/she will continue to receive special assistance to become more proficient in English and to succeed in the school's academic program. **[The school district should add a sentence or two to explain the method of instruction used in the student's language instruction program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

As you look at your student's CELDT results for this year, it is important to remember that these results are one measure to assess your student's progress toward English language proficiency. **[The school district may want to add a sentence about the other measures that will be used to assess the student's progress.]**

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your conference, call **[put contact information here]**.

You are encouraged to become involved in your student's education. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your student's instructional placement or if you wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

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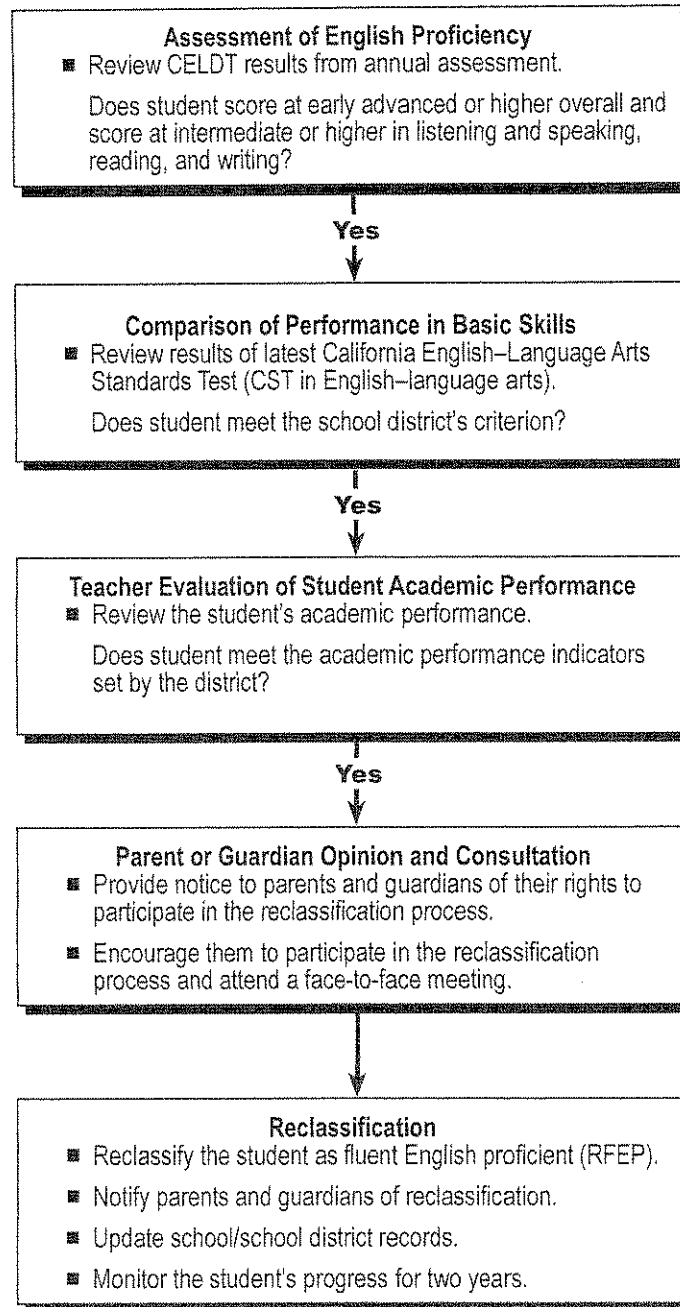
Superintendent/Principal

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Date

## Reclassifying a Student from English Learner to Fluent English Proficient

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in *Education Code Section 313(d)*. The reclassification guidelines, approved by the State Board of Education, may be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



**SILVER VALLEY UNIFIED SCHOOL DISTRICT  
EDUCATIONAL SERVICES  
Redesignation Referral form**

**STUDENT** \_\_\_\_\_

**SCHOOL** \_\_\_\_\_

**GRADE** \_\_\_\_\_

**TEACHER** \_\_\_\_\_

**DATE** \_\_\_\_\_

<b>DISTRICT REDESIGNATION CRITERIA</b>	<b>STUDENT REDESIGNATION DATA</b>
<p>Students in grades 2 – 12 will be reviewed for redesignation</p> <p><b>Criteria and supporting Documentation</b></p> <p><b>A. State testing and Assessment Report (STAR)</b></p> <ul style="list-style-type: none"> <li>• Overall score of 4 or 5 on the California English Language Development Test (CELDT)-no sub-score less than 3</li> <li>• At least "Basic" level on the English/Language Arts and Math Content Standards Test (CST)</li> <li>• Teacher Input-attendance, participation, and grades</li> <li>• Parent input</li> </ul> <p>This form is to be used in the initial referral process. It must be submitted to the designated EL Coordinator or Counselor to ensure that he/she coordinates the redesignation planning effort. Place completed form in the student's cum folder/EL folder.</p> <p>Submitted to _____ Date _____</p> <p>Submitted by _____ Designated EL Coordinator/Teacher _____</p>	<p><b>Process initiated by:</b> _____ (Name &amp; Title)</p> <p style="text-align: right;">Date _____</p> <p><b>CELDT Overall Score:</b> _____ (Proficiency Level) _____ Ex: Level 3 – Intermediate</p> <p><b>Content Standard Tests (CST) Score:</b> _____ At least "Basic" Level _____ English/Language Arts &amp; Math _____</p> <p>Date of Student Study Team Meeting _____ Time _____</p> <p><b>SST Facilitator</b> _____</p> <p><b>RECOMMENDATION</b>      <input type="checkbox"/> Approved      <input type="checkbox"/> Not approved</p> <p><b>Reason not approved</b> _____</p> <p><b>Signature of EL Coordinator/Teacher/Principal</b> _____</p>

**Sample Parent/Guardian Notification Letter  
for Annual Assessment Results  
(for English learners being considered for reclassification)**

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Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student who currently is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your student has been given the CELDT, and the results are attached. Based on your student's performance on this test, he/she may be reclassified to fluent English proficient (RFEP). In addition to the CELDT results, criteria used to make this decision include an evaluation of your student's academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and your student's performance on the California English–Language Arts Standards Test (given as part of the Standardized Testing and Reporting [STAR] Program).

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your student on **[date]** at **[time]** in **[location]**. Please contact the school office at **[phone number]** to tell us whether or not you are able to attend. Questions about the CELDT or your student's CELDT results also should be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your student's learning.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date

SILVER VALLEY UNIFIED SCHOOL DISTRICT  
EDUCATIONAL SERVICES

\_\_\_\_\_  
School

Minutes of the Student Study Team Meeting

FOR: Redesignation of \_\_\_\_\_  
Date \_\_\_\_\_

On \_\_\_\_\_, the Student Study Team met to discuss whether or not this student has met the criteria to be redesignated as Fluent English Proficient (FEP). This student has met all of the district requirements as follows:

1. **The CELDT Overall Score \_\_\_\_\_.** The CELDT overall score of 4 or 5 is required as a minimum score for redesignation.
2. **CST English/Language Arts Level \_\_\_\_\_ and CST Math Level \_\_\_\_\_**  
The district requires at least "Basic" level on the English/Language Arts and Math on the Content Standards Tests (CST) for redesignation.
3. **Teacher Input / Grades, Attendance and Participation.**
4. **Parent Input / Agreement to Redesignate**

The Student Study Team finds that this student has met all of the requirements of the Silver Valley Unified School District to be redesignated as a fluent English Proficient (FEP) student. The student's progress will be monitored for two years.

\_\_\_\_\_  
Principal's Signature or Designee

\_\_\_\_\_  
Please Print Principal's Name

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Please Print Parent's Name

\_\_\_\_\_  
Recommending Teacher's Signature

\_\_\_\_\_  
Please Print Teacher's Name

\_\_\_\_\_  
SST Member's Signature

\_\_\_\_\_  
Please Print Name and Position

\_\_\_\_\_  
SST Member's Signature

\_\_\_\_\_  
Please Print Name and Position

\* Attachment/ minutes from the meeting



# RFEP Monitoring Form

\_\_\_\_\_ (School) \_\_\_\_\_

Monitoring List  
School Year 2008/2009

Grade \_\_\_\_\_

Student	Re-designation Date	30 Days Monitoring Date	6 Months Monitoring Date	1 year Monitoring Date	18 Month Monitoring Date	Two years Monitoring Date

EL Support  
At Risk of Retention  
Intervention  
March \_\_\_\_\_  
May \_\_\_\_\_

Meeting Dates:  
Nov. \_\_\_\_\_  
Jan. \_\_\_\_\_

## Academic Support Plan for At-Risk R-FEP Students

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

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Birth Date: \_\_\_\_\_ R-FEP Date: \_\_\_\_\_ Follow-up Meeting Date: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Current Program Eligibility (Check if applicable):  
 Federal Program (Title 1)       Other (Identify) \_\_\_\_\_  
 Special Education       Gifted and Talented Education  
 Interventions already in place \_\_\_\_\_

Date	Area of Concern/ Present Level Performance	Performance Target	Interventions	Action By

ELL Coordinator \_\_\_\_\_ Classroom Teacher \_\_\_\_\_ Resource Specialist \_\_\_\_\_ Administrator \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ School Psychologist \_\_\_\_\_ Other \_\_\_\_\_



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

1430 N STREET  
SACRAMENTO, CA  
95814-5901

**JACK O'CONNELL**

State Superintendent of  
Public Instruction

PHONE: (916) 319-0800

August 1, 2008

Dear CELDT District Coordinators:

### **CELDT Score Request Form**

State law (*Education Code* Section 60810) and federal law (No Child Left Behind Act of 2001 Title 3, Subpart 2, Section 3121(d)(1)) require the evaluation of the progress of children in attaining English proficiency "...including a child's level of comprehension, speaking, listening, reading, and writing skills in English." The previous school districts are required to maintain California English Language Development Test (CELDT) individual student scale scores. When a student transfers to a different district and that district requests previous CELDT scores, the new district must transfer the results from the previous CELDT administration for each student's overall proficiency level and for each domain (listening, speaking, reading, and writing).

Each pupil's CELDT records shall be transferred by the sending district within 20 calendar days (*California Code of Regulations, Title 5, Section 11512*). Transfer of student scores is the responsibility of each CELDT District Coordinator.

The receiving school or school district should complete the first two sections of the form and send it to the school site CELDT Coordinator of the student's school of origin. The school providing the scores must complete the third section of the form and fax or mail it back to the receiving school in a timely manner.

If you need assistance or have further questions, contact the Standards and Assessment Division, CELDT and Psychometrics Office at 916-445-8420 or by e-mail at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

Sincerely,

J. T. Lawrence, Director  
Standards and Assessment Division

LR/mg



# Request Form

## California English Language Development Test (CELDT) Score

To: CELDT District Coordinator

**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 CELDT Score section of this form and return it to the receiving school immediately.

### Receiving School's Information

Today's Date: \_\_\_\_\_  
(mm/dd/yy)

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 \_\_\_\_\_

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

Sending Enrolled School District \_\_\_\_\_ Sending Enrolled School Site \_\_\_\_\_

Phone: \_\_\_\_\_ Phone: \_\_\_\_\_ Fax # \_\_\_\_\_

### CELDT Score

Has student taken the CELDT? \_\_\_ No \_\_\_ Yes      SSID #: \_\_\_\_\_

If reclassified, provide date : \_\_\_\_\_ (If reclassified, please provide documentation.)

Complete the following for the student's most recent CELDT administration:

Listening	Scale Score _____	Level _____	Date Testing Completed _____
Speaking	_____	_____	Test Edition _____
Reading	_____	_____	Test grade span _____
Writing	_____	_____	
Overall	_____	_____	

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

\_\_\_\_\_  
School District

Signature (Previous Enrolled School Site Representative) \_\_\_\_\_ Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Silver Valley Unified School District  
Principal's English Learner Assurances Check List

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

Principal: \_\_\_\_\_

BY OCTOBER 31

\_\_\_ **CELDT** Annual Assessments have been completed and sent to ESC.

\_\_\_ **ELAC:** The principal and EL Coordinator has met with the ELAC chairperson to plan agendas and meeting dates. Our first meeting is scheduled for \_\_\_\_\_. We have discussed the training topics and determined a calendar for meeting/training sessions.

\_\_\_ **EL COORDINATOR:** The EL Coordinator for our site is \_\_\_\_\_. He/she will set up a schedule of regular meetings to ensure ongoing communication regarding the progress of English Learners.

\_\_\_ **RECLASSIFICATION:** The EL Coordinator and the principal have updated the list of students who may qualify for reclassification this year. The classroom teacher has been notified of the students being considered.

\_\_\_ **STUDENT SUCCESS TEAM (SST):** The Student Success Team has been formed for this school year. In addition to the EL Coordinator and principal, the following staff members will serve on the SST. (Identify by position such as Counselor, Resource Teacher, 3<sup>rd</sup> grade teacher) \_\_\_\_\_

\_\_\_ **CUM FILES/EL FOLDERS:** The EL Coordinator and Principal will meet with office staff on \_\_\_\_\_ to review the processes and procedures relating to the Home Language Survey, CELDT information, Student EL folders and data entry into the student system.

\_\_\_ **R-FEP MONITORING:** The EL Coordinator and Principal have received the list of R-FEP students who will be monitored this year and distributed the R-FEP Monitoring Form to the classroom teachers.

\_\_\_ **ELD INSTRUCTION:** The Principal has met with all teachers and/or reviewed class lists and Master Schedules to ensure that all EL students will receive a minimum of 30 minutes ELD instruction daily. Teachers will provide a focused, sequential ELD program appropriate to the fluency level of their EL students.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

**By February 28**

\_\_\_ **ELAC:** The following required topics have been addressed this year as evidenced by meeting agendas \_\_\_\_\_

\_\_\_ **RECLASSIFICATION:** The EL Coordinator and classroom teachers have coordinated the reclassification process. All data and forms will be forwarded to ESC for inclusion into the R-30 Census report.

\_\_\_ **R-FEP MONITORING:** The EL Coordinator will distribute the R-FEP monitoring form to the classroom teachers. The EL Coordinator will collect all completed forms and documents and schedule an SST for any "at risk" students.

\_\_\_ **STUDENT SUCCESS TEAM:** The SST will meet in late February or Early March to discuss interventions for R-FEP students who are not experiencing success and to make recommendations for any alternate reclassifications.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

**By May 20**

\_\_\_ **ELAC:** All required training topics have been covered. Agendas and minutes have been compiled and are available in the school office.

\_\_\_ **ANNUAL NOTIFICATIONS:** Parent notifications have been sent and copies have been placed in student EL folders.

\_\_\_ **RECLASSIFICATION:** The EL Coordinator and teachers have completed all reclassification procedures. Appropriate forms and data have been placed in student EL folders.

\_\_\_ **R-FEP MONITORING:** The SST has determined appropriate interventions, including summer interventions, for EL and Reclassified R-FEP students who are not achieving grade level standards. Parents have been consulted and participated in the planning process. Copies of the Intervention Strategies for these students have been sent to ESC.

\_\_\_ **CUM FILES:** The EL Coordinator has filed all paperwork in the students' EL Folder and ensured that all parent notifications have been sent, signed and dated. A copy will be forwarded to ESC.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_