

**OFFICE OF CHRISTINE LIZARDI FRAZIER
KERN COUNTY SUPERINTENDENT OF SCHOOLS**

DATE: August 24, 2009

TO: Alternative Education Site Administrators

FROM: Laurie Ferullo, Carl Stice, and Michelle Sakamoto-Kammeraad

RE: Procedures for English Language Development Students
(Revised after June 2008 CPM and May 2008 Audits)
Updated Revision 2009-10 School Year

1. Determine ELD Status

- Parent/guardian completes a Home Language Survey (HLS) either by telephone prior to orientation or at orientation. (The HLS is at the bottom of the Alternative Education Enrollment Document.)
- If the HLS indicates any language other than English on questions 1, 2, and/or 3, and there is no indication on the student's referral or transcript or in Aeries regarding California English Language Development Testing (CELDT), the *designee* will contact the student's referring school to determine if the student has previously been tested for ELD using the CELDT (Primary Language Assessment scores should also be requested at this time).
 - If the student has previously been tested, and *the scores are for the current school year*, the *designee* will record the CELDT Scale Scores and Primary Language Assessment (PLA) scores on the Parent Notification and Student Placement letter. This information is also recorded on the Initial Enrollment Identification Form (IEIF), along with the name of the plan developer (the ELD Coach or the ELD Coach/teacher), and both documents given to the *site administrator* for review and signature.
 - If the student has previously been tested, but *the scores are from a previous school year*, the *site CELDT examiner* must test the student within 30 calendar days of his/her enrollment.

- If the student has not been tested with the CELDT, the student must be tested within 30 calendar days of his/her enrollment. This Initial Identification CELDT test will be scored by the *site CELDT examiner* before being sent to Michelle Sakamoto-Kammeraad who will then forward the test on to Educational Data Systems for official scoring. To expedite the delivery of ELD services in these cases, the ELD Learning Plan will be written using the site CELDT examiner's scores. However, if the site receives the official CELDT results from CTB/McGraw-Hill and the results differ from the scoring of the *site CELDT examiner*, the official results must be used. The *site ELD Coach* is responsible for revising the ELD Learning Plan to reflect the adjusted proficiency levels indicated by the official results. The IEIF and Parent Notification and Placement Forms must also be revised and re-sent to the parent/guardian.
- Primary Language Assessment (PLA) results are also required for each ELD student. The *designee* will request these from the referring school if the results are not found in an enrolling student's records. If these scores are not available, the student must be tested in his/her primary language within 90 calendar days of enrollment. The PLA scores must also be recorded on the IEIF and Parent Notification letter. The KCSOS uses the Woodcock-Munoz Language Survey for this purpose if the student's primary language is Spanish. If a student's home language is anything other than Spanish or if you do not have a Woodcock-Munoz tester at your site, contact Michelle Sakamoto-Kammeraad.
- The *designee* will give the student's CELDT and PLA scores to the *data attendance clerk* who will update Aeries with this information and/or any other necessary revisions.
- Once CELDT and PLA scores are available, the *designee* will send the original documents to the parent/guardian and give copies of the IEIF and Parent Notification to the *site ELD Coach*. (See "Notify Parent/Guardian" for more information.)
- Annual CELDT Assessments are given to all ELD students between July 1 and October 31 each year. Annual CELDT results should be available from Educational Data Systems in January. All official CELDT results will be entered into Aeries by Student Services and then provided to the site ELD Coach.
 - If a student's proficiency level has changed from the previous year, the *site ELD Coach* is responsible for updating the ELD Learning Plan to reflect the new proficiency levels. The IEIF and Parent Notification and Student Placement forms must also be updated and sent to the parent/guardian.

- If the official CELDT results indicate that the student has achieved an overall proficiency level of Early Advanced and all four domains of listening, speaking, reading, and writing are at Intermediate level of above, Michelle Sakamoto-Kammeraad will contact the *site ELD Coach* for a re-designation evaluation. (See “Re-designation” for more information.)

2. Notify Parent/Guardian

- The *site administrator* will assure that the ELD student’s parent/guardian is notified in writing of the CELDT testing process and the student’s proficiency designation. The site administrator’s designee will:
 1. Complete the Parent Notification and Student Placement form, in English and Spanish. Check the box indicating SDAIE and write “Language Arts” in the area to list the subjects (“Ingles” on the Spanish version). Check the Mainstream box and write “All other core subjects” on the corresponding lines (“Todos las materias esenciales” on the Spanish version).
 2. The Parent Notification, IEIF, and ELAC letter (in Spanish and English) must be mailed to the student’s parent/guardian.

3. Deliver a Consistent and Structured Program of ELD

- The *site administrator* and *site ELD Coach* will ensure that an ELD Learning Plan is created for the student based upon the CELDT results, PLA scores, and student assessment data from the home/English Language Arts teacher. The ELD Learning Plan should generally target no more than five ELD standards/goals at one time. The original plan should be given to the home teacher to be kept in the student’s working file and copies given to the English Language Arts teacher and the Special Education teacher. Copies of the ELD Plan (along with copies of the IEIF and Parent Notification forms) are also to be kept in the site ELD Coaches’ EL Learning Plans binder and in the student’s master file in the office. The *site ELD Coach* will ensure that the student is placed into the appropriate ELD curriculum and will work with the student and his/her home/English Language Arts teacher to monitor the student’s progress toward meeting the ELD Learning Plan standards/goals.
- The *home/ELA teacher* will work with the student toward meeting designated standards/goals on the ELD Learning Plan. Significant dates should be noted on each student’s ELD Learning Plan and files maintained for each student. These dates would include the date on which a goal was assigned and the date on which a student showed evidence of mastery of a goal. Proof-of-mastery for each standard is also kept in the file with the ELD Learning Plan.

- In every case possible, ELL students will be assigned to CLAD/CTEL certified teachers.
- In every case possible, ELD students should receive 30 – 45 minutes of ELD instruction each day. This may be achieved through the following:
 - ELD instruction in a Language Arts class, with a CLAD/CTEL certified teacher, either individually or in small groups.
 - Though a pullout or inclusion program at any time during the student’s school day.
 - ELD instruction in an Independent Study class, provided by a CLAD/CTEL certified teacher, either individually or in small groups.

4. Review Student Progress

- The progress of all ELD students will be monitored throughout their enrollment period. The *site ELD Coach* is responsible for regularly reviewing students’ ELD Learning Plans. Additional goals will be selected as previous ones are mastered. If the selected goals have not been mastered, the *home/ELA teacher* will continue to focus on these standards with additional support and direction from the *site ELD Coach*.
- Student progress is also monitored using the Learning Plans Reports which cover January 1 – June 30 and July 1 – December 31 of each year. Site administrators, EL Resource Specialists and ELD Coaches use these reports to determine the rate at which our ELD students are mastering their ELD goals.

5. Re-designation

- The program will continue to provide additional and appropriate educational services to ELD students for the purposes of overcoming language barriers until the students have:
 1. Demonstrated English language proficiency comparable to that of the program’s average native English speakers.
 2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.
- Each site will establish a Language Assessment Review Team (LART) that will consist of the following:
 - Site Administrator
 - Site ELD Coach
 - Home Teacher
 - English Language Arts Teacher
 - EL Resource Specialist
 - Parent/Guardian
 - Student

- Students will be re-designated as Fluent English Proficient (RFEP) by the LART when they are able to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A re-designation hearing may be requested at any time by the student's home teacher, parent/guardian, site ELD Coach, or English Language Arts Teacher.
- Language proficiency will be assessed by means of the following criteria (Education Code 52164.6):
 1. Teacher evaluation of the student's English language proficiency and curriculum mastery of academic content.
 2. Objective assessment of the student's English comprehension, speaking proficiency, and writing skills as tested by the CELDT with an overall score level in the Early Advanced proficiency and all four areas of listening, speaking, reading, and writing at the Intermediate proficiency or higher.
 3. A majority of the LART members agree that re-designation should occur.

If the decision for re-designation occurs, a Re-designation Recommendation Form will be completed and placed with the student's permanent file and written notification of the re-designation decision sent to the parent/guardian.

6. Monitor Re-designated Students

All former ELD students who have been re-designated as Fluent English Proficient (RFEP) must be monitored to ensure that they are performing in a comparable fashion with that of their native English speaking peers. This will be done in the following manner:

- The *site ELD Coach* will review each re-designated student's STAR results and academic performance indicators with the student's site administrator, ELD Coach, and home/ ELA teacher, and will prepare a report by July 31 to be given to the Title One Coordinator that will address the re-designated students' STAR results and academic progress, in comparison to that of the same grade level native English speaking population as reported in the ASAM with regard to either average credit completion, course completion or grade promotion (depending on the grade level of the re-designated student).
- If upon review a teacher has a concern regarding the previous re-designation of a student, the student should be CELDT tested and the concern brought to the attention of the EL Resource Specialists.