



Sweetwater Union High School District

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Date: April 22, 2016

To: Dr. Karen Janney, Superintendent

From: Ana Maria Alvarez, Assistant Superintendent

RE: California English Language Development Test (CELDT) Update

The purpose of this memorandum is to provide the Board of Trustees with an overview of the CELDT and the implementation in our district. Information provided is based on California Department of Education CELDT guidelines.

Students whose home language is not English (grades K-12) are required by law to be annually assessed in English language proficiency through the CELDT. The CELDT has two testing windows:

1. *Initial Assessment (IA) Window (July 1 – June 30):* Test students whose primary language is other than English within 30 calendar days after first enrolled, or within 60 calendar days before the date of first enrollment in a California public school, but not before July 1.
2. *Annual Assessment (AA) Window (July 1 – October 31):* Test English Learners (ELs) once a year, during the AA window, to measure their progress in learning English until the Local Education Agency (LEA) reclassifies the student as Reclassified Fluent English proficient (RFEP).

Results used by the California Department of Education to calculate Annual Measurable Achievement Objective (AMAOs) 1 and 2. AMAO 1 requires annual progress in learning English based on CELDT performance. AMAO 2 requires that students attain English proficiency on CELDT. CELDT results help schools classify students into one of three different categories:

1. *English Learners:* Students who need to improve English skills to successfully access core curriculum (English– language arts, math, and science).
2. *Initial Fluent English Proficient (IFEP):* Students identified as fluent in English even though the student has had exposure to a primary language other than English. Determined after the student has taken the CELDT for the first time.
3. *Reclassified Fluent English Proficient (RFEP):* Students initially identified as ELs, but later meet the requirements for English language proficiency can be reclassified.

Education Code Section 313(f) specifies that multiple measures be used to reclassify ELs but must include at least all four of the following criteria:

- a. Assessment of English language proficiency (CEDLT)
- b. Teacher evaluation
- c. Parental opinion and consultation
- d. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

In addition to identifying students with limited English proficiency and determining the level of English language proficiency, the CEDLT was developed to assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

In our district, the Research and Evaluation team has historically assisted all sites with the speaking portion of the CEDLT (one-on-one assessment). The sites do the listening, reading, and writing. Nancy Wilcox coordinates this work by recruiting certificated and classified substitutes from our district database of substitutes. She has also included retired teachers who are *consultants* since they have not gone through the process of becoming substitutes (they have been retired for several years). She used to rely on six of these *consultants* and now, she is down to three. The other seventeen positions are filled by the aforementioned certificated and classified substitutes. According to Dr. Daniel Winters, Director of Research and Evaluation, the site personnel and substitutes do at least 95-97% of the work and the three consultants between 3% to 5%.

The following chart includes data on the number of EL student that have been assessed district-wide for the past three years.

SUHSD CEDLT Testing data from CDE:

	2012-13	2013-14	2014-15	2015-16
Total ELs	8,600	8,007	8,339	8,949
Total Annual CEDLT Tested (Not initials)	8,145	7,466	7,284	pending