

ADMINISTRATIVE CIRCULAR NO. 107
Office of the Deputy Superintendent

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: June 10, 2009

To: All School Principals

Subject: CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT) ADMINISTRATION, 2009-2010 SCHOOL YEAR

Department and/or Persons Concerned: Principals, Vice Principals, English Learner Program Coordinators, English Learner Support Teachers, CELDT Coordinators, and Head Counselors

Due Date: Various dates beginning October 21, 2009

Reference: None

Action Requested: Administer CELDT as appropriate, and return materials, including a completed and signed certification/apportionment form and test security affidavits, to the Assessment Services Department.

Attachments: Attachment A – Principal’s Certification and Apportionment Form
Attachment B – Test Variations/Accommodations/Modifications for Administration of California Statewide Assessments
Attachment C – Request for Additional CELDT Materials: K-12

Brief Explanation:

The District will use the new *California English Language Development Test (CELDT) 2009-2010 Edition* to conduct its districtwide K-12 **Initial Identification** of newly enrolled students and its **Annual Assessment** of English Learners (ELs) for the 2009-10 school year. Students with disabilities who are required to take the CELDT can use variations, accommodations, or adaptations for testing as outlined in their Individualized Education Programs (IEPs) or 504 Plans that conform to state guidelines. State regulations provide that parents or guardians may **not** exempt their child/children from the CELDT. This circular outlines testing procedures for all schools as required by state regulations.

Initial Identification: All K-12 students newly enrolled (or newly pre-enrolled) in the District for the 2009-2010 school year with a language other than English indicated on their Home Language Survey **must take the CELDT** within 30 calendar days of enrollment for the purpose of Initial Identification as either an EL or as Initially Fluent English Proficient (IFEP).

Exception: If CELDT scores for a newly enrolling student have been obtained from the student’s previous district, the scores have been entered into the Zangle system, and the student is designated an

EL, then the newly enrolled student should be assessed with the CELDT as an Annual Assessment (described immediately following), not as an Initial Assessment.

Annual Assessment: The CELDT also will be administered as an **Annual Assessment** to all continuing ELs in Grades 1-12, as well as to any Kindergarten ELs who are repeating Kindergarten during the 2009-2010 school year. The testing window for the CELDT **Annual Assessment** will begin on September 8, 2009 and end on October 21, 2009.

Important Notes:

Even though the format of the CELDT 2009-2010 Edition is similar to last year's version, it is a completely new test. New and different field test items have been embedded within the Listening, Speaking, Reading, and Writing Portions of the CELDT 2009-2010 Edition. **Additionally, the Reading and Writing sections of the exam for Kindergarten and Grade 1 have been added for the 2009-10 administration.** For these reasons, the new CELDT 2009-2010 Edition is the ONLY form of CELDT permitted during the 2009-2010 school year. This includes the assessment of pre-enrolled students.

A. Nuts and Bolts Training

The Assessment Services Department will provide "Nuts and Bolts" workshops in September of 2009 to explain the operational and logistical details related to obtaining and the processing of the CELDT for 2009-2010. These workshops are scheduled for Tuesday, September 15 and Thursday, September 17 from 3:30 p.m. – 5:00 p.m., at the Harold J. Ballard Parent Center in Old Town. **It is essential that all site administrators, English Learner Support Teachers (ELSTs), CELDT testing coordinators, and second language program coordinators be familiar with all CELDT requirements and administration guidelines.** The California Department of Education (CDE) has implemented a number of changes for the 2009-10 administration of the CELDT, which must be administered and processed as required by state law. Therefore, at least one person from each site must attend a "Nuts and Bolts" workshop on September 15 or September 17.

B. Training for CELDT Assessors and Coordinators

The Office of Language Acquisition will provide numerous opportunities for site staff to attend CELDT 2009-2010 Edition Listening and Speaking Examiner Training and CELDT 2009-2010 Edition Reading and Writing Examiner Training during the summer of 2009. Schedules and more detailed information about these training opportunities will be provided under separate cover. Only staff that are fully proficient in standard American English and are qualified to work with students may administer the CELDT. In addition, the CDE strongly recommends that, whenever possible, credentialed teachers administer the CELDT.

All ELSTs and English Learner Coordinators are **required to attend both** types of training listed immediately above, **even if they have been previously trained.** Forthcoming information about assessor training, to be provided by the Office of Language Acquisition, will specify exactly which assessors are required to attend the CELDT 2009-10 Edition Examiner Training.

C. Test Procedures

The importance of proper administration of the CELDT cannot be emphasized strongly enough. It is the responsibility of the CELDT Site Test Coordinator to train site examiners and proctors in correct security, processing, and packaging procedures. Training materials for these tasks will be provided at the “Nuts and Bolts” workshops in September. **Security procedures must be strictly followed and no one may have access to or receive secure CELDT test materials unless they have signed and submitted a CELDT Test Security Affidavit to Assessment Services.** It is the responsibility of the CELDT Site Test Coordinator to assure that all site staff with access to the CELDT has met this legal requirement.

The CELDT is organized according to the grade spans listed below. Students are to take the CELDT within the grade span in which they will be enrolled for the 2009-2010 school year. The tests given to the various grade spans differ from one another. Out-of-level testing is not permitted.

CELDT Grade Spans

Kindergarten through Grade 2
Grades 3-5
Grades 6-8
Grades 9-12

The following subtests are required of the respective grade levels shown below:

- Grades K-1: Listening, Speaking, Reading (**NEW**), and Writing (**NEW**)
- Grades 2-12: Listening, Speaking, Reading, and Writing

All students, whether tested as an Annual Assessment or as Initial Identification, must take all required subtests for their particular grade. There are NO exemptions from any part of CELDT.

D. Pre-Printed Barcode Labels

In September, schools should download (from Zangle) a roster of students eligible to be CELDT tested as Annual Assessment and a roster of students eligible to be CELDT tested as Initial Identification. These rosters should be used to write a minimum, but sufficient, amount of student information on blank answer documents so that testing can begin. Schools may begin CELDT testing as soon as test examiners have met training qualifications and materials have arrived on site.

On Monday, September 14, the district office will provide the test publisher, Educational Data Systems (EDS), with a data file of students eligible to be tested on the CELDT. This data file will be used by EDS to generate a “peel-and-stick” barcode label for each student. The labels should arrive in the District in early October. When the labels arrive, the CELDT Site Test Coordinator will be notified by email, and labels can be picked up in Annex 3 at the Education Center. **To ensure barcode labels for Initial Identification students accurately reflect their “Initial Identification”**

status, it is essential that sites NOT enter CELDT scores into Zangle until Wednesday, September 16, 2009.

E. Site Scoring and Data Entry

Sites must score all applicable portions of the CELDT administered for **Initial Identification** purposes. **Initial Identification** scores for each subtest and the total score **must be entered** into the Zangle English Learner Editor (click on “Add Test Results”) **before** answer documents are returned to Assessment Services to be forwarded to the publisher for official scoring. Once answer documents have been sent to the publisher they are no longer accessible to the site, so it is critical that sites: (1) mark the district-developed score sheets “Unofficial Scores,” (2) file them in the corresponding student’s cumulative record, and (3) provide a copy to the teacher. **Initial Identification CELDT scores should be entered into Zangle as soon as possible BEGINNING September 16, 2009.**

While the CDE does not **require** sites to hand-score tests of English Learners tested as Annual Assessments, many schools prefer to do so in order to have up-to-date information about their students’ English language proficiency. The ELST program requires ELSTs to facilitate this hand scoring at their assigned site(s). If any site is able to hand-score Annual Assessments, they are **NOT** to enter scores into Zangle or to return score sheets with CELDT student answer documents to Assessment Services. Instead, such score sheets should be marked “Unofficial Scores,” and copies should be provided to teachers and filed in students’ cumulative records folders.

F. Materials Delivery and Usage

The CELDT 2009-2010 Edition is to be used for both **Annual Assessment** and **Initial Identification** purposes. CELDT materials are scheduled to be delivered to sites during the week of August 17, 2009. Sites should alert their BSS to this anticipated delivery and make arrangements for the **secure** storage of the test materials on campus. Upon conclusion of the **Annual Assessment** testing window on October 21, all **unused** CELDT 2009-2010 Edition test materials should be **retained on site** to assess any new (to the district) students with a language other than English indicated on their Home Language Surveys – if CELDT scores are not available from their previous districts. These CELDT materials will be returned to Assessment Services in June 2010.

The Blue Envelope, the *Principal’s Certification and Apportionment Form*, *Annotated CELDT Coordinator Manual*, precoded CELDT Group Identification Sheets (GISs), precoded CELDT School/Group Lists (S/GLs), and the District Score Sheets for each site will be available on August 19, 2009. Sites will be **required** to sign for these materials when picking them up from Annex 3 at the Education Center. **Barcode labels for student answer documents will be available for pickup from Assessment Services in Annex 3 at the Education Center in early October.**

Initial Identification testing of pre-enrolled students in Grades K-12 (with a language other than English indicated on their Home Language Surveys) may begin in August of 2009 after site assessors have **attended CELDT 2009-2010 Edition Examiner training** and **all** 2009-2010 Edition materials

have been received. **Under no circumstances may any student be assessed with any CELDT edition other than 2009-10.**

G. Return of Test Materials

At the end of the **Annual Assessment** window on October 21, 2009, sites must separate completed Initial Identification documents from completed Annual Assessment documents. Counts of each are to be entered on the *Principal's Certification and Apportionment Form* (Attachment A). Working with one grade level at a time, put completed Initial Identification documents on top of completed Annual Assessment documents with handcoded documents at the top of each respective group. Place a completed grade level GIS atop each set of **grade-level** materials and place them in a clear, plastic envelope provided by EDS. Complete the S/GL for your site and return all materials to the Assessment Services Processing Center in Annex 10 at the Eugene Brucker Education Center. Sites with small groups of answer documents may place contiguous grades in one EDS envelope for return.

Test materials must be returned to Annex 10 **between the hours of 8:00 a.m. and 4:30 p.m.** on the dates indicated below.

Calendar	School	Date (Day)
Traditional	Elementary	October 21 (Wednesday)
Traditional	Secondary	October 22 (Thursday)
YR	All	October 23 (Friday)

Note: Test materials **must not be returned by audio-visual delivery or by school mail.** Any unused **preprinted barcode labels** should be placed in an envelope marked with your site name, labeled as **unusable barcode labels**, and returned at the same time as your scorable answer documents in October. Schools wishing to return any test materials prior to the applicable return date must make arrangements with Denise Ormsbee at (619) 725-7059 or email at dormsbee@sandi.net.

The materials listed below **must** be returned to Assessment Services in the **Blue CELDT Envelope** provided:

- Completed and signed *Principal's Certification to Superintendent and CELDT State Apportionment Report Form*. (Attachment A)
- A new, signed original *CELDT Test Security Agreement* for the Site CELDT Coordinator (if not returned at Nuts & Bolts Training).
- A signed *CELDT Test Security Affidavit* for school year 2009-2010 for anyone who will have access to secure CELDT test materials during the 2009-2010 school year.

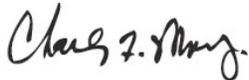
H. Return of Scorable CELDT Materials After the Annual Assessment Window

After the Annual Assessment window is concluded on October 21, 2009, sites are to retain unused CELDT 2009-2010 Edition materials in order to test incoming students whose Home Language Survey indicates a language other than English used in the home. Any new students who do not have CELDT scores available for them from their previous school must be assessed with the CELDT 2009-2010 Edition as Initial Identification within 30 calendar days of enrollment at the site. Schools **must** score **all** portions of the CELDT required for that grade level and **immediately** enter the scores for all parts and the total score into the Zangle system **before** forwarding the completed answer documents to Assessment Services in Annex 3 on or before the end of **each** month. Assessment Services will provide the **Yellow CELDT Envelope** to be used for the monthly return of Initial Identification materials. Schools will receive an additional S/GL, GISs, and a *Principal's Certification and Apportionment Form – Initial Identification* when they return the Annual Assessment materials in October. Additional CELDT materials can be ordered by faxing, (619) 725-7070, or mailing Attachment C of this circular, the *Request for Additional CELDT Materials*, to Assessment Services, Annex 3, Eugene Brucker Education Center.

If you have any questions regarding information in this circular, please contact Denise Ormsbee at (619) 725-7059, dormsbee@sandi.net or Erin Gordon, the CELDT District Coordinator at (619) 725-5687, egordon@sandi.net.

Erin Gordon
Director
Assessment Services

APPROVED:



Chuck Morris
Deputy Superintendent

Attachments (3)

Distribution: Lists A, D, E, and F

SAN DIEGO UNIFIED SCHOOL DISTRICT
Office of the Deputy Superintendent
Assessment Services Department

CERTIFICATION FORM
2009-10 CELDT Annual Assessment Period, Grades K-12
Proper Test Administration

PRINCIPAL'S CERTIFICATION TO SUPERINTENDENT

I certify that English Learner students in Grades ____ through ____ at _____ School were administered the **California English Language Development Test (CELDT)** during the testing period prescribed for the Districtwide CELDT Annual Assessment Testing Window, and that:

- A signed “CELDT 2009-2010 Security Agreement” is on file for the CELDT Site Test Coordinator with the Assessment Services Department.
- “CELDT 2009-2010 Test Security Affidavits” were completed by all individuals given access to secure test materials.
- Security procedures required by the CELDT Program were followed and all test materials have been accounted for and properly packaged for return to the publisher or secure storage on site.
- No students were exempted from CELDT testing per parent/guardian request, which is not allowed by state mandate.
- Only those accommodations and/or modifications, as approved for Special Education, 504 Plan students and/or English Learners (ELs) were provided to those students entitled to such accommodations.
- All students used a #2 pencil.
- All personnel, including certificated staff and proctors, charged with the responsibility of administering the tests received instruction in proper testing and handling procedures.
- Proper procedures as outlined in the *Examiner's Manuals* were followed.
- **All EL students were administered all state-required subtests using the CELDT 2009-2010 Edition.**
- An accurate accounting of the number of students **tested with CELDT, absent for the entire CELDT testing window, and tested with an alternate assessment**, is provided on the second page of this document, which **I have also signed**.

Signed: _____ (Date): _____
(Principal Signature)

Test Site Coordinator to contact if there are any questions regarding the answer documents:

Name: _____ Phone Number: _____

Note: This form must be turned in to the Assessment Services Processing Center in Annex 10 no later than 4:30 p.m. on your school's scheduled return date. Place this form, **making sure both pages have been completed and signed**, along with all your site's original signed “CELDT Test Security Affidavits” in the special blue envelope provided. **Do not pack the blue envelope containing these forms in cartons with other test materials.** Hand deliver them on arrival at Annex 10. Retain copies for your records.

San Diego Unified School District
CELDT State Apportionment Reporting Form
For the Annual Assessment Period (September 8 - October 21, 2009)

Each school district and school **must** report to the California Department of Education information relevant to CELDT testing for Grades K through 12 as indicated below:

=> **Use for the CELDT Annual Assessment testing window only!! (September 8 - October 21, 2009).**

Categories		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A	Number of ELs eligible to be tested as Annual Assessments													
B	Number of ELs, from row A, not tested with CELDT due to absence for the entire testing window (Do not return an answer document for them)													
C	Number of ELs, from row A, tested with an Alternate Assessment per IEP or 504 Plan (Include with scorable documents, be sure to bubble the answer document)													
D	Number of CELDT Annual Assessments (Students assessed with the CELDT)													
E	Total Number of Scorable Annual Assessments (Students tested plus Alternate Assessments: C+D)													
F	Number of ELs tested as Initial Identification (<i>All newly enrolled students whose Home Language Survey indicates language other than English</i>)													
G	Number of Initial Assessment ELs tested with an Alternate Assessment per IEP or 504 Plan (Include with scorable documents, be sure to bubble the answer document)													
H	Total Number of Scorable Initial Identifications (Students tested plus Alternate Assessments: F+G)													
I	Total Number of Tests submitted (E + H)													

(Students **may not** be exempted from CELDT testing by parents or guardians.)

Please, indicate the number of students or other requested information in **all** boxes above. Return in the CELDT Test Site Coordinator's blue envelope with your CELDT 2009-10 Test Security Affidavits. **You should make copies of these documents for your records.**

School: _____

Principal's Signature: _____

Date: _____

CELDT Site Test Coordinator's Signature: _____

Test Variations/Accommodations/Modifications for Administration of California Statewide Assessments

Test Variation (1)/Accommodation (2)/ Modification (3)	CST	STS	CMA	CAHSEE	CELDT	Physical Fitness
Presentation						
Braille transcriptions provided by the test contractor	2	2	2	2	2	Not applicable
Large print versions	2	2	2	2	2	Not applicable
Test items enlarged if font larger than required on large print versions						
Visual magnifying equipment	1	1	1	1	1	Not applicable
Audio amplification equipment	1	1	1	1	1	1
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL	ALL	ALL	ALL	ALL	ALL
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1	1	1	1	1	1
Test questions read aloud to student or audio presentation (CD)	2 Math, Science, History-Social Science	2 Math	2 Math, Science	2 Math	2 Writing	Not applicable
	3 ELA	3 Reading, Language, Spelling	2 ELA, including Writing	3 ELA	3 Reading	
	2 Writing					
Manually Coded English or American Sign Language to present test questions	2 Math, Science, History-Social Science	Not applicable	2 Math, Science	2 Math	2 Writing	Not applicable
	3 ELA					
	2 Writing					
Noise buffers (e.g., individual corral or study enclosure)	1	1	1	1	1	Not applicable
Special lighting or acoustics; special or adaptive furniture	1	1	1	1	1	Not applicable
Timing/Scheduling						
Extra time on a test within a testing day	ALL	ALL	ALL	ALL	ALL	ALL
Test over more than one day for a test or test part to be administered in a single sitting	2	2	2	2	2	Not applicable
Supervised breaks within a section of the test	2	2	2	2	2	Not applicable
Administration of the test at the most beneficial time of day to the student	2	2	2	2	2	2
Setting						
Test individual student separately, provided that a test examiner directly supervises the student	1	1	1	1	1	1
Test in small group	ALL	ALL	ALL	ALL	ALL	ALL
Test administered at home or in hospital by a test examiner	2	2	2	2	2	2
Response						
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	2	2	2	Not applicable
Responses dictated [orally, or in Manually coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)	2	2	2	2	2	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	Not Applicable	2	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	Not Applicable	Not Allowed	3	3	Not applicable

ALL = These test variations may be provided to all students.

Test Variation (1) = Eligible students may have testing variations if regularly used in the classroom.

Accommodation (2) = Eligible students shall be permitted to take the examination with accommodations if specified in the eligible student'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 STAR Program and CELDT, eligible students shall be permitted to take the tests with modifications if specified in the eligible student's IEP or Section 504 Plan. Eligible students shall be permitted to take the CAHSEE with modifications if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Test Variations/Accommodations/Modifications for Administration of California Statewide Assessments

Test Variation (1)/Accommodation (2)/ Modification (3)	CST	STS	CMA	CAHSEE	CELDT	Physical Fitness
Use of Aids or Tools						
Student marks in test booklet (other than responses) including highlighting	ALL For Grades 2 & 3, marks must be erased to avoid scanning interference or transcribe	ALL For Grades 2 & 3, marks must be erased to avoid scanning interference or transcribe	ALL For Grade 3, marks must be erased to avoid scanning interference or transcribe	ALL	ALL For Grades K-2: Red ball point pen only, test booklets may not be used again	Not applicable
Dictionary	3	3	Not Allowed	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	Not Applicable	2	2	2	Not applicable
Word processing software with spell and grammar check tools enabled on the essay responses (writing portion of test)	3	Not Applicable	Not Allowed	3	3	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	2	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 Allowed	3	3	Not applicable
Calculator on the mathematics tests	3	3	2 For Grades 5-7 Only Not Allowed for Grades 3 & 4	3	Not applicable	Not applicable
Calculator on the science tests	3	Not applicable	2	Not applicable	Not applicable	Not applicable
Arithmetic table or formulas (not provided) on the mathematics tests	3	3	Not Allowed	3	Not applicable	Not applicable
Arithmetic table or formulas (not provided) on the science tests	3	Not applicable	Not Allowed	Not applicable	Not applicable	Not applicable
Math manipulatives on the mathematics tests	3	3	2	3	Not applicable	Not applicable
Math manipulatives on the science tests	3	Not applicable	2	Not applicable	Not applicable	Not applicable
Colored overlay, mask, or other means to maintain visual attention	1	1	1	1	1	Not applicable
Other						
Unlisted accommodation or modification	Call Assessment Services	Call Assessment Services	Call Assessment Services	Call Assessment Services	Call Assessment Services	Call Assessment Services

ALL = These test variations may be provided to all students.

Test Variation (1) = Eligible students may have testing variations if regularly used in the classroom.

Accommodation (2) = Eligible students shall be permitted to take the examination with **accommodations** if specified in the eligible student'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 **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Test Variations for Administration California Statewide Assessments for English Learners*

Test Variation	CST	CMA	CAHSEE
Hear the test directions printed in the test administration manual translated into the student's primary language. Ask clarifying questions about the test directions in the student's primary language.	Variation Allowed	Variation Allowed	Variation Allowed
Additional supervised breaks within a testing day <u>or</u> following each section (STAR) within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.	Variation Allowed	Variation Allowed	Variation Allowed
ELs may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment.	Variation Allowed	Variation Allowed	Variation Allowed
Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.	Variation Allowed Math, Science, History- Social Science	Variation Allowed Math, Science	Variation Allowed
	Not Allowed for ELA	Not Allowed for ELA	

* Because the CELDT and STS are tests specifically for English Learners, there are no separate guidelines for administering the CELDT or STS to this population. Please refer to the *Test Variations/Accommodations/Modifications for the Administration of California Statewide Assessments* for additional variations for all students, including English Learners.

2009-10 CELDT Request for Additional Materials

School: _____

Phone: _____

Requester: _____

Date: _____

GRADE	ITEM	NUMBER REQUESTED
K-1 Form: _____	Answer Booklet- Listening & Speaking	
	Answer Booklet- Reading & Writing	
	Examiner's Manual	
2 Form: _____	Answer Booklet	
	Examiner's Manual	
3-5 Form: _____	Test Booklet	
	Student Answer Document	
	Examiner's Manual	
6-8 Form: _____	Test Booklet	
	Student Answer Document	
	Examiner's Manual	
9-12 Form: _____	Test Booklet	
	Student Answer Document	
	Examiner's Manual	
	Group Identification Sheet (GIS) <small>(Indicate Grade Level(s) Needed) Grade Level(s):</small>	
	School/Group List (S/GL)	
	EDS Envelopes	

Fax to Assessment Services at (619) 725-7070