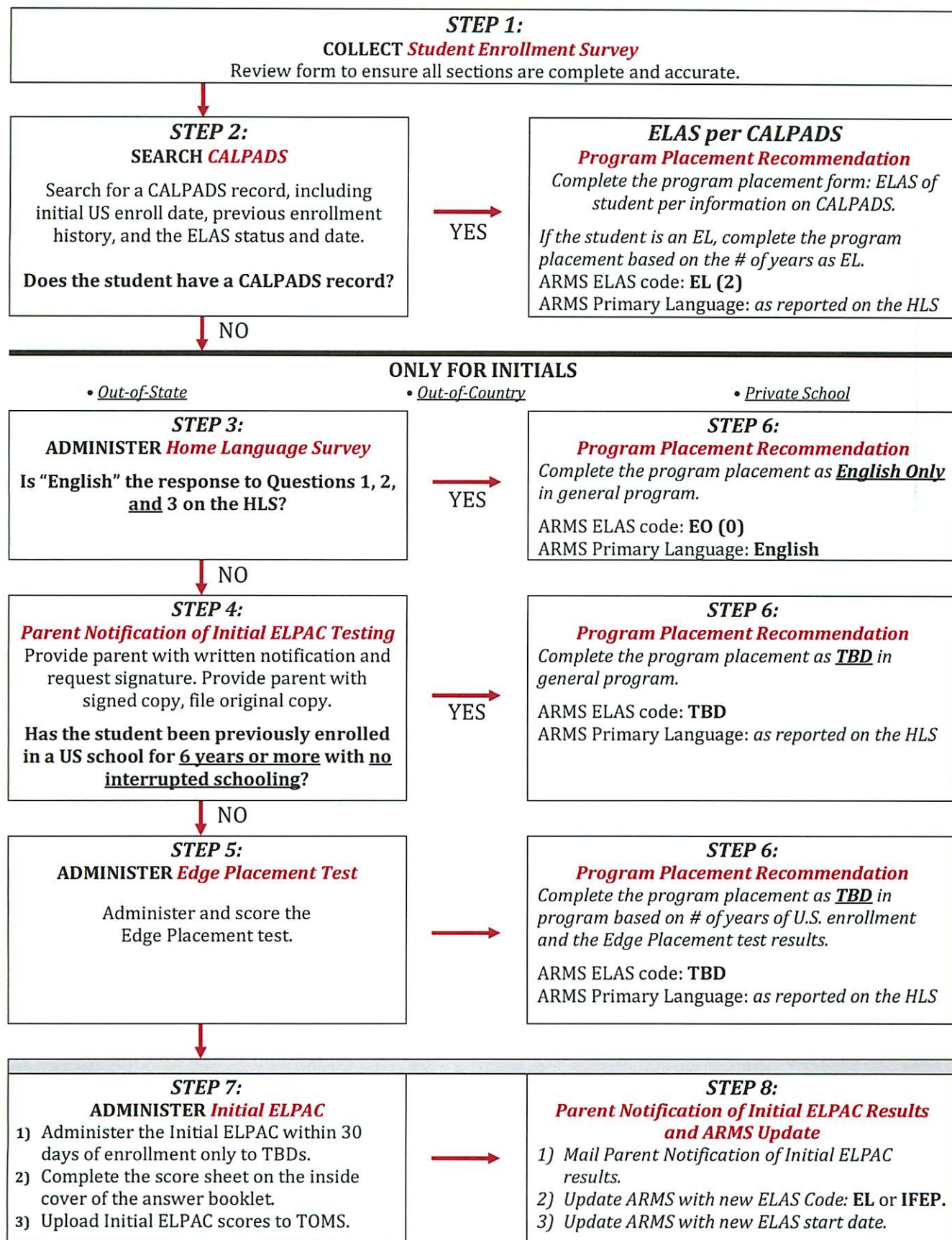


2019-2020 PROCESS FOR NEW STUDENT ENROLLMENT



EL MONTE UNION HIGH SCHOOL DISTRICT

STUDENT ENROLLMENT SURVEY

OFFICE USE ONLY

☐ Arroyo
 ☐ El Monte
 ☐ Fernando R. Ledesma
 ☐ Mountain View
 ☐ Rosemead
 ☐ South El Monte

Student ID#: _____ Date Enrolled: _____ Grade: _____

Student's **LEGAL** Name: _____
(Last name)
(First name)
(Middle name)

Street Address: _____

City: _____ Phone #: _____

Place of Birth: _____ Date of Birth: _____
(City)
(State/Country)
(Month) / (Day) / (Year)

Please answer the following questions regarding your son/daughter:

1. Has your son/daughter ever attended school in another country? ☐ YES ☐ NO
2. Has your son/daughter ever attended school in another U.S. state or territory? ☐ YES ☐ NO
3. In which grade did your child **first enroll in a U.S. school**? _____ **U.S. School Entry Date:** _____
(Month) / (Day) / (Year)
4. In which grade did your child **first enroll in a California school**? _____ **CA School Entry Date:** _____
(Month) / (Day) / (Year)
5. Where did your child attend school? Please list **all** schools attended including Kindergarten.

Names of Schools Attended	City/State	Grades Attended

6. Did you move residence from one town or city to another during the last year? ☐ YES ☐ NO
 If you answered YES, from what town or city did you move? _____
7. Do any immediate family members work in agriculture, fishing or a related food processing activity? ☐ YES ☐ NO
8. What language did your son/daughter learn to speak first? _____
9. What language does your son/daughter most frequently speak at home? _____
10. What language do you most frequently use when speaking to your son/daughter? _____

Parent or Guardian (**Print Name**)

Parent or Guardian (**Sign Name**)

Date

Please return this form to the Language Assessment Assistant at the school.



El Monte Union High School District HOME LANGUAGE SURVEY

EMUHSD OFFICE USE ONLY

School Year: 20 ____ - 20 ____
Enrollment Date: _____
Student ID#: _____
Primary Lang: _____
ELAS Code: _____
ELAS Start Date: _____

☐ Arroyo ☐ El Monte ☐ Fernando R. Ledesma ☐ Mountain View ☐ Rosemead ☐ South El Monte

Student's **LEGAL** name: _____
(Last Name) (First Name) (Middle Name)

Date of Birth: _____ Country of Birth: _____ Grade Level: _____
Month / Day / Year

Previous school attended: _____

City: _____ State: _____

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your **child** learn when he/she first began to talk? _____
2. Which language does your **child** most frequently speak at home? _____
3. Which language do **you** (the parent or guardian) most frequently use when speaking with your child? _____
4. Which language is most often spoken by the **adults** in the home? _____
(parents, guardians, grandparents, or any other adults)

Please sign and date this form in the space provided below and return this form to your child's school. Thank you for your cooperation.

Parent or Guardian (**Print Name**)

Parent or Guardian (**Sign Name**)

Date



El Monte Union High School District
3537 Johnson Avenue • El Monte, California 91731
(626) 444-9005

English Language Proficiency Assessments for California
Initial ELPAC, 2019–20
Parent and Guardian Notification Letter

Dear Parent/Guardian:

You indicated that your child's primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

Based on the home language survey results, **your child will be assessed with the Initial ELPAC.**

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>. You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact **Alfredo Salazar**, English Learner Teacher on Special Assignment (EL TOSA), at (626) **444-9005**, extension **3868**.

Sincerely,

Angelita Gonzalez-Hernandez
Principal, **Arroyo** High School

I was informed that my child will be assessed with the Initial ELPAC to determine if he/she is an English learner or is fluent in English.

Parent Name (Print)

Signature

Date

The English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.



The ELPAC has two parts:

	Initial Assessment	Summative Assessment
Who	<p>Students will take the Initial Assessment if:</p> <ul style="list-style-type: none"> the student has a primary language other than English, the student has not taken the CELDT or ELPAC before, and the student has not been classified before as an English learner. 	<p>The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment.</p>
What	<p>The Initial Assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English.</p>	<p>The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.</p>
When	<p>Students are given the Initial Assessment within 30 days of when they enroll at the school.</p>	<p>Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.</p>
Why	<p>Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.</p>	

The ELPAC tests four different areas:



Do students with disabilities take the ELPAC?

Yes, the ELPAC has been designed so that students, including those with special needs, can participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources that address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

How Can I Help My Child Get Ready for the ELPAC?

You are an important part of your child's education. Some things you can do to help your child are:

- Read to your child, or have your child read to you in English, daily.
- Use pictures and ask your child to tell you in English what they see in the picture or what is happening in the picture.
- Talk to your child's teacher about which areas of learning English (listening, speaking, reading, writing) he or she may need extra help.
- Discuss the test with your child. Make sure he or she feels comfortable and understands the importance of taking the test.



The ELPAC is aligned with the California English Language Development Standards. These standards can be found at: <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.

For More Information:

More information about the ELPAC can be found on the California Department of Education ELPAC Web page at: <http://www.cde.ca.gov/ta/tg/ep/> or at the Educational Testing Services ELPAC Web page at: <http://www.elpac.org/>

More information about your child's ELPAC scores can be found by contacting your child's teacher and/or the school office.



Name _____ Date _____

Answer Sheet for Hand Scoring: Placement Test

Directions: Fill in the circle that goes with your answer.

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B) (C) (D)

18. (A) (B) (C) (D)

19. (A) (B) (C) (D)

20. (A) (B) (C) (D)

21. (A) (B) (C) (D)

22. (A) (B) (C) (D)

23. (A) (B) (C) (D)

24. (A) (B) (C) (D)

25. (A) (B) (C) (D)

26. (A) (B) (C) (D)

27. (A) (B) (C) (D)

28. (A) (B) (C) (D)

29. (A) (B) (C) (D)

30. (A) (B) (C) (D)

31. (A) (B) (C) (D)

32. (A) (B) (C) (D)

33. (A) (B) (C) (D)

34. (A) (B) (C) (D)

35. (A) (B) (C) (D)

36. (A) (B) (C) (D)

37. (A) (B) (C) (D)

38. (A) (B) (C) (D)

39. (A) (B) (C) (D)

40. (A) (B) (C) (D)

Student Name: _____

ID #: _____

Test Date: _____

Edge Program Placement Guide		
Number Correct	Lexile® Measure	Placement Point
0-6	BR	Fundamentals Level (ELD 1)
7	10L	
8	55L	
9	100L	
10	140L	
11	180L	
12	220L	
13	255L	
14	290L	
15	325L	
16	360L	
17	390L	
18	425L	
19	455L	
20	485L	
21	520L	
22	550L	
23	580L	
24	610L	
25	640L	
26	675L	Level A (ELD 2)
27	705L	
28	735L	
29	770L	
30	805L	
31	840L	Level B (ELD 3)
32	875L	
33	915L	
34	960L	Level C
35	1010L	
36	1065L	
37	1130L	
38	1220L	
39	1220L	
40	1220L	

El Monte Union High School District
PRELIMINARY Program Placement Recommendation

☐ Arroyo ☐ El Monte ☐ Fernando R. Ledesma/CDS ☐ Mountain View ☐ Rosemead ☐ South El Monte

Student's Name: _____ ID #: _____
(Last) (First) (Middle)

Gender: ☐ M ☐ F Primary Language: _____ SSID: _____

Date of Birth: ____/____/____ Birthplace: _____
Month / Day / Year (City) (State / Country)

U.S. Enroll Date: ____/____/____ # Years Enrolled in U.S. School: _____ Previous District: _____
Month / Day / Year

ELAS Code: ☐ TBD ☐ EL ☐ FEP ☐ RFEP ☐ EO ELAS Start Date: _____

Program	English Language Acquisition Status (ELAS)	Recommended English placement
Structured English Immersion (SEI)	<input type="checkbox"/> TBD (Initials Only) <input type="checkbox"/> Newcomer EL (per CALPADS)	
	<ul style="list-style-type: none"> U.S. school enrollment = less than 1 year Edge Placement: Level Fundamentals 	<input type="checkbox"/> ELD 1 + ELD 1 Lab
	<ul style="list-style-type: none"> U.S. school enrollment = 1-2 years Edge Placement: Level A 	<input type="checkbox"/> ELD 2 + ELD 2 Lab
	<ul style="list-style-type: none"> U.S. school enrollment = 2-3 years Edge Placement: Level B 	<input type="checkbox"/> ELD 3 + ELD 3 Lab
	<ul style="list-style-type: none"> U.S. school enrollment = 4-5 years Edge Placement: Level B 	<input type="checkbox"/> English 1 Trans + Lab (AHS, EMHS, MVHS only)
	<input type="checkbox"/> TBD (Initials Only) <input type="checkbox"/> Long-term EL (per CALPADS)	
	<ul style="list-style-type: none"> U.S. school enrollment for 6 years or more Edge Placement: Level B or below ELPAC Overall Performance level of <u>3 or below</u> (if scores are available) Low academic performance (if transcripts are available) 	<input type="checkbox"/> (9 th) English 1 Intensive + Eng 1 Int Lab <input type="checkbox"/> (10 th) English 2 + ALD <input type="checkbox"/> (11 th) English 3 + ALD <input type="checkbox"/> (12 th) English 4 / ERWC
General program	<input type="checkbox"/> TBD (Initials Only) – Edge Placement: Level C <input type="checkbox"/> FEP (per CALPADS) <input type="checkbox"/> RFEP (per CALPADS) <input type="checkbox"/> EO (per CALPADS)	Grade level English
Notes/Comments:		

Completed by: _____ / _____ / _____
PRINT NAME SIGNATURE DATE

2019-2020 New Student Enrollment Checklist

Name: _____ School ID#: _____
(last name) (first name) (middle name)

DOB: _____ School Enrollment date: _____ Grade: _____

☐ **Step 1: Student Enrollment Survey**
(verify that information is complete and form is signed by parent)

☐ **Step 2: CALPADS Search**
☐ Initial CA Enrollment (continue to Step 3)
☐ Continuing CA Enrollment (complete information from CALPADS, continue to Step 6)

SSID #: _____ Initial U.S. Enrollment Date: _____
ELAS Code: _____ ELAS Status Date: _____ Primary Language: _____
(OPTIONAL: For ELs enrolled less than 5 years, continue to Step 5 and administer Edge Placement Test)

☐ **Step 3: Home Language Survey** (verify that information is complete and form is signed by parent)
(For primary language other than English (TBDs), continue to Step 4)
(For primary language English (EOs), continue to Step 6)

☐ **Step 4: Parent Notification of Initial ELPAC Administration** (attach signed & dated copy)
(For students enrolling from Private School or US enrollment more than 5 years, continue to Step 6)

☐ **Step 5: Edge Placement Test** (attach score sheet and placement guide)

☐ **Step 6: Preliminary Program Placement Recommendation Form**

Initial ELPAC Administration (TBD Initial Enrollments ONLY) 30-day deadline: _____

☐ **Step 7: Initial ELPAC Administration** (test date: _____)
(attach Preliminary Score Sheet and copy of TOMS score sheet)

☐ **Step 8: Parent Notification of Initial ELPAC Scores** (mailing date: _____)
(notification must be mailed within 30 days of enrollment)

☐ **Class Schedule**
(attach copy with English course highlighted for Initial TBDs and ELs only)

☐ **Language Information updated on ARMS (PRC screen)**
(Initial U.S. enroll date, Primary language, ELAS code, ELAS start date, and RFEP date if applicable)

☐ **Summative ELPAC scores** (Date Requested: _____ /Date Received: _____)
(Annual ELs only – attach ELPAC request form and copy of scores)

☐ **Language Folder (with label)**



Initial ELPAC Conversion Table – Grades Nine to Twelve

ORAL LANGUAGE Raw Score Conversion

(1) Oral Language Raw Score Listening + Speaking (# of points earned)	(2) Oral Language Scale Score	(3) Oral Language Performance Level	(4) Oral Language WEIGHTED Score (Scale Score x 0.5)
0	150	1 - Minimally developed	75.0
1	150		75.0
2	150		75.0
3	150		75.0
4	153		76.5
5	179		89.5
6	201		100.5
7	219		109.5
8	236		118.0
9	252		126.0
10	266		133.0
11	279		139.5
12	292		146.0
13	304		152.0
14	316		158.0
15	327		163.5
16	339		169.5
17	350		175.0
18	362		181.0
19	374	2 - Somewhat to moderately developed	187.0
20	387		193.5
21	400		200.0
22	415		207.5
23	430		215.0
24	447		223.5
25	466	3 - Well developed	233.0
26	488		244.0
27	514		257.0
28	547		273.5
29	591		295.5
30	600		300.0
31	600		300.0



Initial ELPAC Conversion Table – Grades Nine to Twelve

WRITTEN LANGUAGE Raw Score Conversion

(5) Written Language Raw Score Reading + Writing (# of points earned)	(6) Written Language Scale Score	(7) Written Language Performance Level	(8) Written Language WEIGHTED Score (Scale Score x 0.5)
0	150	1 - Minimally developed	75.0
1	168		84.0
2	218		109.0
3	248		124.0
4	271		135.5
5	290		145.0
6	306		153.0
7	321		160.5
8	336		168.0
9	350		175.0
10	364		182.0
11	380	2 - Somewhat to moderately developed	190.0
12	396		198.0
13	414		207.0
14	434		217.0
15	458	3 - Well developed	229.0
16	489		244.5
17	538		269.0
18	600		300.0

Overall Performance Scale Score and Performance Level Table

Overall Performance Level	ELAS Code	Overall Scale Score (Minimum – Maximum)
Novice English Learner	EL 1 (1)	150 - 369
Intermediate English Learner	EL 2 (3)	370 - 409
	EL 3 (4)	410 - 449
Initial Fluent English Proficient (IFEP)	FEP (6)	450 - 600



Date: _____

El Monte Union High School District
2019-2020 INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results

(20 U.S.C Section 6312[e][3][A][ii])

Based on the results of the English language assessment, your child has been identified as an **English learner (EL)**. Initial ELPAC score report is included with this letter.

The recommended program of instruction for your child is the **Structured English Immersion (SEI)** program. Please see the description of the program on the next page.

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of the language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

Required Criteria (<i>EC</i> Section 313[f])	El Monte Union High School District Reclassification Criteria
English Language Proficiency Assessment	Overall performance of Level 4 on the English Language Proficiency Assessments for California (ELPAC).
Comparison of Performance in Basic Skills	A minimum performance level of "Met Standards" on the English Language Arts state standards test (CAASPP ELA) for the previous year or a performance level of basic or above on the Scholastic Reading Inventory (SRI).
Teacher Evaluation	Minimum grade of "C" in English for the two most recent semesters.
Parental Opinion and Consultation	The parent/guardian is notified of their child's reclassification eligibility and invited to participate in the reclassification process.

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is 72.9 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Program and Description

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including the English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. A description of the language acquisition program provided in the **El Monte Union High School District** is listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

If your child has an **Individualized Education Plan (IEP)** on file, a description of how your child's program placement will contribute to meeting the objectives of the IEP is available from your child's special education case manager. (20 U.S.C Section 6312[e][3][A][vii])

Requesting a Language Acquisition Program

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from the one listed above, please contact Rossana Alvidrez, the English Learner Program Coordinator at (626) 444-9005, extension 9916, to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).