



Ellis ELAC Meeting

Comité asesor para estudiantes aprendices del inglés

January 17, 2025

Agenda

- Strategic Plan - updates from our last meeting
- DELAC Updates
- ELPAC Testing - skills you can practice at home
- Ellis Updates





2024-2030 STRATEGIC PLAN



OUR PROMISE

Every student is known by name, strength, and to learn

Joy • Compassion •

PORTRAIT

Critical Thinker & Effective Communicator

Healthy Mind & Body

GOALS

Students Experience an Inclusive & Nurturing Environment



Every student will experience a sense of belonging, trust, relationships with teachers and staff, and access to supports.



that closes opportunity, language, and achievement gaps.

Students Demonstrate Responsibility for Learning



Every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

Students Achieve Mastery of Core Content Areas



Every student will demonstrate continuous academic growth at a rate that will lead to mastery of core standards and skills at key transitional grade levels.



PLAN ESTRATÉGICO 2024-2030



NUESTRA PROMESA

talentazas y sus necesidades, listo para ar una vida con alegría y propósito.

MENTALES

Coraje • Excelencia

EDUCATIVA

Es un estudiante resiliente para toda la vida

Colaborador eficaz en una sociedad global

ESTUDIANTES

Estudiantes reciben unidades equitativas de crecimiento



Cada estudiante recibirá asistencia académica y no académica personalizada necesaria para crecer a un ritmo que cierre las brechas de oportunidad, lenguaje y logros.

Los estudiantes demuestran responsabilidad en el aprendizaje



Cada estudiante será un socio activo en su proceso de aprendizaje, compartirá la responsabilidad de lograr sus objetivos de aprendizaje y contribuirá de manera significativa en su escuela y comunidad.

Los estudiantes logran el dominio de las áreas de contenido básico



Cada estudiante progresará continuamente en el dominio de las normas y habilidades fundamentales para su grado.

Attendance

- Lots of feedback about how families can set their students up for success (going to be early, having a consistent schedule, finding ways to motivate kids to get to school on time, making appointments outside of school hours, etc.)
- Suggestions around making sure the school is meeting with families of students who are struggling with attendance to understand why they are having a hard time on a case by case basis
- Hold workshops for parents about the importance of attendance
- Make sure students feel valued and respected and included at school so that they want to be here
- Communicate with parents/families consistently
- School and families partnering on teaching kids about the importance of attendance and why being at school every day is important

Reading

- Access to books
- Emphasis on vocabulary development
- Building reading habits and routines at home and at school
- Tutorials
- More activities and homework that focus on reading
- More feedback from teachers about student progress and current levels
- Reading contests in classes
- Continue buddy reading
- Reading groups with readers theater
- Make reading fun by reading books and stories that kids are interested in

Math

- Hands-on activities
- More homework, more practice/games that can be done at home
- Focusing on building mathematical thinking and reasoning skills
- Encourage kids to make math problems for themselves and others to solve
- Connect math to life
- Workshops for parents on how math is taught here so parents can better help students
- Tutorials
- Have teachers give more time and support to students who don't understand concepts in smaller groups
- Communicate with parents about what skills students need to practice more at home and how to help them practice in a way that will help motivate them

Based on your feedback:

- Attendance meetings and workshops are being scheduled
- Feedback is being shared with staff that parents appreciate and want frequent specific communication
- More high-interest books are being purchased for the library, and we're looking for volunteers to help us have the library open at recess for students - look for this in Ms. Fischer's parent newsletter if you can volunteer!
- After school academic tutorials are increasing
- Staff is looking to schedule more workshops to help families help kids at home, make take-home activities, etc.
- WIN time - small group time - in 1st through 5th grade four days per week
- Continuing what is working

DELAC Update

Información de la reunión de DELAC



February 3 - March 28, 2025



Reading



Writing



Speaking



Listening

279 Students at Ellis

Kinder = 61 students

1st = 48 students

2nd = 46 students

3rd, 4th, 5th = 124 students

Grades	Estimated Time
K (no TK anymore!)	50-70 mins
1st	70-90 minutes
2nd	70-90 minutes
3rd-5th	2 Hours



Speaking

Listening

Reading

Writing

Kinder

1:1

1:1

1:1

1:1

1st Grade

1:1

1:1

1:1

1:1

2nd Grade

1:1

1:1

1:1

Group of up to
10 students

**3rd, 4th, 5th
Grades**

1:1

Group of up to
20 students

Group of up to
20 students

Group of up to
20 students

Skills you can practice at home!

¡Habilidades que puedes practicar en casa!

SUPPORT AN OPINION



Speaking

All grades (K, 1, 2, 3, 4, and 5)



Writing

Grades 3, 4, and 5



Speaking

K, 1st, 2nd

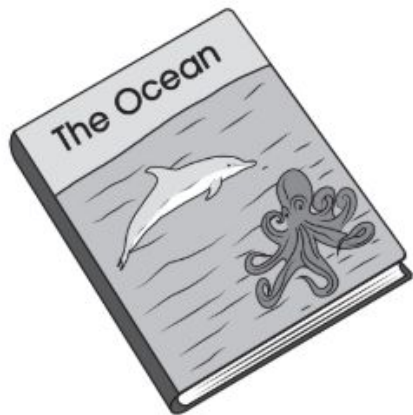
SAY I am going to ask you for your opinion.

Point to each picture at the appropriate time while reading the question.

SAY Your class has a choice to read a book. Which book do you choose for your class to read together: a book about the ocean or a book about outer space?

Wait for initial choice.

SAY Why do you think [a book about the ocean/a book about outer space/your choice] is better?





Speaking

3rd, 4th, 5th

SAY I am going to ask you for your opinion.

Point to each picture at the appropriate time while reading the question.

SAY Your class is learning about volcanoes. Your class will be making volcano models. **Would it be better to work on the project as part of a group or by yourself?**

Wait for initial choice.

SAY Explain your choice by giving relevant reasons to support your opinion.





Writing

3rd, 4th, 5th

You are going to write at least one paragraph in English about an important issue.

- Think about what you will write before you begin writing.
- State your opinion clearly and give two or more reasons to support your opinion.
- The paragraph should include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box. Please write neatly.



The teachers in your school have decided they will not give homework for the whole school year.

Do you think that it is a good idea for teachers to stop giving homework? Write at least one paragraph in support of your opinion to give to your principal. Make sure you write at least three sentences and include your opinion and supporting reasons.

Practicing at home:

- Ask “would you rather” questions and have your student tell you why they picked what they picked!
 - You can Google these questions for kids - there are many lists of funny questions you can ask and answer as a family
 - Example: Would you rather be 11 feet tall or 11 inches tall? Why do you think (11 feet/11 inches) is better?
- When your student tells you what they want or prefer, ask them why! What are their reasons?
 - Example: Should we go to the park or the library today? Why did you pick (the park/the library)?
- Encourage your student to speak in complete sentences and add details whenever you can!

Let's try it!

Search for or come up up with "Would You Rather" questions you can ask your student.

Find two or three questions to ask them this weekend!

05:00

DESCRIBE A PICTURE



Speaking

All grades (K, 1, 2, 3, 4, and 5)



Writing

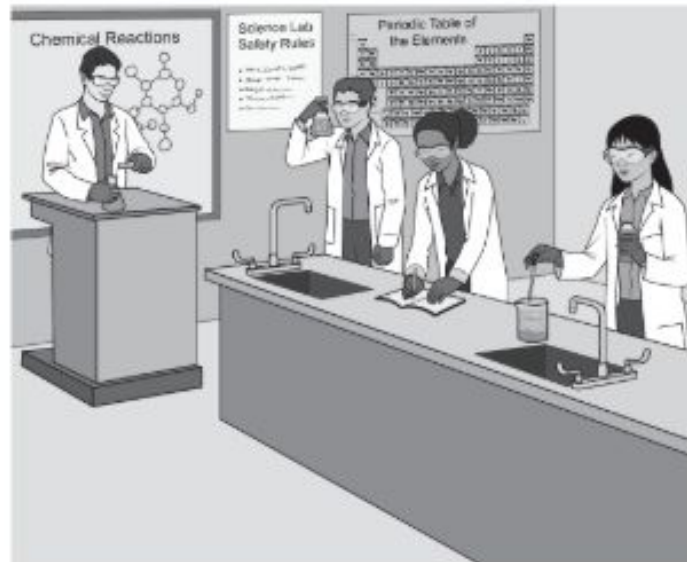
Grades 1, 2, 3, 4, and 5



Speaking



What is the teacher doing?
What is on the table?
Describe what the boys are doing?
What class is this? How do you know?
Tell me something else about the picture
Describe what is on the walls



What is the student doing?
What is the student holding?
What is the teacher doing?
What kind of room is this? How do you know?
Describe the area where the students are standing.
Describe what the students in the picture are wearing.



Writing

1st and 2nd



Look at the picture. Write about what is happening in the picture.



Writing

3rd, 4th, and 5th

You and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner's paragraph below and then follow the directions.



The students are taking turns. The girl just careful threw the ball. The boy is looking at the ball. The ball is in the air.

1

Look at this sentence.

The students are taking turns.

Rewrite this sentence with more details.

2

Look at this sentence.

The girl just careful threw the ball.

This sentence has TWO errors. Rewrite the sentence correctly.

3

Look at these two sentences.

The boy is looking at the ball. The ball is in the air.

Combine the two sentences into one sentence.

4

Write a new sentence to describe what the students might do next.

Practicing at home:

- Ask you student questions about pictures/images/paused videos or shows:
 - What is (person) doing?
 - Describe...(what you see on the walls, on the table, the area etc.)
 - What kind of place is this? *How do you know?*
 - *Tell me something else about the picture*
- Picture books or paused shows - your student can practice predicting what will happen next based on what they see, then read/keep watching to see if their predictions were accurate.
 - What is happening in the picture/on the screen?
 - What might happen next?
- Encourage your student to speak in complete sentences and add details whenever you can!

Let's try it! What questions can you ask about this picture?



05:00

ANSWER QUESTIONS ABOUT FICTION AND NON-FICTION TEXTS



Listening



Speaking



Reading

All grades (K, 1, 2, 3, 4, and 5)



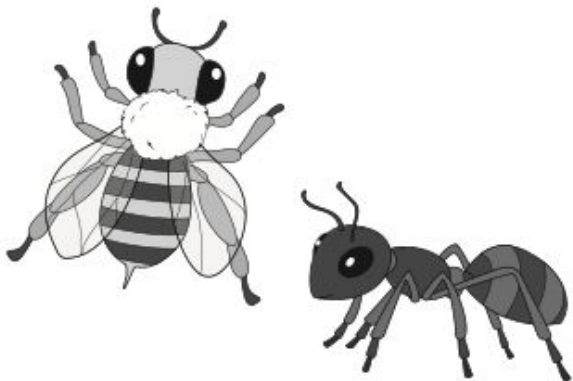
Kindergarten Non-Fiction

Listening

SAY Listen as I tell you about some animals. Listen carefully. You will hear the information only once. When I am finished, I will ask you some questions.

SAY Animals find food in different ways. Bees communicate, or talk to each other, to find food. But bees do not use words to talk. Instead, bees dance to tell other bees how far away food is. If food is close, bees walk in circles. The circle dance tells other bees that food is nearby.

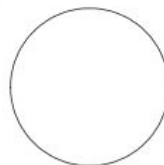
Other animals do other things to find food. Ants use smell to find food. They smell with antennae [an-TEH-nee]. Antennae are long and thin and found on top of their heads. The antennae on the top of their heads help ants smell their way to food!



5 Why do bees dance?

- A** to show they are happy
- B** to say hello to other bees
- C** to tell other bees where to find food

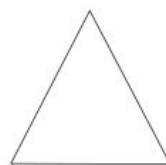
6 What is one shape bees dance in?



A



B



C

7 What do ants use to smell?

- A** their noses
- B** their antennae
- C** their feet



Speaking

2nd Grade Non-Fiction

**"Tell me about...
Use the pictures to
help you."**

SAY I am going to tell you about the phases of the moon. Listen carefully. You will hear the information only once. When I am finished, you will tell me about the phases of the moon.

Point to the picture of each object at the appropriate time while reading the information.

Point to the first picture.

SAY This picture shows the moon. The moon circles around Earth. Each night when we look at the moon, it can appear to be a different shape. These are called the phases of the moon. The moon does not actually change shape. The shape we see comes from the amount of sunlight we can see being reflected on the moon.

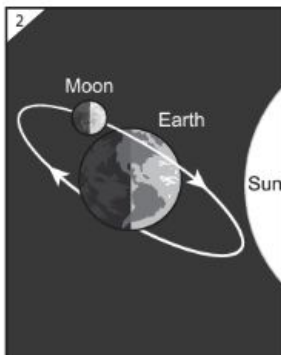
Point to the second picture.

SAY In this picture the moon is revolving around Earth. From Earth, we can only see the light part of the moon. The positions of Earth, the moon, and the sun determine which phase the moon is in.

Point to the third picture.

SAY Here you see a phase of the moon. When the sunlight is fully reflected on the moon, it is called a Full Moon. We can see a full circle during this phase.

SAY Now it is your turn. Tell me about the phases of the moon. Use the pictures to help you.





Now you are going to read a text on your own. I will ask you some questions about what you have read.

Alex is playing in the park. He hears a soft meow coming from behind a tree. He sees a small, gray kitten.

"Come here, kitty," Alex calls.

He picks up the kitten and reads its collar. "Boots," Alex says. "That's your name. But where do you live?"

There is no address on the collar. Alex shows the kitten to his mom.

"I found a lost kitten," Alex tells his mom. "But I don't know where he lives."

"Let's make some posters at home," Mom says. "We can hang them up in the area. Maybe the owners will see them and call us."

That afternoon, Alex and Mom hang up the posters.

A few hours later, the phone rings.

"Great news!" Mom says. "Boots' owners saw our posters. They're coming to pick him up!"



Reading

1st Grade Fiction

5 What is the story about?

- A a new pet
- B art homework
- C a lost kitten

6 Which word best describes Alex?

- A helpful
- B silly
- C bored

7 What do Alex and Mom do together?



A



B



C

Today, voting for government officials is a special right shared by United States citizens who are eighteen years old and older. Each person can vote only once in an election, and voting is done in secret. That means voters do not have to tell anyone who they voted for. Although some practices remain the same, some voting practices have changed over time.

A long time ago, in order to vote, you had to be male and own land. This meant that only a small group of men could vote. Over time, the right to vote was extended to more and more people. This happened because of the hard work of people like Martin Luther King, Jr. and Susan B. Anthony. With more people voting, new practices were needed.

Years ago voting looked very different than it does today. For many years, voting was not done in secret. Voters had meetings at public buildings. They would raise their hands or voices to show who they wanted to vote for. In some cases, voters would line up on different sides of a room to show who they were voting for.

Today, voters go to polling sites where they can vote. In some states, voters mark their choices on paper slips, called ballots. Some people even send in their ballot by mail. In other places, paper ballots have been replaced with voting machines. As new technologies are created, voting will probably continue to change.

16 What is the main idea of the text?

- A United States citizens who are adults can vote.
- B Voting practices have changed over time.
- C More people are voting than ever before.
- D Technology will allow people to vote in different ways.



Reading

3rd, 4th, 5th Non-Fiction

17 Read this sentence from paragraph 2.

Over time, the right to vote was extended to more and more people.

What does the word extended MOST LIKELY mean in the sentence?

- A continued
- B straightened
- C given
- D shown

18 Why does the author mention Martin Luther King, Jr. and Susan B. Anthony?

- A They were part of a small group of voters.
- B They worked hard to win elections.
- C They invented the secret ballot.
- D They helped many people become voters.

19 Which sentence from the text BEST describes how people voted in the past?

- A Although some practices remain the same, some voting practices have changed over time.
- B With more people voting, new practices were needed.
- C They would raise their hands or voices to show who they wanted to vote for.
- D In other places, paper ballots have been replaced with voting machines.

Practicing at home:

FICTION

1. Who is the main character in the story?
2. Who are the other characters in the story?
3. What is the setting of the story?
4. What is a problem that the main character is facing or trying to solve?
5. How is this problem being solved?
6. What is the theme or the lesson of the story you are reading? How do you know?
7. Tell the story back to me using the pictures/images

NON-FICTION

1. What topic are you reading about?
2. What new vocabulary words are you learning?
3. Tell me about (topic of the non-fiction text)
4. Tell me 2 or 3 new things you learned about this topic.
5. What is the main idea of the book? How do you know?

Ellis Updates
Anuncios de Ellis





Sunnyvale Community Services

Preventing Homelessness and Hunger in Our Local Community

CONTACT INFO

1160 Kern Avenue, Sunnyvale, CA 94085

info@svcommunityservices.org

Main: 408.738.4321

LOBBY HOURS

Monday - Friday

9:00 AM - 12:00 PM | 12:30 - 4:00 PM

FOOD DISTRIBUTION HOURS

Every 1st, 2nd, 3rd & 4th Wednesday of
the month

9:00 AM - 6:00 PM

TAX ID 94-1713897

Important Dates / Fechas Importantes

No School: January 20th & 21st

No hay escuela: 20 & 21 de enero

PTA Meeting: January 22nd @ 6:30pm

Reunión de PTA: 22 de enero

ELPAC Starts: February 3rd

Examen de ELPAC: comienza 3 de febrero

Teacher Learning Day: February 11th

Salida temprana: 11 de febrero

No School: February 17th-21st

No hay escuela: 17-21 de febrero

Virtual Talent Show: February 27th

Show de talentos virtual: 27 de febrero

End of Trimester 2: February 28th

Fin del trimestre 2: 28 de febrero



**Next ELAC Meeting:
March 7th at 8:15am**

**Próxima reunión de
ELAC:
7 de marzo a las 8:15**