

English Language
Advisory Committee

Cherry Chase Elementary School
September 12, 2024

Cherry Chase Elementary School
September 12, 2024

Introductions

Principal
Gloria Marchant



Assistant Principal
Kristin Brett



Cherry Chase Elementary School

ELAC


September 12, 2024

8:15 am

Location: Multipurpose Room

Presentation

"Diversity is being invited to the party. Inclusion is being asked to dance." - Verná Myers

	Time	Topic	Outcomes/Topic	Minutes
1	8:15	Purpose of ELAC and Election of Officers	<ul style="list-style-type: none">Understand the purpose of ELAC and elect DELAC Representatives	
		Sunnyvale School District Strategic Plan	<ul style="list-style-type: none">Review SSD Promise and Goals	
2	8:30	ELPAC Assessments and Parent Reports	<ul style="list-style-type: none">Share information on Initial and Summative ELPAC and parent reportsHow to monitor your child's progress.	
	8:45	Reclassification Process	<ul style="list-style-type: none">Share the process for reclassification and the ELPM Window	
	8:50	Importance of School Attendance	<ul style="list-style-type: none">Share information on school attendance and benefits for children	

ELAC Meetings 2024-2025

September 12

November 7

January 16

February 13

March 13

April 10

May TBD



Purpose of ELAC

- Educate families about English Learner Programs
- Advise instructional teams about how to best support English Learners

Election of ELAC Officers

Chairperson

- Attends DELAC meetings (district level) 6:00-7:30 pm
- October 22 December 10 March 26 May 28**
- Develop ELAC agendas with Assistant Principal

Vice Chairperson

- Assist Chairperson in ELAC meetings
- Attend DELAC in absence of Chairperson



The slide features a dark teal background with a fine, light-colored speckle pattern. A thin, bright cyan border frames the entire content. At each of the four corners, there is a stylized graphic element consisting of two nested, right-angled triangles pointing towards the corner. The top-left and bottom-left graphics are cyan with a yellow inner triangle. The top-right and bottom-right graphics are magenta with a yellow inner triangle.

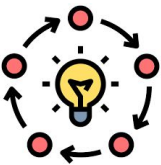
Sunnyvale School District Strategic Plan and District Goals

Equity Statement

In Sunnyvale School District, we believe that equity and anti-racist practices lead to learning without limits.

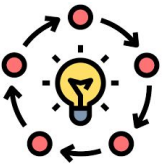
We commit to:

- **Addressing the individual supports that each student requires** in order to flourish in partnership with families, students, and the community.
- **Mitigating structural barriers and biases** that hinder students' ability to thrive and creating a system where success is not determined by identity factors.
- **Engaging in reflective practices**, including two-way communication with all community members, evaluation of resource allocation, and examination of policy and practice.
- **Empowering all learners** by recognizing the cultural assets that students and communities hold in order to provide a tailored education with support, access, and opportunities so they reach their full, unique potential.



Sunnyvale School District's Promise

*Every student is known by **name**, **strength**, and **need**, ready to excel in high school and beyond, and to lead a life of **joy** and **purpose**.*





Priority Goals and Measures for the Year



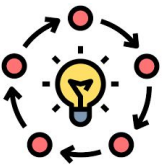
Students Experience **Inclusive
& Nurturing Environment**

1.B Student regular attendance in school and class



Students Achieve **Mastery
of Core Content Areas**

4.A More than one-year growth for students not yet at grade-level; at least one-year growth for students at/above grade-level (Math and ELA)



2024-2030 Strategic Plan

Implementation of instructional practice for English Learners

K-5

- dELD Training provided by Instructional Coach
- Coaching Cycles on dELD practices throughout the year
- Teachers provide dELD instructional practices daily in each classroom



The ELPAC

**The English Language Proficiency
Assessment of California**

What is the ELPAC?

The ELPAC is a test that:

- Measures how well students understand English when it is not their primary language
- Provides information that helps your child's teacher support him or her in the right areas
- Provides information to parents about their child's progress in learning in English



What Does the ELPAC Test?

The ELPAC tests four different domain areas:



Why Do Students Take the ELPAC?

If a language other than English is identified, California requires students to take the ELPAC.

Identifying students who need help learning in English is important so English learners can get the support they need to do well in school.



The ELPAC Has Two Assessments

Initial
Assessment

Summative
Assessment

The Initial ELPAC:

Who:

Students who are new to California schools and who are identified as speaking a language other than English are given the Initial Assessment within 30 days of when they enroll in a California school. Students only take the Initial Assessment once.

Why:

The Initial Assessment is used to identify students as either an English learner who needs support to learn in English, or as proficient in English.

The Summative ELPAC:

Who:

Students who are English learners are given the Summative Assessment each spring between February 1 and May 31 until they are reclassified as English proficient.

Why:

The Summative Assessment is used to measure the progress English learner students are making in listening, speaking, reading, and writing in English. The results help tell the school if the student is ready to be reclassified as proficient in English or if they need more support in learning in English.

What Information Will I Get About How My Child Did on the ELPAC?

All students who take the ELPAC will receive a Student Score Report.

What Information Will I Get About How My Child Did on the Summative ELPAC?

- Overall Score / Level
- Oral Language Score / Level
- Written Language Score / Level
- Domain Level

Initial ELPAC Score Report



English Language Proficiency
Assessments for California

Andover L. Massachusetts
INITIAL ELPAC
STUDENT SCORE REPORT 2022–23 | Kindergarten

Andover's Initial English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
ANDOVER L. MASSACHUSETTS
123 MAIN ST
YOUR CITY, CA 99999-1234

Student #: 9999992022
Date of Birth: 03/02/2013
Grade: Kindergarten
Test Date: 06/14/2021
School: California Elementary School
LEA: California Unified
CDS: 99999910000000

Andover's Overall Score and Performance Level

LEVEL
2

Overall Score:
400

Overall Performance Level:
Intermediate English Learner

What does my child's score mean?

Andover recently took the Initial ELPAC, which identifies students who need help learning English. Based on the results, Andover has **intermediate** English skills and needs some help using English in school. Andover will take the Summative ELPAC this spring, which measures the student's progress in developing English skills. If you have questions about your child's ELPAC results, please contact your child's school for more information.

What Is and Why Do We Administer the Initial ELPAC?

This assessment is administered to students who speak a language other than English at home. The Initial ELPAC measures how much English a student knows and determines what support, if any, the student needs to succeed in school while receiving instruction in all school subjects.

Parent/Guardian Resources

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to

- understand your child's score report,
- review sample test questions,
- find free resources to support your child's learning, and
- view a parent guide to understanding the ELPAC.



More information on Andover's score is provided on page 2.



English Language Proficiency
Assessments for California

Andover L. Massachusetts
INITIAL ELPAC STUDENT SCORE REPORT
2022–23 | Kindergarten

Overall Performance Level

Intermediate English Learner

Overall Score:
400



Oral Language

Your child has **somewhat to moderately developed** listening and speaking skills.



Written Language

Your child has **somewhat to moderately developed** reading and writing skills.

What Students Can Do At Each Level

Initial Fluent English Proficient Level (450–600)

Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.

➔
Your child scored at this level.

Intermediate English Learner Level (370–449)

Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.

Novice English Learner Level (150–369)

Students at this level are **beginning to develop** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Complete results for schools, districts, and the state are available on the Test Results for California's Assessments website at <https://caspp-elpac.cde.ca.gov/>.

Summative ELPAC Score Report

Fort's English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
FORT W. TEXAS
 1234 MAIN STREET
 UNIT 1234
 YOUR CITY, CA 12345-1234

Student #: 9999999906
Date of Birth: 08/05/2009
Grade: 6
Test Date: 03/06/2021
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

Overall Score



Fort's overall score is Level 3 out of 4. More information on Fort's score is provided on page 2.

What is the ELPAC?

The Summative ELPAC measures how well students are learning the English language and determines what support they need to succeed in school. Students who are English learners will take the Summative ELPAC each year until reclassified. You and your child's teachers can use the ELPAC results and other measures of English language proficiency to help further your child's knowledge of English.

Visit the Starting Smarter website at

<https://elpac.startingsmarter.org/> to

- understand your child's score report,
- review sample test questions, and
- find free resources to support your child's learning.



What Students Can Do At Each Level

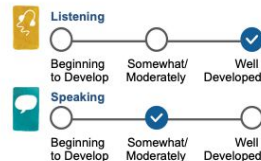
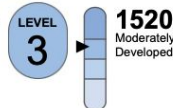
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1474) Beginning to Develop	(1475–1516) Somewhat Developed	(1517–1566) Moderately Developed	(1567–1900) Well Developed
May know some English words and phrases	Can often use English to learn new simple ideas	Can usually use English to learn new concepts in school	Can consistently use English to learn new concepts in school

Summary results for schools, districts, and the state are available on the Test Results for California's Assessments website at <https://caaspp-elpac.cde.ca.gov/>.

Fort also received scores for oral language and written language.

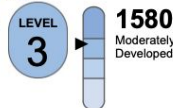
Oral Language

The oral language score includes Listening and Speaking.



Written Language

The written language score includes Reading and Writing.



Your Child's ELPAC Score History

Grade 4

Incomplete test
 No score available

Grade 5

Incomplete test
 No score available

Grade 6



How You Can Help Support Your Child's Success

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Encourage your child to try their best because the tests are important.
- Ask your child's teacher:
 - In what areas is my child doing well?
 - In what areas might my child need some extra support?
 - How can I help support my child at home?
 - How are you supporting my child at school?



How Can I Learn More About the Tests My Child is Taking?

- Review the Parent Guide to Understanding

-
-

[Click to view](#)

- Take an ELPAC Practice Test with your child at home

-

[Click to view](#)



Language Proficiency → Reclassification

English Language Progress Monitoring

How our students
move from
English Learner to
Fluent English
Proficient

English Language Progress Monitoring

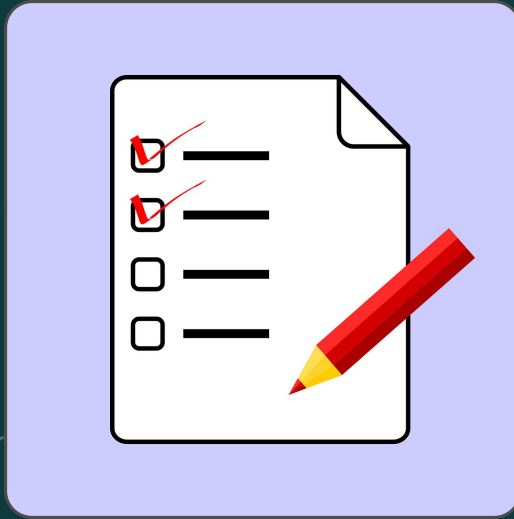
Nov. 11-Dec. 13 and Apr. 7- May. 3

Reclassification

Language Review Team

Current Reclassification to Fluent English Proficient (RFEP) Criteria

Required Criteria (Education Code 313(f) and Title 5 California Code of Regulations (section 11303))	Sunnyvale School District Criteria
Criteria 1: Summative ELPAC Score	Overall Level 4
Criteria 2: Teacher Evaluation	All 3's and 4's on report card Writing sample
Criteria 3: Parent opinion and consultation	Families will be informed of student's eligibility for reclassification.
Criteria 4: Student Performance	TK-2: NWEA ELA RIT Score 3-8: NWEA ELA RIT scores CAASPP ELA section



School Attendance

**Setting Our Students Up for Academic
and Social Emotional Success**

School Attendance

- Make getting your children to school on time every day a top priority.
- Alert schools and community agencies to barriers preventing your children from attending class.
- Make needs known to address barriers that may be causing large numbers of students to miss too much school.

School Attendance: Resources

Handouts

- Preschool Parent Handout ([English](#) & [Spanish](#))
- Elementary School Parent Handout ([English](#) & [Spanish](#))
- Middle School Parent Handout. ([English](#) & [Spanish](#))

Videos

- English: <https://vimeo.com/240840053>
- Spanish: <https://vimeo.com/130556839>



Announcements

- September 13: Coffee With the Principal 8:30am
- September 16-17: Picture days
- September 23-27 Conference Week- All students dismissed 11:35