



# **District English Learner Advisory Committee (DELAC)**

---

Linh Nguyen  
Assistant Superintendent of Ed Services  
January 24, 2020  
9-10:30 pm  
<http://bit.ly/37qCELk>

# **CSD EL Program Goal**

- Goal #1: Learn English as quickly as possible.
- Goal #2: Reach the same academic standards as all students.

---

# Today's Agenda

- Welcome & Introductions
- Reclassification Update
- English Language Proficiency Assessment for California (ELPAC)
- Consolidated Application
- CA Dashboard
- New LCAP Template
- English Learner Program Needs Assessment
- Next Steps

---

**Reclassification is the process through which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classroom.**

# EL Reclassification

Four criteria for EL Reclassification:

- Assessment of English language proficiency (ELPAC)
- Comparison of student performance in basic skills. comparable to the performance of English proficient students of the same age (DRA & Writing PBA).
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (Student Classwork)
- Parent opinion and consultation.

# English Learner Reclassification (REEP)

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Total EL</b> (*Previous Years Total EL)	508	495	462	501	454
<b>Number of EL Reclassified</b>	85	142	64	62	65
<b>*Percent of EL Reclassified (Current Year)</b>	16.7%	28.7%	13.8%	12.4%	14.3%

**\*NOTE: The percent is calculated by dividing the number of redesignated students by the prior year's EL count.**

## Monitoring RFEP Student Progress



As required by Title III and the California Education Code, students reclassified as Fluent English proficient (RFEP) must be monitored for a minimum of **four (4)** years after reclassification or until they reach and maintain grade-level proficiency.

[CSD RFEP Process](#)

# **Why Administer the Summative ELPAC?**



Purpose: to identify an English learner's level of English language proficiency each year and to assess his/her progression in acquiring skills of listening, reading, speaking, and writing.



# **Why Administer the Summative ELPAC?**



State and federal laws require that an English language proficiency test be administered to all students who are English learners (ELs) who have not been reclassified as fluent English proficient (RFEP).

# What is Assessed on the Summative ELPAC?

Domains and Task Types			
Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>• Listen to a Short Exchange (K–12)</li> <li>• Listen to a Classroom Conversation (3–12)</li> <li>• Listen to a Story (K–5)</li> <li>• Listen to an Oral Presentation (K–12)</li> <li>• Listen to a Speaker Support an Opinion (6–12)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About a Scene (K–12)</li> <li>• Speech Functions (2–12)</li> <li>• Support an Opinion (K–12)</li> <li>• <b>Retell a Narrative (K–5)</b></li> <li>• <b>Present and Discuss Information (6–12)</b></li> <li>• <b>Summarize an Academic Presentation (K–12)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Read-Along Word with Scaffolding (K)</li> <li>• Read-Along Story with Scaffolding (K)</li> <li>• Read-Along Information (K)</li> <li>• Read and Choose a Word (1–2)</li> <li>• Read and Choose a Sentence (1–5)</li> <li>• Read a Short Informational Passage (1–12)</li> <li>• Read a Student Essay (3–12)</li> <li>• Read a Literary Passage (1–12)</li> <li>• Read an Informational Passage (1–12)</li> </ul>	<ul style="list-style-type: none"> <li>• Label a Picture—Word, with Scaffolding (K)</li> <li>• Write a Story Together with Scaffolding (K–2)</li> <li>• Write an Informational Text Together (1–2)</li> <li>• <b>Describe a Picture (1–12)</b></li> <li>• Write About an Experience (3–12)</li> <li>• <b>Write About Academic Information (3–12)</b></li> <li>• Justify an Opinion (3–12)</li> </ul>

**When is the  
Summative  
ELPAC Testing  
Window for  
CSD schools?**

**February 24  
- March 27,  
2020**

**PLEASE NOTE: Districts in California are required to test all newly identified/enrolled English learners through May 31, 2020.**

# Who Takes the Summative ELPAC Assessment?



All identified English learners (ELs) in Transitional Kindergarten (TK) through Grade 12 (including all newly identified ELs)



How we are doing?  
<https://www.caschooldashboard.>



Red

LOWEST PERFORMANCE



Orange



Yellow



Green



Blue

HIGHEST PERFORMANCE

# How Performance Colors Are Determined

Current  
Year Data

Current Year Data















*minus*

Prior Year Data

# Performance Color

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

# California School Dashboard, 2019

School Name, City and County	Career and College Readiness Indicator	Chronic Absenteeism Rate	Suspension Rates	English Lang. Arts Performance	Math Performance	High School Graduation Rate
Sartorette Charter Cambrian Santa Clara County	†					†
Cambrian Santa Clara County	†					†
Steindorf STEAM K-8 Magnet Cambrian Santa Clara County	†					†
Bagby Elementary Cambrian Santa Clara County	†					†
Fammatre Elementary Cambrian Santa Clara County	†					†
Price Charter Middle Cambrian Santa Clara County	†					†
Farnham Charter Cambrian Santa Clara County	†					†

School Name, City and County	Career and College Readiness Indicator	Chronic Absenteeism Rate	Suspension Rates	English Lang. Arts Performance	Math Performance	High School Graduation Rate
------------------------------	--	--------------------------	------------------	--------------------------------	------------------	-----------------------------



# English Learner Progress Indicator (ELPI) - Cambrian (Bagby & Steindorf)

LEARN MORE

## English Learner Progress

All Students

State

**61.4% making progress towards English language proficiency**

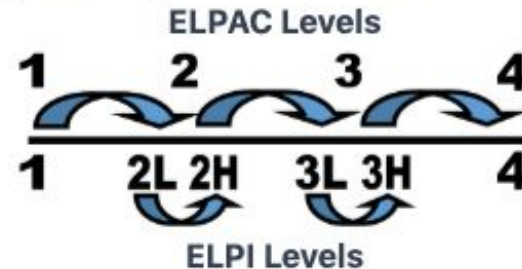
Number of EL Students: 57

### Progress Levels

Very High = 65% or higher  
High = 55% to less than 65%  
Medium = 45% to less than 55%  
Low = 35% to less than 45%  
Very Low = Less than 35%

View More Details →

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

# English Learner Progress Indicator (ELPI) - Cambrian (Bagby & Steindorf)

## Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



# English Learner Achievement in ELA & Math (Bagby & Steindorf)

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
29.5 points below standard	76.9 points above standard	53.7 points above standard
Increased 10.6 Points Ⓢ	Increased 11.5 Points Ⓢ	Increased 9.5 Points Ⓢ
Number of Students: 35	Number of Students: 68	Number of Students: 431

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
15.8 points below standard	84.1 points above standard	43.8 points above standard
Maintained -2.8 Points	Increased 17.3 Points Ⓢ	Increased 9.7 Points Ⓢ
Number of Students: 36	Number of Students: 68	Number of Students: 430

## Cambrian - Bagby & Steindorf

### Cambrian (Santa Clara County, CA)

Reporting Year: 2019 ↕

This report displays the performance level (color) for each student group on all the state indicators.

### Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Green	None	None	Blue	Blue
English Learners	Orange	Blue	None	None	Green	Blue
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Blue	None	None	Green	Green
Students with Disabilities	Green	Yellow	None	None	Yellow	Yellow
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Green	None	None	Blue	Blue
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	Blue	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Blue	Green	None	None	Blue	Blue
Two or More Races	Blue	Blue	None	None	Blue	Green

# Cambrian - Bagby & Steindorf

## English Language Arts Indicator - 2019

[View other reports for this District](#)

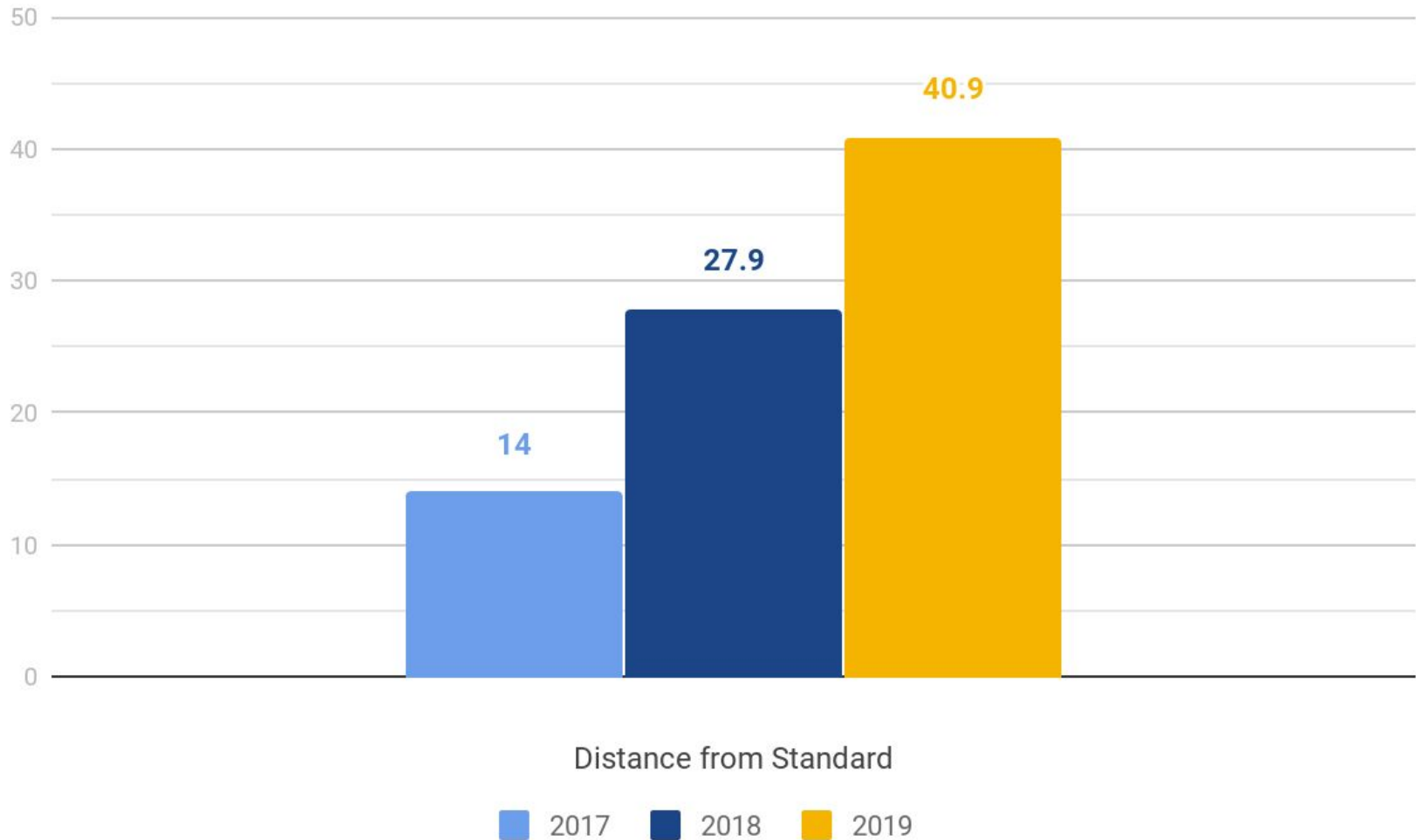
[Download Data](#) [View Layout](#)

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method	Did not test 10% of students
All Students	Blue	Very High	Increased	56.5	9	617		616		47.4					N
English Learners	Green	High	Increased	40.9	13.2	103		112		27.7					N
Homeless	None					1		1							N
Socioeconomically Disadvantaged	Green	Medium	Increased	0.2	7.4	65		73		-7.2					N
Students with Disabilities	Yellow	Low	Increased Significantly	-20.3	23.9	100		99		-44.2					N
African American	None	High	Increased Significantly	19.4	19.1	13		16		0.3		-0.25			N
American Indian or Alaska Native	None					3		3							N
Asian	Blue	Very High	Increased	89.4	11.9	136		128		77.5					N
Filipino	None	Very High	Increased Significantly	55.7	40.5	15		11		15.3					N
Hispanic	Blue	High	Increased Significantly	15.9	24.6	113		110		-8.7					N
Native Hawaiian or Pacific Islander	None					2		0							N
White	Blue	Very High	Increased	60.4	3.4	279		297		57					N
Two or More Races	Blue	Very High	Increased	66.2	6.2	48		51		60					N

Note: An asterisk (\*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in the current or prior year.

# **EL Achievement in SBA ELA Distance from Standard - Level 3 (Bagby & Steindorf)**



# Consolidated Application (ConApp)

## 2019-20 Update

ESSA Title Program	Program Title/Description	Estimated Program Budget	Actual Budget Allocation	Difference
Title I, Part A	Improving Basic Programs - A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and academic assessments.	\$163,523.00	\$100,819.00	-\$62,704.00
Title II, Part A	Supporting Effective Instruction	\$43,117.00	\$43,117.00	-\$2,045.00
Title III	English Learner - Federal program that assists with language instruction for English learners (EL) and immigrant students.	\$52,582.00	\$47,784.00	-\$4,798.00
Title III	Immigrant - Federal program that assists with language instruction for immigrant students.	\$18,601.00	\$18,246.00	-\$355.00
Title IV	Student Support and Academic Enrichment Grant	\$10,000.00	\$12,151.00	+\$2,151.00



# **BUILDING THE 2020-2023 LCAP PLAN**

---

Stakeholder and Community Engagement



# Response to Auditors Reports

EdSource

HIGHLIGHTING STRATEGIES FOR STUDENT SUCCESS



TOPICS

COMMENTARIES

PROJECTS

AUDIO & VIDEO

DATA

PUBLICATIONS

ABOUT EDSOURCE

## California governor joins those wanting to hold school districts more accountable for spending

*Proposed budget addresses criticisms by State Auditor Elaine Howle.*

LOCAL CONTROL FUNDING  
FORMULA

JANUARY 21, 2020

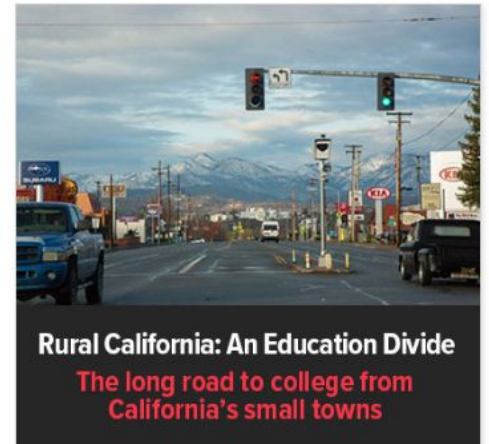


JOHN FENSTERWALD

4 COMMENTS

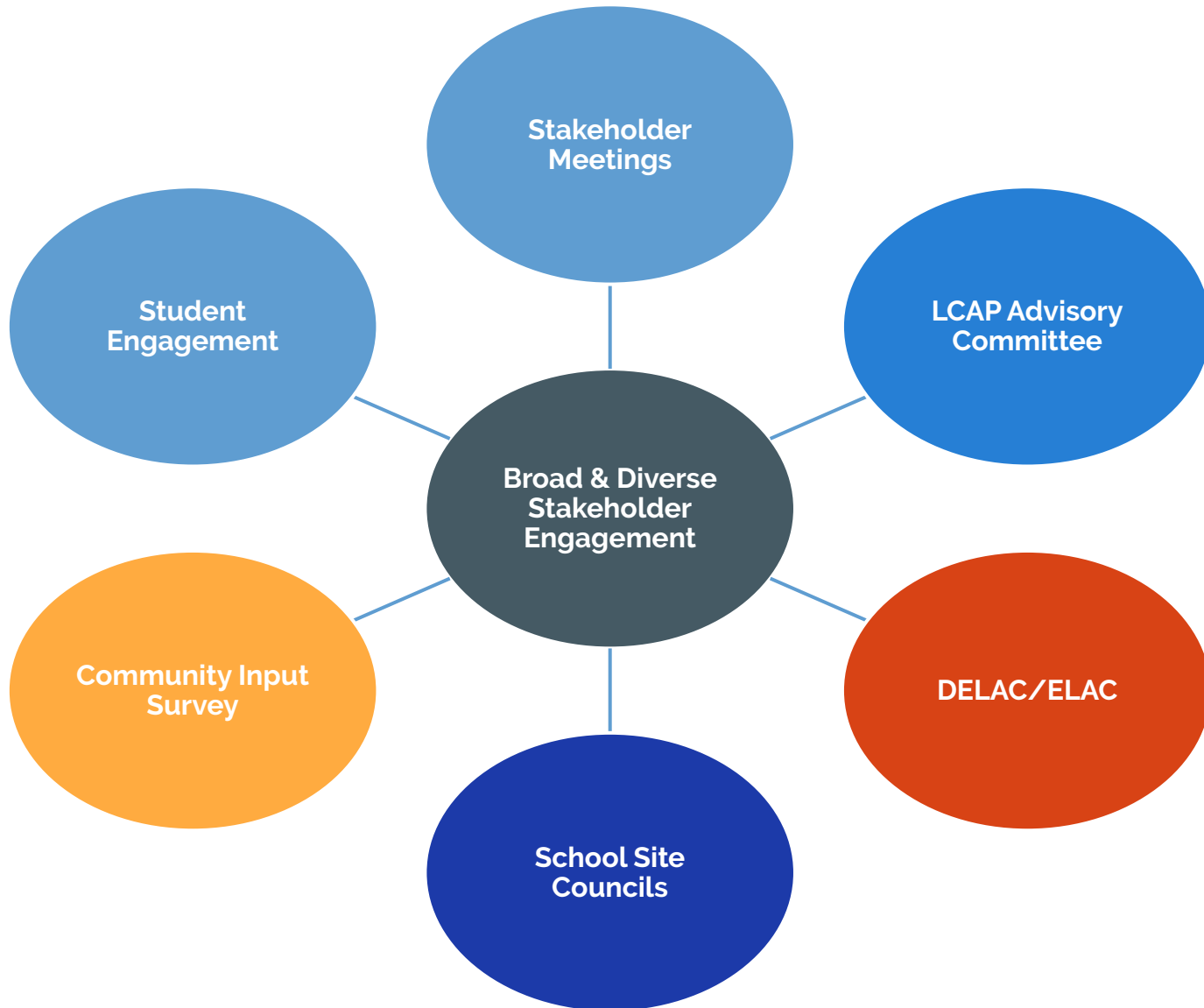


PHOTO: ALISON YIN/EDSOURCE



**Smarter Balanced  
CAASPP Scores for 2019**  
Five years of data now available for all

# LCAP Engagement Plan



# Stakeholders Engagement

- LCAP Advisory Committee Meetings
- District ELAC Meetings
- Other Community Input Opportunities
  - LCAP Site Input Meetings
    - Staff Meetings
    - School Site Council/ELAC Meetings
    - Principal Coffees
  - Student Involvement
    - School Climate Surveys
- LCAP Community Survey (February)
- LCAP Updates to the Board
- Communicate Updates on District Website

# LCAP Template



Approved after much discussion  
[SBE Meeting January 8, 2020](#)

## Template Availability

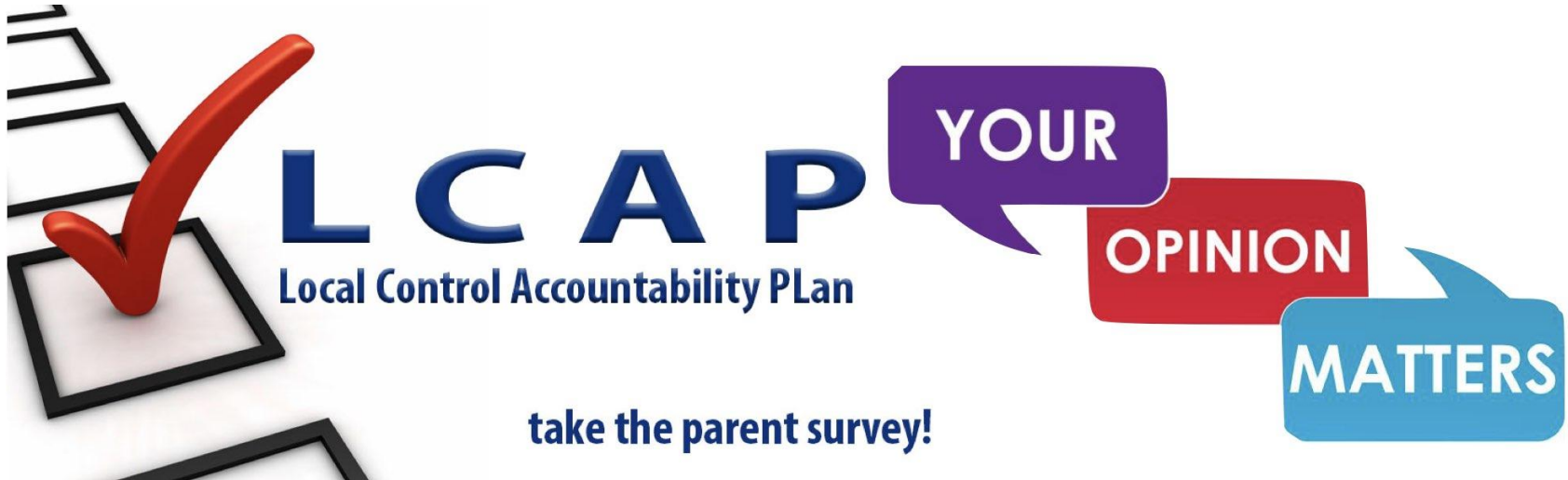
- eTemplate - week of February 3, 2020
  - Districts access through COEs
  - COEs and Charters access through CDE
- Word/Excel versions will be posted week of February 3, 2020
- DTS Template available February 7

# New LCAP Template



LCAP Reboot Presentation

(Revised per SCCOE)



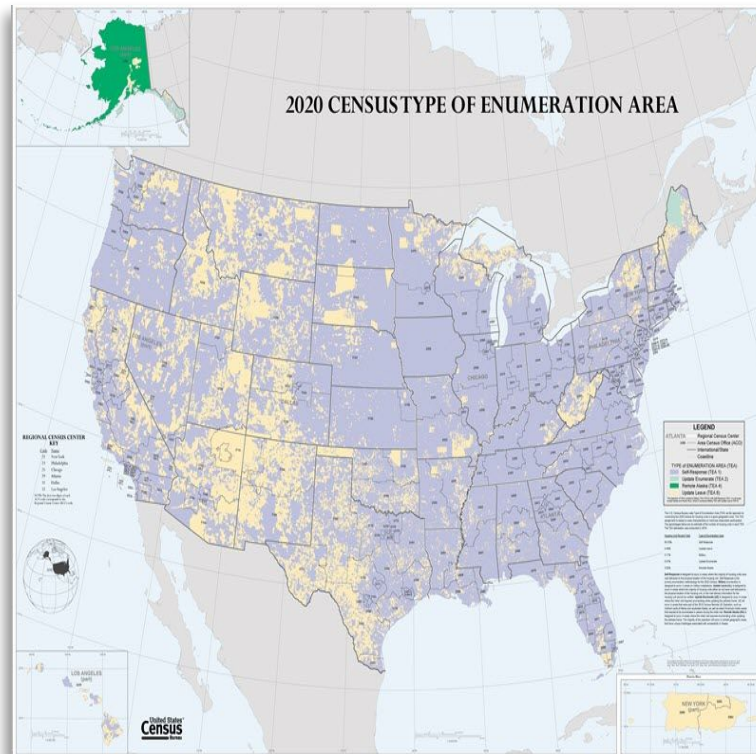
---

## ELAC/DELAC Needs Assessment

# LCAP Development Timeline

What	When
Stakeholder Input	February - March 2020
Analyzing Input	March - April 2020
Present Stakeholder Input to Board	April 18, 2020
Draft LCAP	April - May 2020
Submit Draft LCAP to SCCOE	May 2020
Public Hearing at Board Meeting	June, 2020
Final Adoption at Board Meeting	June , 2020

# SCCOE ROAD TO THE 2020 CENSUS



Presented by Ray Mueller, Partnership Specialist,  
U.S. Census Bureau, Los Angeles Region



# Why Do We Take A Census?

## It's in the Constitution!

The United States Census (plural censuses or censi) is a decennial census mandated by Article I, Section 2 of the United States Constitution, which states:

"Representatives and direct Taxes shall be apportioned among the several States... according to their respective Numbers... . The actual Enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent Term of ten Years". ~ Wikipedia



Shape  
your future  
START HERE >

United States<sup>®</sup>  
Census  
2020

# What Do You Do to Respond?

**New Ability to Self Respond Starting March 12, 2020**



Internet\*



Phone\*



Paper Form



In-person

*\*12 languages plus English and TDD  
(Telecommunications Device for the Deaf) will be supported.*

# Who are the Hard to Count Populations

Communities of Color	Children under 5	Tribal members
LGBTQ+	Undocumented immigrants	People with disabilities
People experiencing homelessness	People who do not speak English fluently	People distrustful of the government
Renters	Adults between 18-24	Rural Communities



# What if We Don't Read English?

Internet Self-Response	Census Questionnaire Assistance	Language Guides (Video and Print) Language Glossaries Language Identification Card	Paper Questionnaire & Mailing Materials
<b>12 Non-English Languages</b> Respondents will be able to toggle between the languages within the instrument.	<b>12 Non-English Languages</b> There is a separate phone number for each language, including TDD. This information is included in the mailing materials.	<b>59 Non-English Languages</b> Video and print language guides will be available online. Glossaries provide key terminology to bilingual staff. Language Identification Card expanded to 59 languages (50 in 2010). <i>Language listed below are in order of need (top to bottom, left to right).</i>	<b>Spanish</b> Bilingual mailing materials and questionnaires will be sent to addresses in bilingual tracts.  Mailings will include instructions on responding via Internet or phone in 12 non-English languages.
Spanish Chinese Vietnamese Korean Russian Arabic Tagalog Polish French Haitian Creole Portuguese Japanese	Spanish Chinese (Mandarin and Cantonese) Vietnamese Korean Russian Arabic Tagalog Polish French Haitian Creole Portuguese Japanese	Spanish Italian Khmer Tamil Croatian Chinese Farsi Nepali Navajo Bulgarian Vietnamese German Urdu Hungarian Twi Korean Armenian Romanian Hebrew Lithuanian Russian Hindi Telugu Malayalam Yoruba Arabic Ukrainian Burmese Swahili Czech Tagalog Bengali Punjabi Yiddish Igbo Polish Greek Lao Indonesian Marathi French Amharic Hmong Serbian Sinhala Haitian Creole Somali Albanian Tigrinya Slovak	<b>During Nonresponse Followup enumerators use:</b> <ul style="list-style-type: none"> <li>• A bilingual handheld instrument (English/Spanish)</li> <li>• Bilingual materials (English/Spanish)</li> <li>• Instructions to respond online or by phone in 12 non-English languages</li> <li>• Language Identification Card</li> </ul>

Shape  
your future  
START HERE >

United States<sup>®</sup>  
**Census**  
**2020**

# How & When Will We Invite You to Respond?

## Mail, More Mail, In Person

When it's time to respond, most households will receive an invitation in the mail. Every household will have the option of responding online, by phone, or by mail.

Every household that hasn't responded will receive reminders and will eventually receive a paper questionnaire.

If you don't respond online, by phone, or by mail, we will follow up in person.

WHAT WE WILL SEND IN THE MAIL	
On or between	You'll receive:
March 12–20	An invitation to respond online to the 2020 Census. (Some households will also receive paper questionnaires.)
March 16–24	A reminder letter.
	<b>If you haven't responded yet:</b>
March 26–April 3	A reminder postcard.
April 8–16	A reminder letter and paper questionnaire.
April 20–27	A final reminder postcard before we follow up in person.

Shape  
your future  
START HERE >

United States<sup>®</sup>  
Census  
2020

# What is a Language Assistance Sheet

All mailing packages include a language assistance sheet with instructions in the 12 non-English languages.

The instructions explain how to select languages online, and provide dedicated phone numbers for each non-English language.

OMB No. 0507-1006 Approval Expires 11/30/2021

**United States<sup>®</sup>**  
**Census 2020**

English  
Go to  and select "English" located in the upper-right corner of the window, to access your 2020 Census questionnaire in English.

Español (Spanish)  
Vaya a  y seleccione "Español", en la esquina superior derecha de la ventana, para acceder al cuestionario del Censo del 2020 en español.

中文 (Chinese)  
请访问 ，并选择位于窗口右上角的“中文(简体)”，以继续访问的中文版 2020年人口普查问卷。

Tiếng Việt (Vietnamese)  
Hãy vào trang mạng  và chọn "Tiếng Việt" ở góc trên bên phải của cửa sổ để truy cập bản câu hỏi Thống Kê Dân Số 2020 bằng Tiếng Việt.

한국어 (Korean)  
2020년 인구는 인구조사 설문지를 한국어로 보시려면 인터넷 사이트 로 가셔서 화면의 오른쪽 상단 코너에 있는 "한국어"를 선택해 주십시오.

Русский (Russian)  
Чтобы получить доступ к анкете переписи населения 2020 года на русском языке, зайдите на веб-сайт  и выберите "Русский" в правом верхнем углу окна.

العربية (Arabic)  
لتحميل نموذج الاستبيان السكاني لعام 2020، اذهب إلى الموقع الإلكتروني ، وانقر على الزر العربي في الزاوية اليمنى العليا من الشاشة.

Tagalog (Tagalog)  
Pumunta sa  at piliin ang "Tagalog" na nasa itaas na kanang sulok ng window, upang ma-access ang iyong palatnagan ng 2020 Senso sa Tagalog.

Polski (Polish)  
Aby uzyskać dostęp do kwestionariusza Spisu Ludności 2020 w języku polskim, proszę przejść na stronę i wybrać "POLSKI" w górnym prawym rogu ekranu.

Français (French)  
Rendez-vous sur  et sélectionnez « FRANÇAIS », situé dans le coin supérieur droit de la fenêtre, pour accéder à votre questionnaire du Recensement 2020 en français.

Kreyòl Ayisyen (Haitian Creole)  
Pou gen aksè sou kesyonè Resanman 2020 an, nan Kreyòl Ayisyen ale sou sitwèb  epi chwazi "KREYÒL AYISYEN" nan kwen anwo nan bò dwat fenèt la.

Português (Portuguese)  
Visite  e clique em "PORTUGUÊS" no canto superior direito da janela para acessar o questionário do Censo 2020 em português.

日本語 (Japanese)  
 にアクセスして、ウィンドウの右上にある「日本語」を選択し、2020年国勢調査（日本語版）にアクセスしてください。

FORM D-1 (05-04-2019)

OMB No. 0507-1006 Approval Expires 11/30/2021

English  
For help completing your 2020 Census questionnaire, call toll-free .  
For telephone display service (TDD) for the hearing impaired, call toll-free .

Español (Spanish)  
Si necesita ayuda para completar el cuestionario del Censo del 2020, llame gratis al .

中文 (Chinese)  
如果填写与2020年人口普查问卷时需要帮助，请拨打免费电话：（普通话）或 （广东话）。

Tiếng Việt (Vietnamese)  
Để được trợ giúp hoàn thành bản câu hỏi Thống Kê Dân Số 2020 của quý vị, hãy gọi số miễn phí .

한국어 (Korean)  
2020년 인구조사 인구조사 설문지 작성에 도움이 필요하시면 무료 번호 으로 전화해 주십시오.

Русский (Russian)  
Для помощи в заполнении анкеты переписи населения 2020 года, позвоните по номеру  (бесплатно).

العربية (Arabic)  
للمساعدة في استكمال استبيان السكان لعام 2020، اتصل على الرقم المجاني: .

Tagalog (Tagalog)  
Para sa tulong sa pagkompleto ng iyong palatnagan ng 2020 Senso, tumawag nang toll free sa .

Polski (Polish)  
Aby uzyskać pomoc w wypełnieniu kwestionariusza Spisu Ludności 2020, proszę zadzwonić pod bezpłatny numer .

Français (French)  
Pour obtenir une aide afin de remplir votre questionnaire du Recensement 2020, appelez gratuitement le .

Kreyòl Ayisyen (Haitian Creole)  
Pou jwenn lid nanpi kesyonè Resanman 2020 an, rele nimewo nou an gratis .

Português (Portuguese)  
Para obter ajuda para responder ao questionário do Censo 2020, ligue gratuitamente para o telefone .

日本語 (Japanese)  
2020年国勢調査についてご不明な点があるときは、フリーダイヤル までお電話ください。

**United States<sup>®</sup>**  
**Census 2020**

FORM D-1 (05-04-2019)

Shape  
your future  
START HERE >

United States<sup>®</sup>  
**Census  
2020**



# Statistics In Schools

Classrooms Powered by Census Data

# **National Bilingual/Multilingual Advocacy Month - April 2020**

**Santa Clara County Office of Education SHOWCASE - April 30, 2020, 4 to 7 p.m.**

- **Theme - Embracing Diversity: Building Our Future**
- **Keynote: Sylvia Mendez, Recipient of the Presidential Medal of Freedom**
- **Student Artwork Exhibit**
- **Network and learn through participating in a gallery walk of successful programs and practices**
- **Recognition**
- **Adopt board resolutions**
  - **Pathways to Biliteracy or Seal of Biliteracy**
  - **My Name, My Identity: Building a Culture of Respect**





# Questions/Comments ?

---

**DELAC Meeting**  
**Friday, March 2, 2020**  
**9-10:30 am**  
**PDC**

# Contact Information

<https://www.cambriansd.org/Page/113>

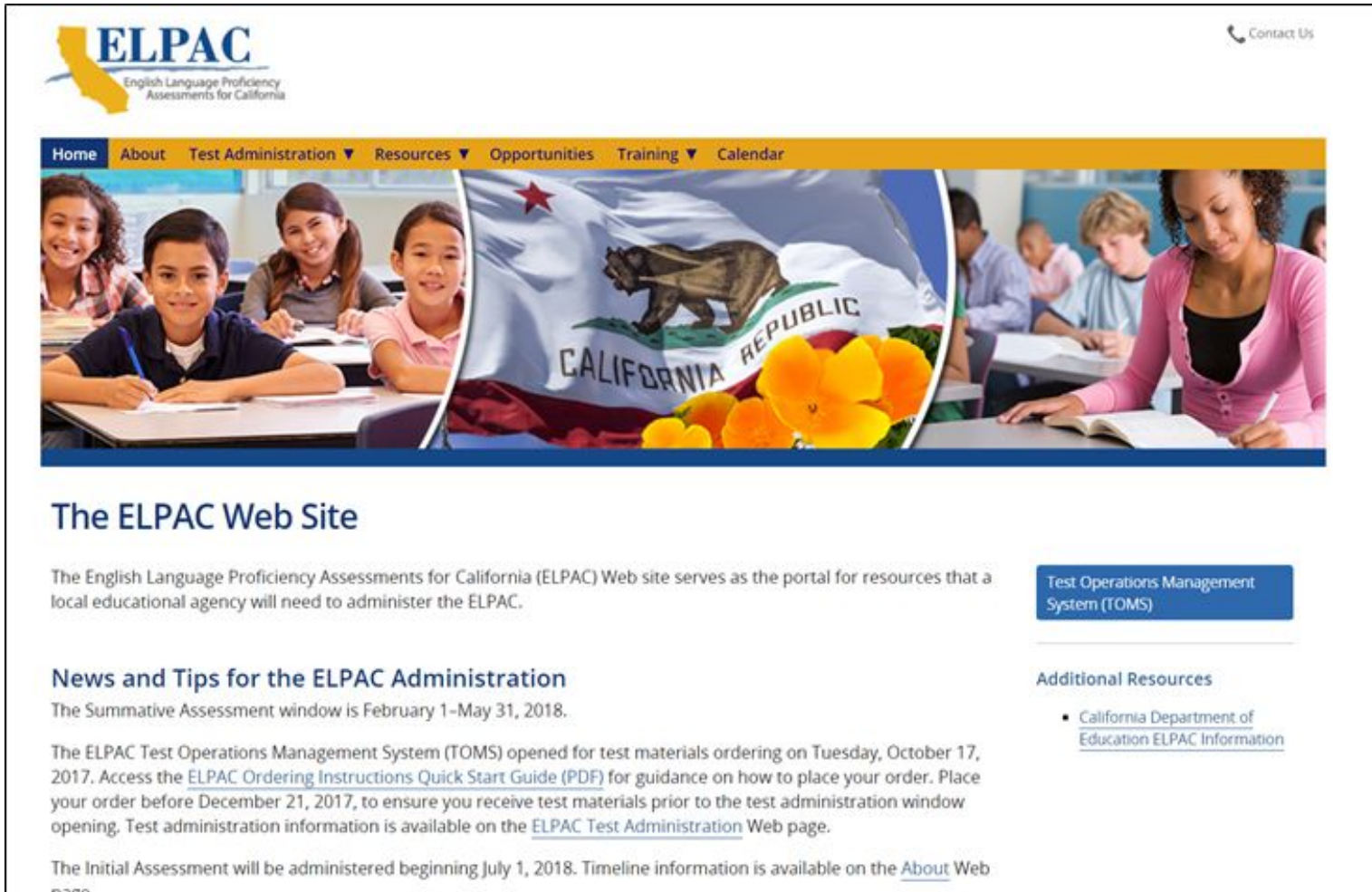
**CSD English Learner Website**  
**408-377-2103**

## Educational Services English Learner Program

- Linh Nguyen, Assistant Superintendent  
[nguyenl@cambriansd.com](mailto:nguyenl@cambriansd.com)
- Susan Ahmann, Administrative Assistant  
[ahmanns@cambriansd.com](mailto:ahmanns@cambriansd.com)
- Cindy Ponce, Teacher on Special Assignment  
[poncec@cambriansd.com](mailto:poncec@cambriansd.com)
- Tassia Hegyi, Teacher on Special Assignment
- Chrissy Twerlliger, Teacher on Special Assignment

# **Resources & Support**

# ELPAC Webpage



The screenshot shows the ELPAC website homepage. At the top left is the ELPAC logo with the text "English Language Proficiency Assessments for California". At the top right is a "Contact Us" link with a phone icon. Below the logo is a navigation bar with links: Home, About, Test Administration, Resources, Opportunities, Training, and Calendar. The main banner features a collage of images: students in a classroom, the California state flag, and a teacher working with a student. Below the banner is the heading "The ELPAC Web Site" followed by a paragraph explaining the website's purpose. To the right of this paragraph is a blue button labeled "Test Operations Management System (TOMS)". Below the main text is a section titled "News and Tips for the ELPAC Administration" containing two paragraphs about the Summative Assessment window and the TOMS system. To the right of this section is a link for "Additional Resources" pointing to "California Department of Education ELPAC Information".

**ELPAC**  
English Language Proficiency  
Assessments for California

Contact Us

Home About Test Administration ▼ Resources ▼ Opportunities Training ▼ Calendar

**The ELPAC Web Site**

The English Language Proficiency Assessments for California (ELPAC) Web site serves as the portal for resources that a local educational agency will need to administer the ELPAC.

**Test Operations Management System (TOMS)**

**News and Tips for the ELPAC Administration**

The Summative Assessment window is February 1–May 31, 2018.

The ELPAC Test Operations Management System (TOMS) opened for test materials ordering on Tuesday, October 17, 2017. Access the [ELPAC Ordering Instructions Quick Start Guide \(PDF\)](#) for guidance on how to place your order. Place your order before December 21, 2017, to ensure you receive test materials prior to the test administration window opening. Test administration information is available on the [ELPAC Test Administration Web page](#).

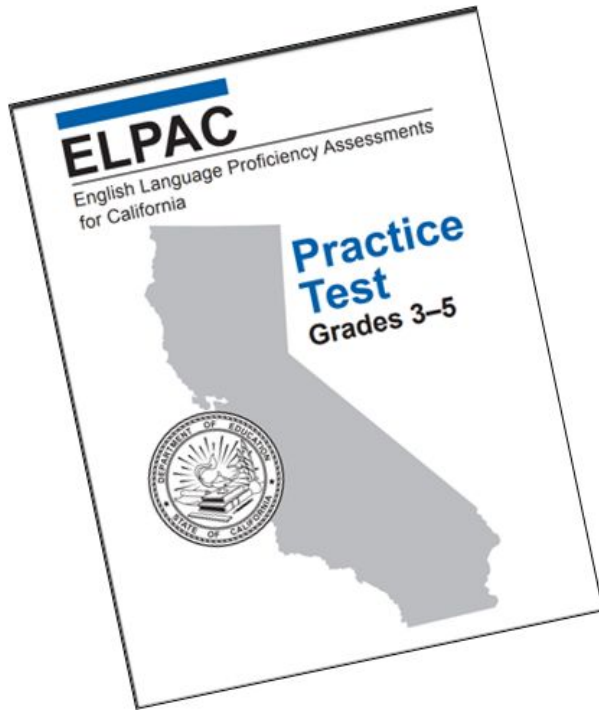
The Initial Assessment will be administered beginning July 1, 2018. Timeline information is available on the [About Web page](#).

**Additional Resources**

- California Department of Education [ELPAC Information](#)

<https://www.elpac.org/>

# ELPAC Practice Tests



To help teachers and students become familiar with the new test and task types.

<https://www.elpac.org/resources/practicetests/>

**LanguageLine®**  
**Personal Interpreter<sup>SM</sup>**



- Over - the Phone Interpreting Services
- Contact your school office for primary language support.

# Resources

- [CSD English Learners Website](#)
  - [CDE English Learners](#)
  - [ELD Standards](#)
  - [Parents Overview of the ELD Standards](#)
  - [A Parent Guide to Understand ELPAC](#) has been translated into seven languages. To access these resources, click [here](#).
-