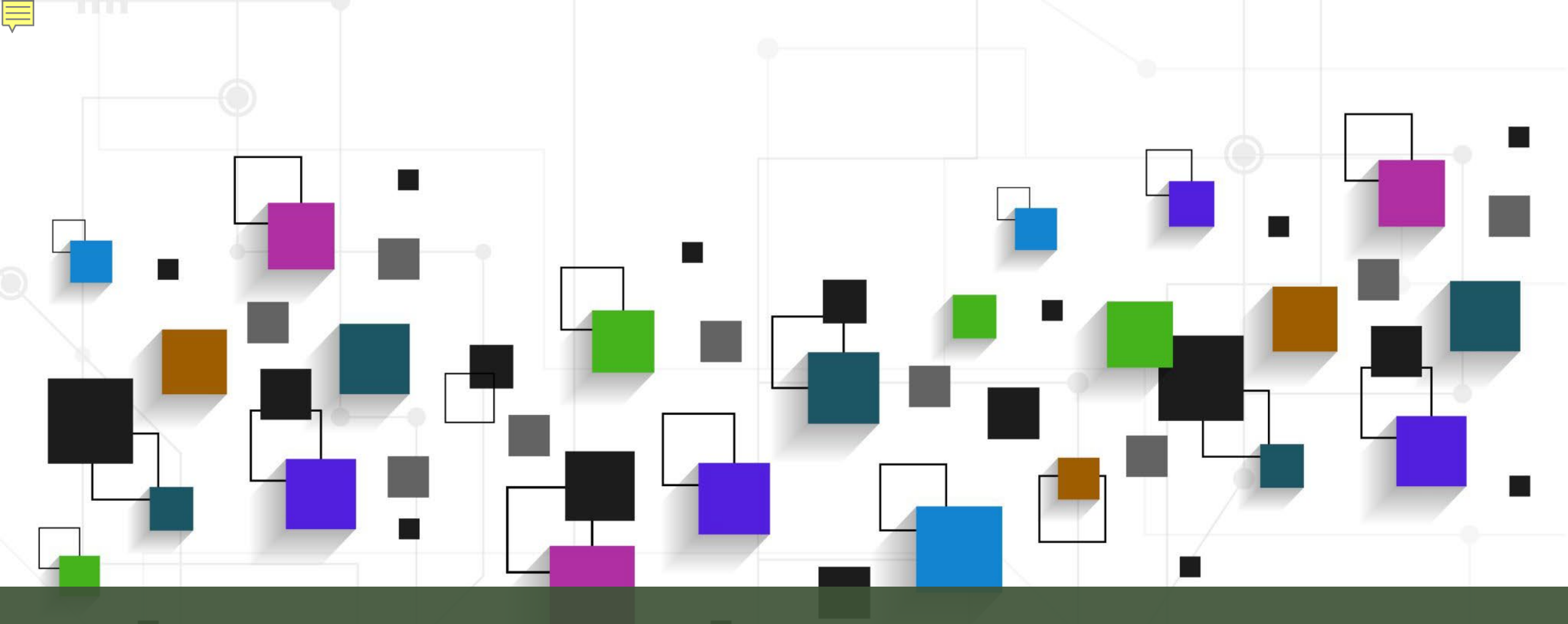
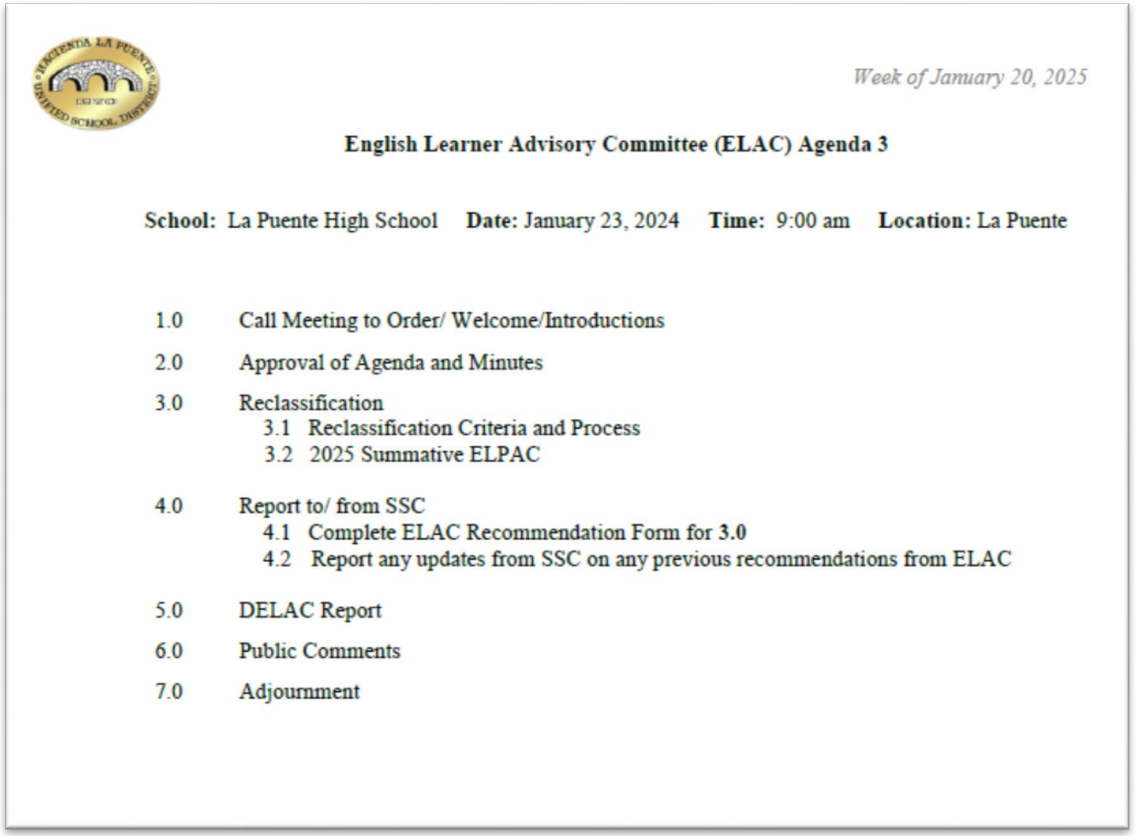


SPRING 2025 SUMMATIVE ELPAC TRAINING

La Puente High School
ELAC #3
January 23, 2025

AGENDA

- Reclassification
  - Reclassification Criteria
  - Reclassification Campaign
- 2025 Summative ELPAC



Week of January 20, 2025

English Learner Advisory Committee (ELAC) Agenda 3

School: La Puente High School **Date:** January 23, 2024 **Time:** 9:00 am **Location:** La Puente

1.0 Call Meeting to Order/ Welcome/Introductions

2.0 Approval of Agenda and Minutes

3.0 Reclassification
- 3.1 Reclassification Criteria and Process
- 3.2 2025 Summative ELPAC

4.0 Report to/ from SSC
- 4.1 Complete ELAC Recommendation Form for **3.0**
- 4.2 Report any updates from SSC on any previous recommendations from ELAC

5.0 DELAC Report

6.0 Public Comments

7.0 Adjournment

LA PUENTE HIGH ENGLISH LEARNER DATA

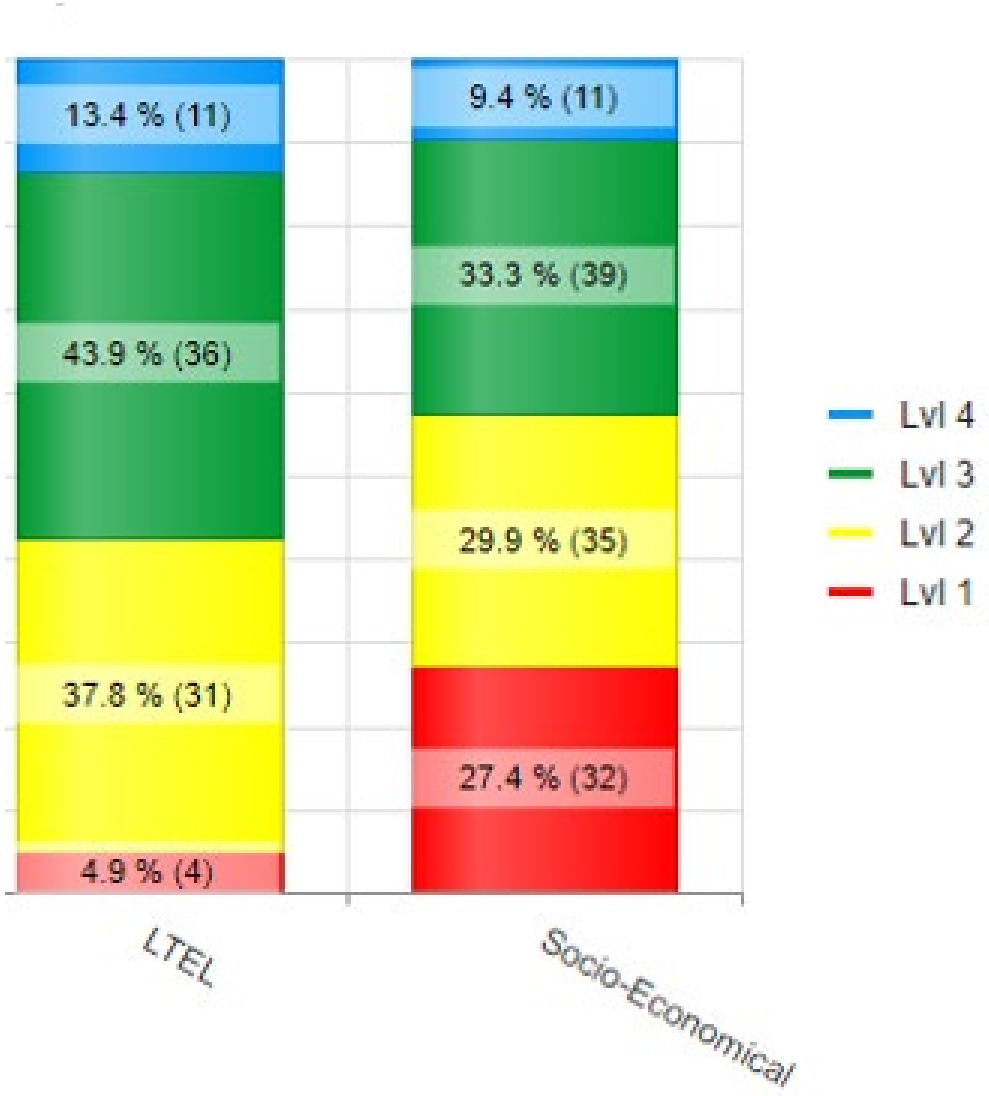
Year	# Reclassified Students	# English Leaners	% English Learners	# LTEL Students	% LTEL
2022	5	163	2.98%		
2023	28	182	13.33%		
2024	27	127	17.53%	82	
2025		135	16.6%	82	61%

LTEL AND SEC ELPAC DATA

LTELs

- Grades 6-12
- Enrolled in US school for 6 or more years
- Has remained at the same ELPAC proficiency level for 2 or more consecutive years OR has regressed to a lower ELPAC proficiency level

(**At-Risk LTEL** – Grades 3-12, enrolled in US school for 4 or 5 years, ELPAC proficiency level of 3 or lower on prior year ELPAC)



LPHS RECLASSIFICATION CAMPAIGN

- **Focused Notes**
- **Ellevation Training**
- **MAP Data Chats**
- **ELPAC Data Chats**

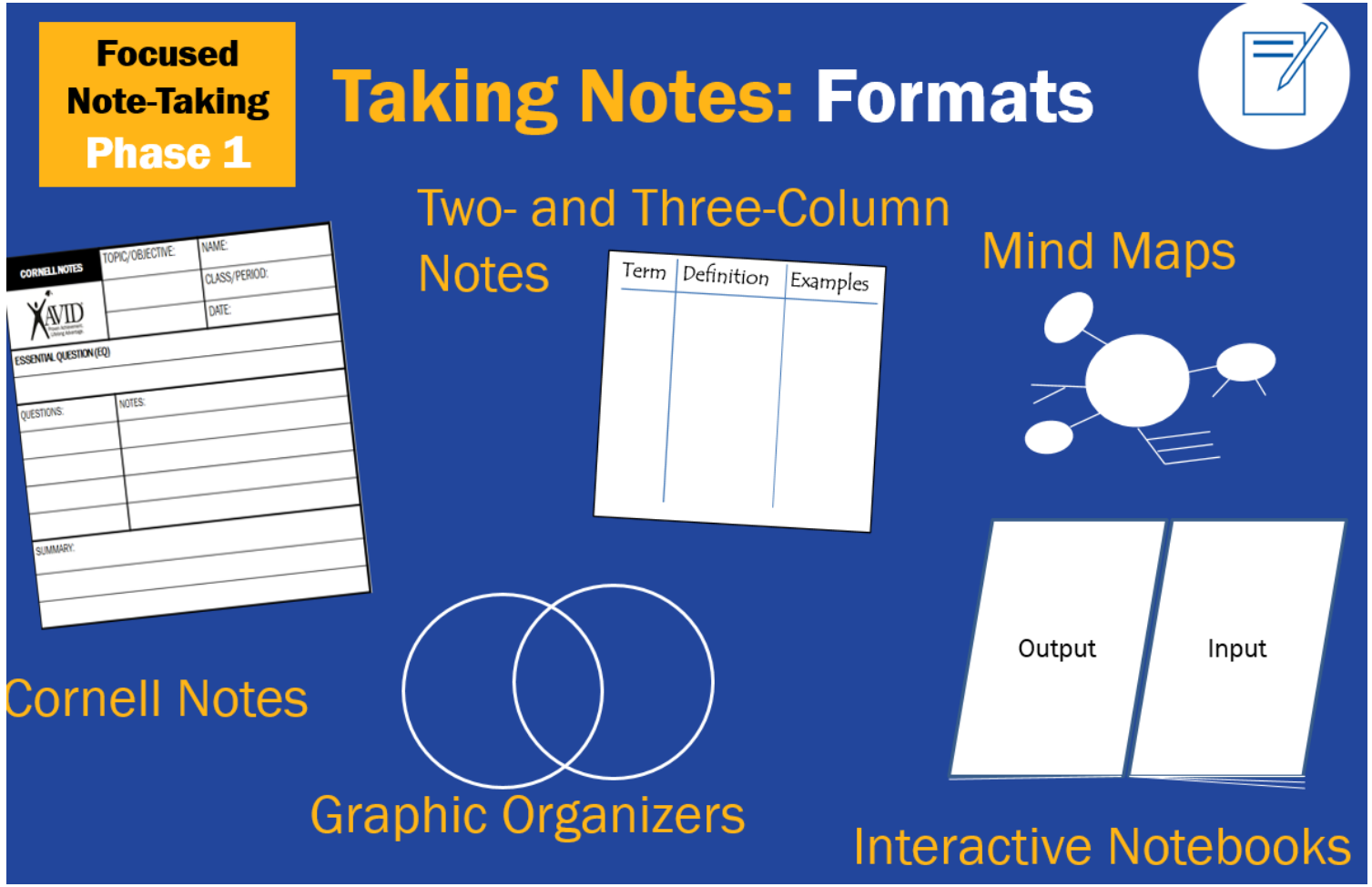
HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
Multilingual Education/School Based Programs

Reclassification Criteria
Grades 6-12

Required Criteria (California Education Code Section 313[d])	Hacienda La Puente Unified Reclassification Criteria Grades 6-12
English Language Proficiency Assessments for California (ELPAC)	**Current ELPAC:** Overall Score of Level 4 **Current Alternate ELPAC:** Performance Level 3
Comparison of Performance in Basic Skills* *"Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English." (Education Code section 313 {f}{4}*	**ELA (Students must meet one criterion in this section)** **Current ELA CAASPP:** Score 2.5 or above **OR** **Most Current District MAP Growth Reading:** Achievement Percentile 41% or higher **For Students with IEPs - Please contact MESBP*
Teacher Evaluation	**Progress Report: Most current ELA grade** • C- or better in ELA on the report card
Parental Opinion and Consultation	Parents are notified and given an opportunity to consult with school staff during the reclassification process.

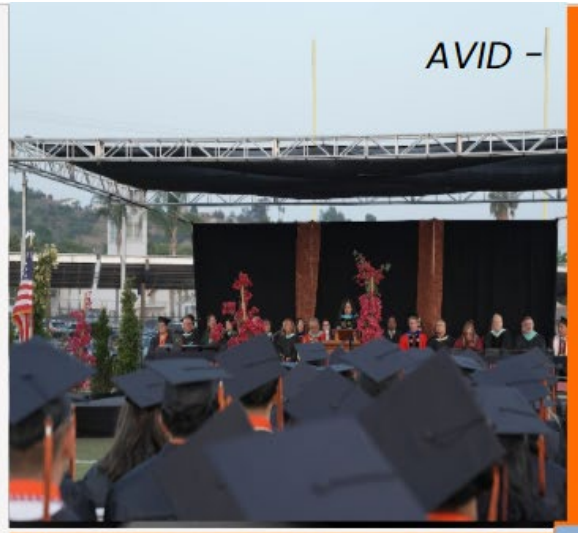
LPHS RECLASSIFICATION CAMPAIGN

- **Focused Notes**



LPHS RECLASSIFICATION CAMPAIGN

AVID Focused Notes

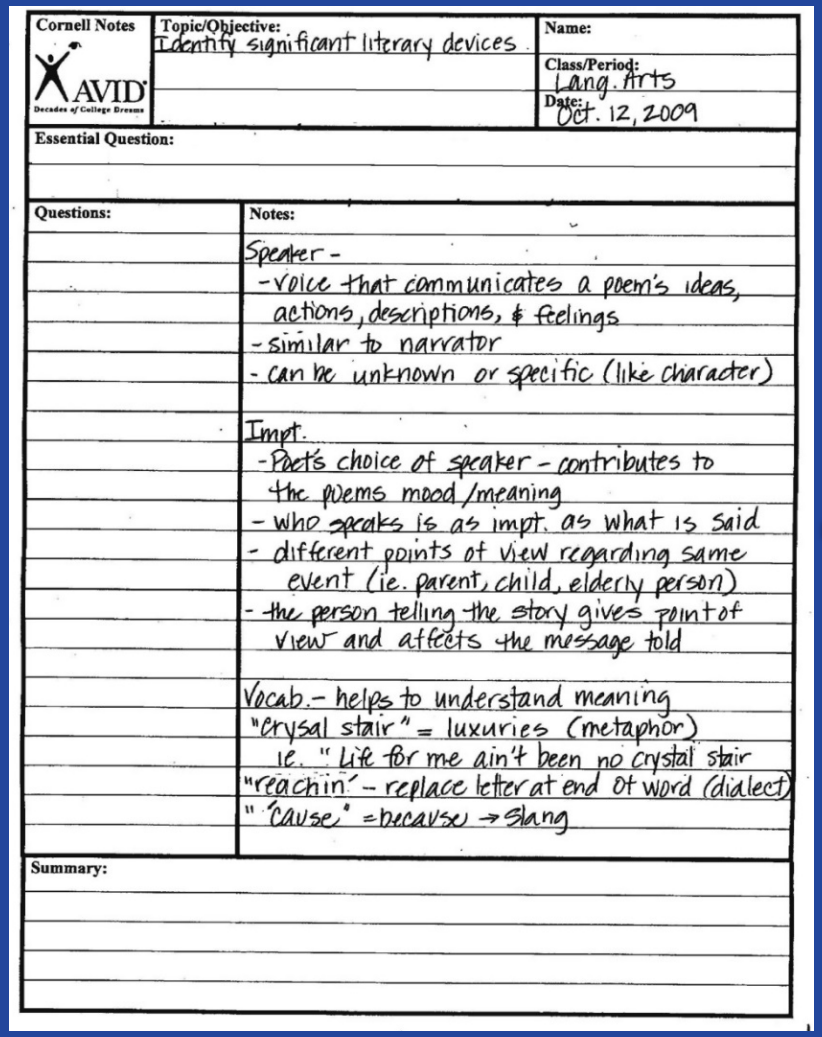


"empowers students to take ownership of their learning by engaging them in a multi-step process where they actively create, revise, and use their notes for deeper understanding and retention."

"When students engage in note-taking and summarizing, they are not just recording information but are also interacting with the content in ways that support comprehension and critical thinking."



"Before" & "After" Focused Note-Taking

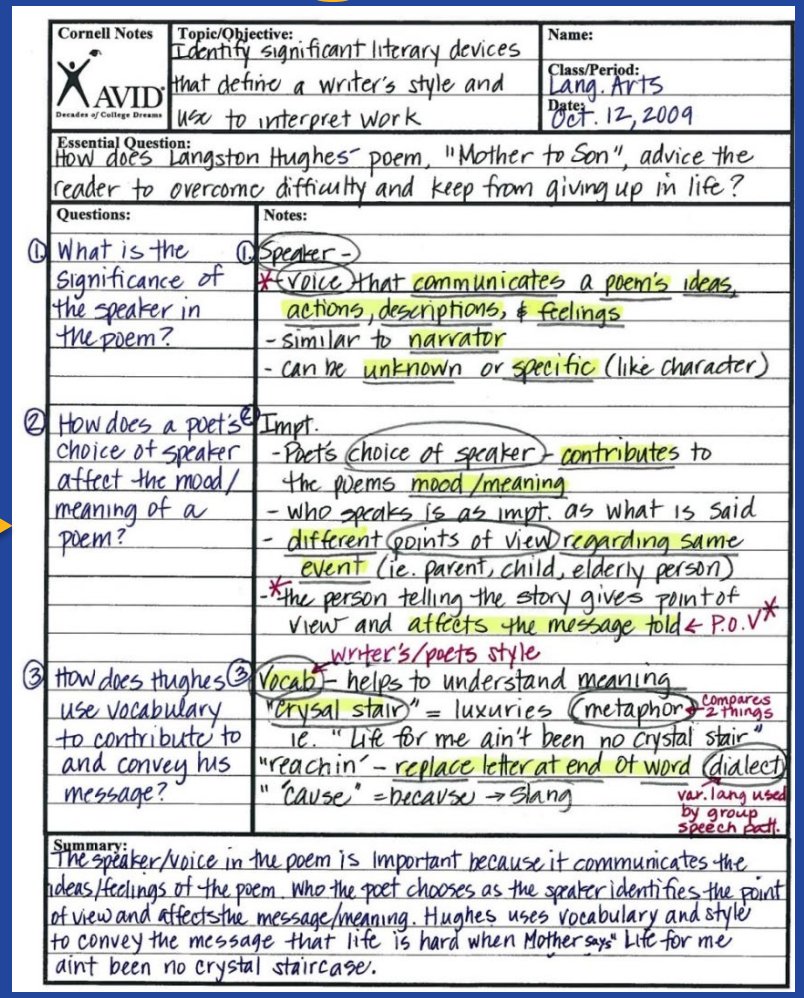


Cornell Notes | Topic/Objective: Identify significant literary devices | Name: | Class/Period: Lang. Arts | Date: Oct. 12, 2009

Essential Question:

Questions:	Notes:
	Speaker - - voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character) Impt. - Poet's choice of speaker - contributes to the poems mood/meaning - who speaks is as impt. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - the person telling the story gives point of view and affects the message told Vocab. - helps to understand meaning "crysal stair" = luxuries (metaphor) ie. "Life for me ain't been no crystal stair "reachin' - replace letter at end of word (dialect) " 'cause" = because → Slang

Summary:



Cornell Notes | Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work | Name: | Class/Period: Lang. Arts | Date: Oct. 12, 2009

Essential Question: How does Langston Hughes' poem, "Mother to Son", advice the reader to overcome difficulty and keep from giving up in life?

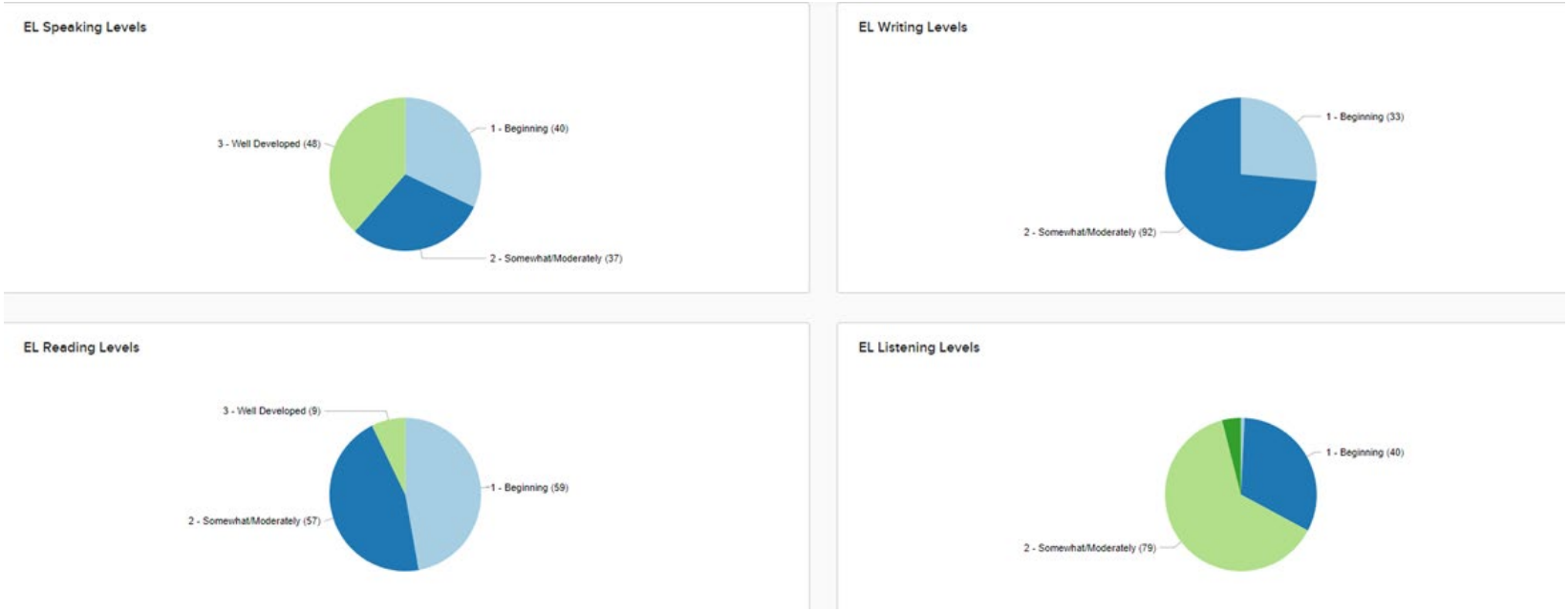
Questions:	Notes:
① What is the significance of the speaker in the poem?	① Speaker - * voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)
② How does a poet's choice of speaker affect the mood/meaning of a poem?	② Impt. - Poet's choice of speaker - contributes to the poems mood/meaning - who speaks is as impt. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - * the person telling the story gives point of view and affects the message told ← P.O.V *
③ How does Hughes use vocabulary to contribute to and convey his message?	writer's/poets style ③ Vocab - helps to understand meaning "crysal stair" = luxuries (metaphor) ← compares 2 things ie. "Life for me ain't been no crystal stair" "reachin' - replace letter at end of word (dialect) " 'cause" = because → Slang var. lang used by group speech pattern

Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."

AVID Proven Achievement. Lifelong Advantage.

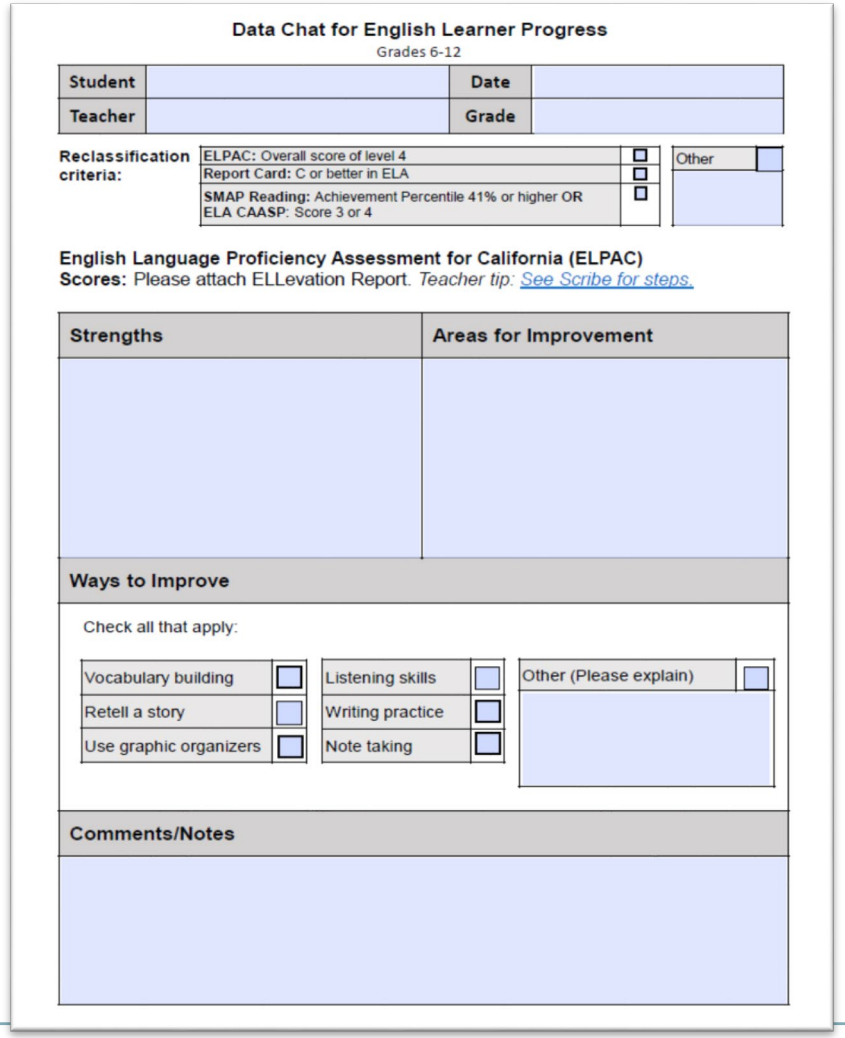
LPHS RECLASSIFICATION CAMPAIGN

- **Ellevation Training**



LPHS RECLASSIFICATION CAMPAIGN

- **MAP Data Chats**
- **ELPAC Data Chats**



Data Chat for English Learner Progress

Grades 6-12

Student		Date	
Teacher		Grade	

Reclassification criteria:

- ELPAC: Overall score of level 4
- Report Card: C or better in ELA
- SMAP Reading: Achievement Percentile 41% or higher OR ELA CAASP: Score 3 or 4
- Other

English Language Proficiency Assessment for California (ELPAC)
Scores: Please attach ELLevation Report. *Teacher tip:* See Scribe for steps.

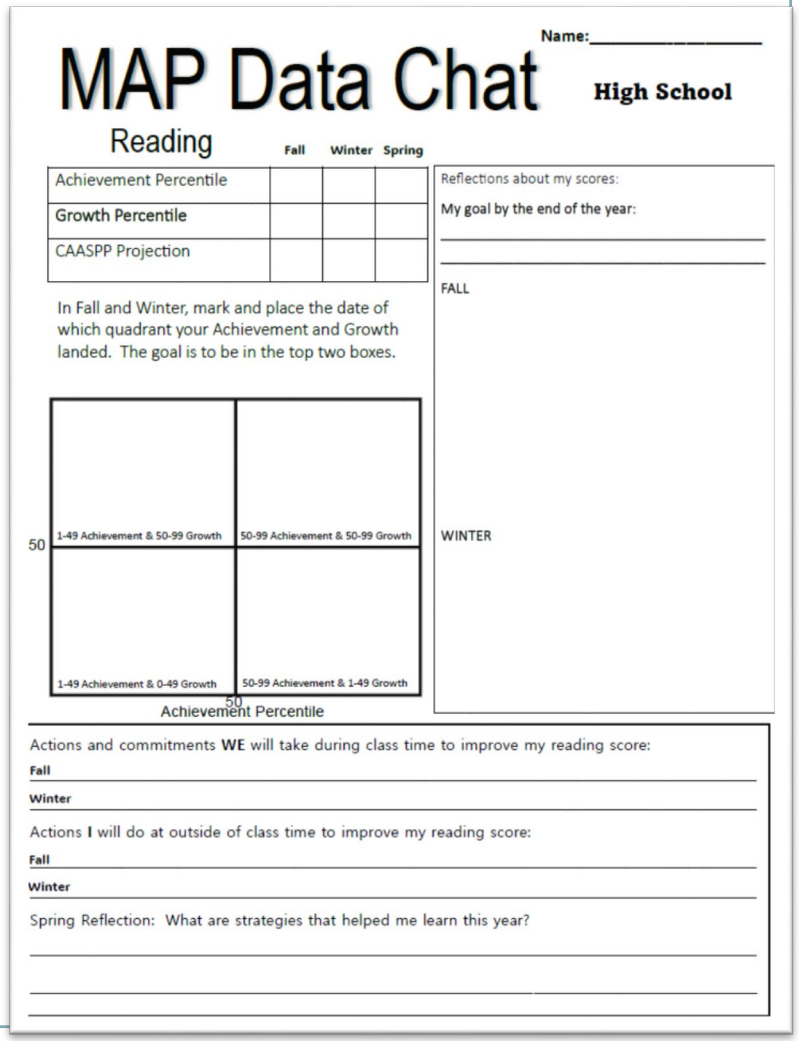
Strengths	Areas for Improvement

Ways to Improve

Check all that apply:

Vocabulary building	Listening skills	Other (Please explain)
Retell a story	Writing practice	
Use graphic organizers	Note taking	

Comments/Notes



Name:_____

MAP Data Chat

High School

Reading

	Fall	Winter	Spring
Achievement Percentile			
Growth Percentile			
CAASPP Projection			

In Fall and Winter, mark and place the date of which quadrant your Achievement and Growth landed. The goal is to be in the top two boxes.

50 — 1-49 Achievement & 50-99 Growth | 50-99 Achievement & 50-99 Growth

1-49 Achievement & 0-49 Growth | 50-99 Achievement & 1-49 Growth

50 — Achievement Percentile

Reflections about my scores:

My goal by the end of the year:

FALL

WINTER

Actions and commitments **WE** will take during class time to improve my reading score:

Fall

Winter

Actions **I** will do at outside of class time to improve my reading score:

Fall

Winter

Spring Reflection: What are strategies that helped me learn this year?

Summative ELPAC Overview
All Identified K – 12 English Learners Must Take This Test Annually

Summative ELPAC Group Administration:
Wednesday, March 5
Summative ELPAC Speaking Administration:
TBD

La Puente HS
English Language Proficiency Assessments for California
Fecha de Prueba: 5 de marzo de 2025

Que Es ELPAC?

El English Language Proficiency Assessments for California o ELPAC prueba se administra a los estudiantes de inglés en los grados 9-12. Los estudiantes toman el examen todos los años hasta que sean reclasificados como competentes en inglés con fluidez.

El examen ELPAC mide qué tan bien están progresando los estudiantes con el desarrollo del idioma inglés en cuatro areas: comprensión auditiva, expresión oral, lectura y escritura.

¿Cuando Sera la Prueba del ELPAC?

Los estudiantes de La Puente tomarán el examen sumativo de ELPAC en tres dominios: comprensión auditiva, lectura y escritura el **miercoles 5 de marzo de 8:30 am to 12:30 pm.**

¿Como Se Da La Prueba ELPAC?

El ELPAC sumativo es una prueba por computadora sin tiempo y se administra en los grados 9-10 y 11-12. Los dominios de lectura, escritura y comprensión auditiva se administrarán en un entorno grupal. El dominio de expresión oral se administrará individualmente durante el horario de oficina.

Los estudiantes de Emerging 1a & 2a se reportaran a las 8:30 al salon 4 el miercoles, 5 de marzo. Favor de cargar su computadora en la noche y traigan el cable de la computadora.

Para obtener más información o preguntas, comuníquese con Cristina Rojas, subdirectora por correo electronico o telefono: (626) 934-6702 or crojas@hlpusd.org

Para obtener información adicional, visite la página web de ELPAC del Departamento de Educación de California en https://www.cde.ca.gov/ta/tg/ep/.

September 2019

Summative ELPAC Overview
All Identified K – 12 English Learners Must Take This Test Annually

Summative ELPAC Group Administration:
Wednesday, March 5
Summative ELPAC Speaking Administration:
TBD

The purpose of this document is to facilitate making connections between tasks from grade to grade for the Summative ELPAC. This document was adapted from *Test Blueprints for the Summative English Language Proficiency Assessments for California* from the California Department of Education (CDE), dated June 3, 2019.

DOMAINS & TASK TYPES	GRADE LEVELS/SPANS:						
	K	1	2	3-5	6-8	9-10	11-12
LISTENING (Multiple Choice)							
Listen to a Short Exchange	X	X	X	X	X	X	X
Listen to a Classroom Conversation		X	X	X	X	X	X
Listen to a Story	X	X	X	X			
Listen to an Oral Presentation	X	X	X	X	X	X	X
Listen to a Speaker Support an Opinion					X	X	X
SPEAKING (Constructed Response)							
Talk about a Scene	X	X	X	X	X	X	X
Speech Functions			X	X	X	X	X
Support an Opinion	X	X	X	X	X	X	X
Retell a Narrative (Speaking with Listening)	X	X	X	X			
Present and Discuss Information (Speaking with Reading)					X	X	X
Summarize an Academic Presentation (Speaking with Listening	X	X	X	X	X	X	X
READING (Multiple Choice)							
Read-Along Word with Scaffolding	X						
Read-Along Story with Scaffolding	X						
Read and Choose a Word		X					
Read-Along Information	X						
Read and Choose a Sentence		X	X	X			
Read a Short Informational Passage		X	X	X	X	X	X
Read a Student Essay				X	X	X	X
Read a Literary Passage		X	X	X	X	X	X
Read an Informational Passage		X	X	X	X	X	X
WRITING (Constructed Response)							
Label a Picture—Word with Scaffolding	X						
Write a Story Together with Scaffolding	X	X	X				
Write an Informational Text Together		X	X				
Describe a Picture (Writing with Reading)		X	X	X	X	X	X
Write about an Experience		X	X	X	X	X	X
Write about Academic Information				X	X	X	X
Justify an Opinion				X	X	X	X

Table 6. Estimated Testing Time for Grades Nine Through Ten

Grades 9–10, Form 8	Minutes
Listening (Group administration)	25–35
Speaking (Individual administration)	30–40
Reading (Group administration)	30–60
Writing (Group administration)	30–55
Total estimated test administration time	**115–190**

Table 7. Estimated Testing Time for Grades Eleven Through Twelve

Grades 11–12, Form 8	Minutes
Listening (Group administration)	25–35
Speaking (Individual administration)	30–40
Reading (Group administration)	30–60
Writing (Group administration)	30–55
Total estimated test administration time	**115–190**

LPHS RECLASSIFICATION CAMPAIGN

ELPAC Domains

ELPAC
English Language Proficiency Assessments for California

Write About Academic Information	Listen to an Oral Presentation	Summarize an Academic Presentation
Grades three through twelve: The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.	**K through grade twelve:** The student hears a recording of an oral presentation on an academic topic and then answers three to four questions about it.	**Grades three through twelve:** The student listens to a recording of an academic presentation while looking at related pictures. The student is prompted to summarize the main points using the illustrations and key terms, if provided.

SUMMARIZE AN ACADEMIC PRESENTATION RUBRIC

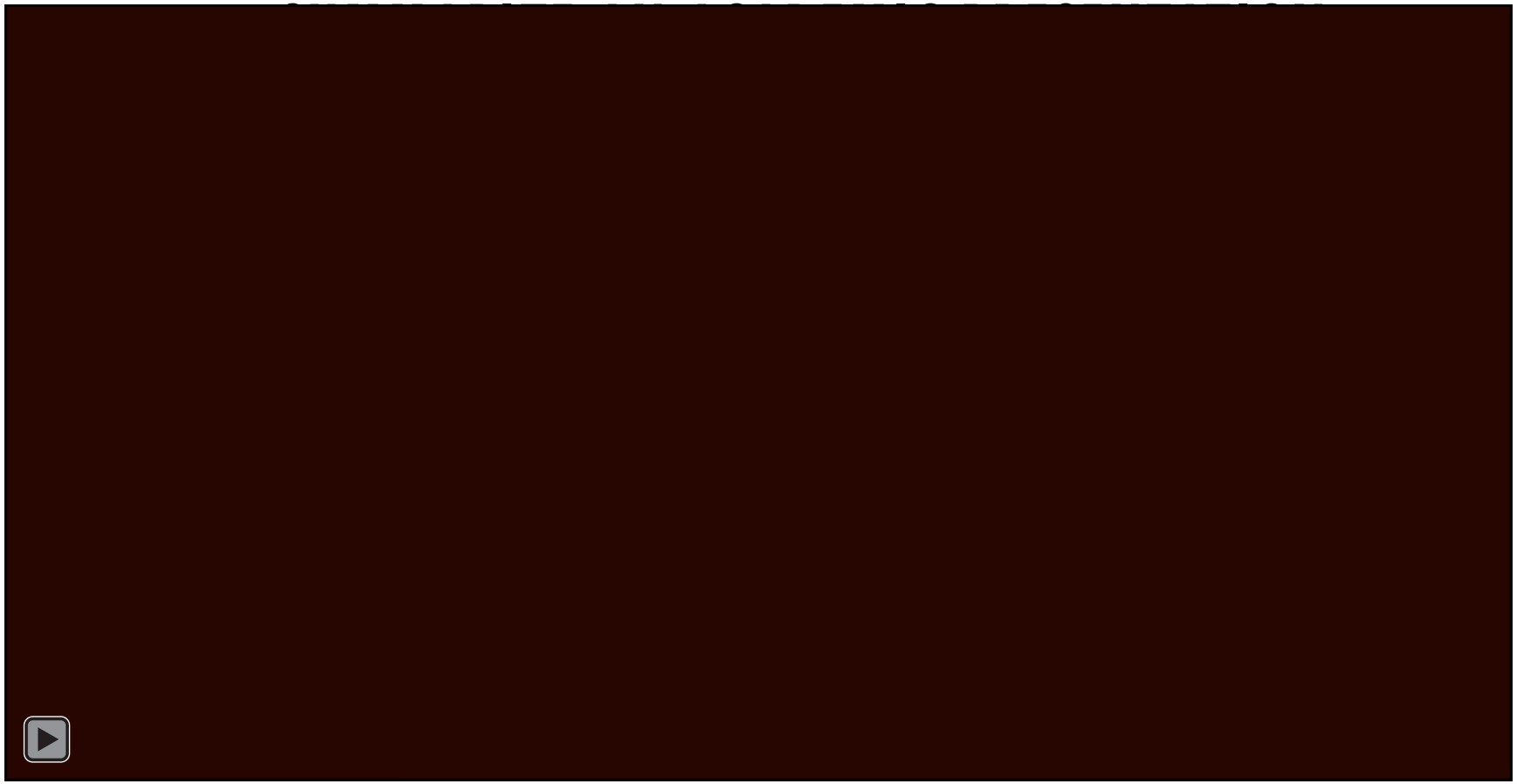
Summarize an Academic Presentation (K–12)

[0–4 RUBRIC]

Score	Descriptors
4	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
3	• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.
2	• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.
1	• Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.



Rubric: 0–4

Main Points
A full response includes all of the following steps in the process and at least one detail for each step. Steps in the process: • Choose/pick/select a tree and drill a hole into (the trunk of) a tree. Details: Select a good tree OR maple trees are good because they have sweet sap OR they make sweet syrup OR drill a hole upward/at an angle into the tree OR sap carries the food (nutrients) throughout the tree. • Drain the sap/liquid/syrup OR sap/liquid/syrup comes out. Details: Push a tap (firmly) into the hole of a tree OR there's a hose/tube that drains the sap OR it takes one day to drain the sap OR the sap drains into a container/bucket. • Boil the sap/liquid/syrup to make it thicker. Details: The sap becomes thicker when the water in the sap evaporates OR sap must heat to (7 degrees higher than) 212 degrees Fahrenheit/the boiling point of water so that all of the water can be removed from the sap OR this process takes many hours OR after boiling the sap, the syrup is ready to eat/consume.

ELPAC Test Resources:
How to Embed into Classroom Instruction

ELPAC Training Tests, Practice Tests, and Interim Assessments
At-a-Glance

There are many tools available for teachers to gauge their students' learning and prepare them for the Summative English Language Proficiency Assessments for California (ELPAC) so that families can engage in student learning. This document provides a side-by-side comparison of ELPAC training tests, practice tests, and interim assessments to help educators decide which tool best fits their needs. These assessments are available for each domain (i.e., Listening, Speaking, Reading, and Writing) for kindergarten, grade one, grade two, and for grade spans three through five, six through eight, nine and ten, and eleven and twelve. There is an unlimited number of testing opportunities for each option.

Information	Training Tests	Practice Tests	Interim Assessments
Purpose	Allow students to become familiar with the testing interface and available accessibility resources for the ELPAC.	Provide students with opportunities to become familiar with the item types, format, and structure of the ELPAC.	Provide teachers with information on student performance to help gauge students' knowledge and skills in learning English.
Grade Levels	One test is available for each domain for each grade level and grade spans.	One test is available for each domain for each grade level and grade span.	Two test forms are available for each domain for each grade level and grade span.
Items	Offered by domain, these short assessments represent a variety of difficulty levels.	These full-length assessments mirror the summative assessments and are offered by domain with items that represent a variety of difficulty levels.	These assessments, offered by domain, contain about half the items of a full-length summative assessment and represent a variety of difficulty levels.
Directions and Scoring	*Directions for Administration (DFAs)* are available for each domain for each assessment. There are separate DFAs for braille. No scoring guides are available.	*DFAs* are available for each domain and assessment and contain scoring information. There are separate *DFAs* for braille. There are scoring guides for each assessment.	*DFAs*, training guides and exemplars, and test content and answer keys are available for each domain for each assessment. Results are generated once all scoring (including hand scoring) has been completed and submitted.
Logon	Access is available to anyone through a guest logon.	Access is available to anyone through a guest or secure logon.	Access is available to local educational agency staff through their secure logon.

Find additional information on the California Assessment of Student Performance and Progress (CAASPP) and ELPAC Online Practice and Training Tests web page at https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests and on the CAASPP and ELPAC Interim Assessments web page at https://www.caaspp-elpac.org/assessments/interim/caaspp-and-elpac.

Rubrics & Exemplars

ELPAC

English Language Proficiency Assessments for California

Practice Test Scoring Guide



Practice Test Grades 9–10

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	Exemplars and rubrics provided below	Describe a Picture Math class	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	1|2

Exemplars and rubric for item 1:

2 points

Exemplar:

"The teacher is explaining to one student how to solve a problem."

Rubric:

- The response consists of a complete sentence that fully addresses the task (of adding relevant details, correcting two errors, condensing ideas into a single sentence, or expressing something that might happen next).
- Grammar and word choice are appropriate.
- Errors in spelling/keyboarding do not impede meaning.

1 point

Exemplar:

"the teacher is explaining to one student is to solve it"

Rubric:

- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.
- There are errors in grammar and word choice.
- Errors in spelling/keyboarding may impede meaning.

English Learner Best Practices for La Puente High School

Figure 3.5

Scaffolding Strategy Options for Teachers of English Learners K-12

	Emerging	Expanding	Bridging
Listening	-Use physical gestures to accompany oral directives -Label visuals and objects with target vocabulary -Introduce cognates to aid comprehension -Model academic language and vocabulary -Ask for Total Physical Responses from students -Restate/Rephrase and use oral language routines -Use wait time -Use visuals to accompany printed text whenever possible	-Give two step contextualized directions -Provide graphics or objects to sequence steps in a process -Check comprehension of all students frequently -Use wait time -Use cognates to aid comprehension -Model academic language and vocabulary	-Confirm students' prior knowledge of content topics -Extend content vocabulary with multiple examples and non-examples -Model academic language and vocabulary
Speaking	-Provide wall charts with illustrated academic vocabulary -Ask simple who, what, when, where, yes/no, or either/or questions -Elicit choral responses -Encourage participation in group chants, poems and songs -Assign roles in group work -Provide sentence frames for pair interactions	-Provide graphic organizers or notes to scaffold oral retelling -Prompt for academic language output -Repeat and expand student responses in a collaborative dialogue -Require full sentence responses by asking open ended questions -Use varied presentation formats such as role plays -Scaffold oral reports with note cards and provide time for prior practice	-Structure conversations requiring various points of view with graphic organizers -Require the use of academic language -Require full sentence responses by asking open ended questions -Require oral reporting for summarizing group work -Include oral presentations in the content classroom
Reading	-Preview the text content with pictures, videos, demos, charts, or experiences -Pair students to read one text together -Preview text with a picture walk -Use choral reading or shared reading -Provide additional multi-level texts matched to reading level -Use teacher read alouds or audio texts -Provide a list of important concepts on a graphic organizer -Provide bilingual dictionaries -Highlight key points in a text	-Provide a content vocabulary word bank with non-linguistic representations -Use guided reading -Teach skimming for specific information -Use jigsaw reading to scaffold independent reading -Use note-taking guides	-Ask students to analyze text structure and select an appropriate graphic organizer for summarizing -Use Reciprocal Teaching to scaffold independent reading -Use Cornell Notes -Use focused questions to guide reading
Writing	-Require students to label visuals -Require vocabulary notebooks with non-linguistic representations or L1 translations -Provide sentence frames with word and picture banks -Teach note taking on a graphic organizer -Use Interactive Journals -Provide cloze sentences with a word bank	-Teach signal words (comparison, chronology, cause-effect, listing) for academic writing -Require learning logs for summaries of learning -Provide cloze paragraphs with a word bank -Provide rubrics and exemplars to scaffold writing assignments -Teach and utilize the writing process -Provide writing frames	-Require academic writing and the use of target academic vocabulary -Hold frequent writing conferences with teacher and peers

Adapted from Levine, L.N., Lukens, L. & Smallwood, B.A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12.* For Project EXCELL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools funded by the US Department of Education, PR Number T195N070316



OUR NEXT MEETING IS ON MARCH 13, 2025