

**Cherry Chase English
Language Advisory
Committee**

January 15, 2026

Cherry Chase Elementary School

ELAC January 15, 2026 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	Welcome!	<ul style="list-style-type: none">Review and Approve Minutes from the November meeting.	<ul style="list-style-type: none">
2		DELAC Officers	<ul style="list-style-type: none">Diana Angarita RojasMoran Zarchin	<ul style="list-style-type: none">
3		Sunnyvale School District Strategic Plan	<ul style="list-style-type: none">Review SSD Strategic Plan	<ul style="list-style-type: none">
4		Cherry Chase School Plan	<ul style="list-style-type: none">Review support for ELs	
5		Summative ELPAC Assessments NWEA Benchmark Assessments	<ul style="list-style-type: none">Review the Summative ELPAC process and parent reportsReview NWEA Reports	<ul style="list-style-type: none">
6		Using Data to Drive Instruction	<ul style="list-style-type: none">EL Support Plans	<ul style="list-style-type: none">
7		Announcements	<ul style="list-style-type: none">Shared February announcements	
8		Adjourn	<ul style="list-style-type: none">Thank you for attending!	<ul style="list-style-type: none">

ELAC Meetings 2025-2026

September 18 November 20 January 15 April 9 March 13 May 28

Purpose of ELAC

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

DELAC Reps

Thank you to our DELAC Officers:

- Moran Zarchin
- Diana Angaita

DELAC Representatives

Thank you to our DELAC Officers:

- Diana Angarita Rojas
- Moran Zarchin

What you will learn today:

- **Share Cherry Chase instructional focus as related to the Strategic Plan**
- **Understand the process for identifying English Learners**
- **Understand the process for supporting, monitoring and reclassifying English Learners**
- **Understand the purpose of the ELPAC assessment**



Priority Goals and Measures for the Year



Students Experience **Inclusive & Nurturing Environment**

1.B Student regular attendance in school and class

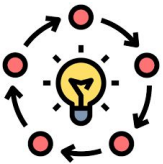
1.C Reduced suspension rates within each student group



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)

*With a focus on ELs, Hispanic ELs, and students with IEPS



Cherry Chase School Plan (Instructional Focus)

Cherry Chase will continue to focus on the following instructional practices:

1. **Learning & Language Objectives:** Clearly state what students are learning and how they'll use language to show understanding.
2. **Academic Vocabulary:** Provide daily explicit vocabulary instruction and structured opportunities for students to use academic language.
3. **Data-Driven Instruction:** Use assessment data in PLCs to plan, monitor progress, and adjust instruction.
4. **Instructional Time:** Follow the 60-minute IM lesson plan and instructional minute guidelines to maximize learning.

Cherry Chase School Plan for English Learners

K-5

- dELD Training provided by Instructional Coach
- Coaching Cycles on dELD practices throughout the year
- Teachers provide dELD and iELD instructional practices daily in each classroom
- Language and Learning Goal
- Structured Student Talk
- Discussion Supports



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: 9999991000000

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://caaspp-elpac.cde.ca.gov/>.

Summative ELPAC Score Report



English Language Proficiency
Assessments for California

Fort W. Texas
SUMMATIVE ELPAC STUDENT SCORE REPORT
2021–22 | GRADE 6

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: 1234567000000

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 communicate 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/>.



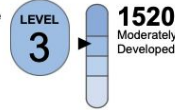
English Language Proficiency
Assessments for California

Fort W. Texas
SUMMATIVE ELPAC STUDENT SCORE REPORT
2021–22 | GRADE 6

Fort also received scores for oral language and written language.

Oral Language

The oral language score includes Listening and Speaking.



Listening

Beginning to Develop Somewhat/Moderately Well Developed

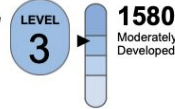


Speaking

Beginning to Develop Somewhat/Moderately Well Developed

Written Language

The written language score includes Reading and Writing.



Reading

Beginning to Develop Somewhat/Moderately Well Developed



Writing

Beginning to Develop Somewhat/Moderately Well Developed

Your Child's ELPAC Score History

Grade 4	Grade 5	Grade 6
Incomplete test No score available	Incomplete test No score available	LEVEL 3 1550 Moderately Developed

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

[Parent Guides to Understanding - California Assessment of Student Performance and Progress \(CAASPP\) System \(CA Dept of Education\)](#)

- Take an ELPAC Practice Test with your child at home

[Practice and Training Test Resources](#)

**Listening, Speaking, Reading and Writing: Directions for
Administration, Training Test Grade 1**



English Language Progress Monitoring

How our students move from
English Learner to
Fluent English Proficient

Reclassification Criteria

- ELPAC Overall score of 4
- Report card indicates strand grades of 3 or higher in reading literature, reading informational text and writing.
- Parent consultation
- Student performance data including but not limited to NWEA MAP Fluency, NWEA, and/or CAASPP

NWEA MAP Growth

January 21-30

FALL 2019

Sample Family Report

What is this report?

A summary of how your child is performing academically, as measured by the most recent MAP® Growth™ test.

What is MAP Growth?

A test that adapts to your child's responses to measure your child's skill level.

Why is my child taking MAP Growth?

MAP Growth scores help teachers check student performance by measuring achievement and growth. Teachers use results to tailor classroom lessons and set goals for students.

What do achievement and growth mean?

Achievement: How well your child has learned skills in a subject compared to similar students nationwide.*

Growth: A measure of your child's personal progress over the year.

What is a RIT score?

The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students: Kids with the same starting RIT score, same number of weeks of instruction, and in the same grade.

ID: 111111

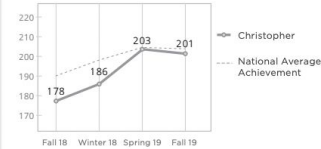
Name: Christopher Albert

Grade: 4

Smith Elementary

Mathematics

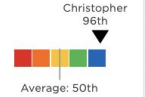
Average Achievement 47th Percentile



Christopher's overall score (RIT score) was 201 on a scale of 100-350. Your child is in the 47th percentile, which means they scored better than 47% of their peers.

High Growth 96th Percentile

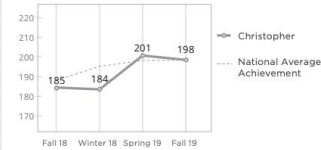
Your child's growth from Fall 2018 to Fall 2019 is in the 96th percentile, which means they made more progress than 96% of their peers.



Christopher is likely to be:
- Basic on the Ohio State Test (if taken in Spring 2020)

Reading

Average Achievement 50th Percentile



Christopher's overall score (RIT score) was 198 on a scale of 100-320. Your child is in the 50th percentile, which means they scored better than 50% of their peers.

High Average Growth 65th Percentile

Your child's growth from Fall 2018 to Fall 2019 is in the 65th percentile, which means they made more progress than 65% of their peers.



Christopher is likely to be:
- Basic on the Ohio State Test (if taken in Spring 2020)

Announcements

January

16 Friday Flag Assembly at 8:20 am

19 Martin Luther King, Jr. Day- No School

20 Staff Development Day- No School for Students

21 **PTA Association Meeting**

21-29 NWEA Winter Benchmark Assessments

22 Fire Drill at 10:30 am

23 Friday Flag Assembly 8:20 am

Coffee With the Principal- Registration and School Tours for Incoming Families at 8:45 am

30 Friday Flag Assembly COM at 8:20 am

February

2 Summative ELPAC Window Opens

13 PTA Lunar New Year Celebration

16-20 Winter Recess- No School