

Cherry Chase Coffee With the Principal

March 27, 2026

What you will learn today:

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



What is our Promise?

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



Goal 1



Goal 2



Goal 3



Goal 4



Goal #4: Students Achieve **Mastery of Core Content Areas**

GOAL#4: STUDENTS ACHIEVE MASTERY OF CORE CONTENT AREAS

SIGNATURE STRATEGY 4.1

Aligned Instructional Best-Practices

Ensure each student access to standards-aligned curriculum and materials; effective tiered instructional practices, including Universal Design for Learning (UDL) and research-validated strategies for targeted student-groups; authentic assessments of student progress; and standards-based continuous professional learning.

SIGNATURE STRATEGY 4.2

Deep Knowledge of Core Content

Engage students in authentic and meaningful tasks that excite their curiosity, imagination, and creativity about the core content areas, and challenge them to apply their learning to new situations.

SIGNATURE STRATEGY 4.3

Data-informed Professional Collaboration

Develop a culture of continuous improvement of professional practices through authentic assessments of student progress, consistent engagement in collaborative cycles of inquiry (i.e., “data cycles”) that include instructional planning, monitoring, and evidence-based reflection (e.g., “data summit”).

Focus on
**instructional
practices**

**Collective
effort**
Everyone is
responsible

Data informs
our instruction

Align
practice with
curricula for
student
success



We believe
in equity.

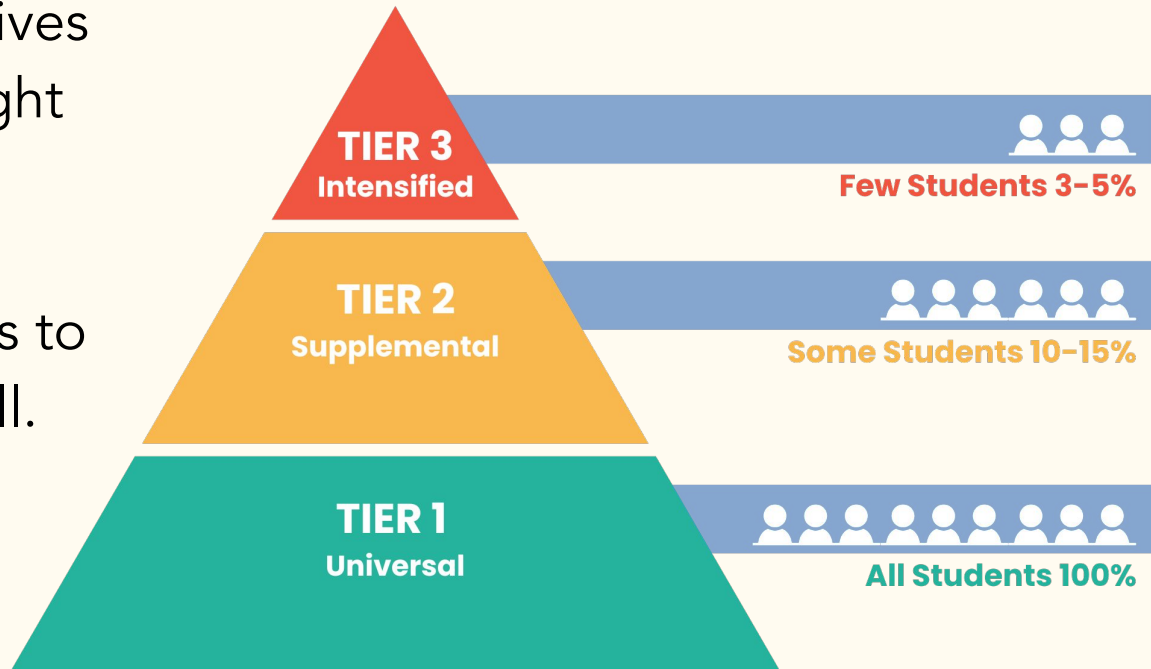
Cherry Chase School Plan (Instructional Focus)

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.

Multi-Tiered System of Supports (MTSS)

The purpose of MTSS is to ensure every student receives the right support at the right time through consistent, data-driven process that promotes equitable access to learning and success for all.



A photograph of two young women in a classroom or workshop setting, focused on constructing a complex geometric structure. The structure is made of numerous thin, colorful rods (red, yellow, blue, green) connected by small plastic joints. The woman on the left has dark curly hair and is wearing a light blue sweater. The woman on the right has long dark hair tied back and is wearing a grey t-shirt with a floral pattern. In the background, a male student is partially visible, also working on a similar structure. The entire image has a semi-transparent blue overlay.

English Learner Supports

Census Date: October 2, 2024 (Certified)

The total number of English Learners in our district is 1606, 54 less than last year.

The schools with the largest number of English Learners are Bishop, Ellis, Vargas, Columbia Middle and Sunnyvale Middle.

Cherry Chase's English Learner population is represented by 20 languages.

Cherry Chase Elementary
English Learner - Primary Language Count as of 10/2/2024

Primary Language	Number of EL Students	Percentage of EL Group Students	Percentage of Total Enrolled Students
Chinese - Cantonese	1	0.79%	0.16%
Chinese - Mandarin (Putonghua)	22	17.32%	3.54%
French	1	0.79%	0.16%
Gujarati	2	1.57%	0.32%
Hebrew	12	9.45%	1.93%
Hindi	7	5.51%	1.13%
Japanese	5	3.94%	0.80%
Kannada	1	0.79%	0.16%
Khmer (Cambodian)	1	0.79%	0.16%
Korean	9	7.09%	1.45%
Marathi	3	2.36%	0.48%
Panjabi; Punjabi	1	0.79%	0.16%
Russian	10	7.87%	1.61%
Spanish; Castilian	26	20.47%	4.18%
Tamil	10	7.87%	1.61%
Telugu	6	4.72%	0.96%
Turkish	2	1.57%	0.32%
Ukrainian	1	0.79%	0.16%
Uncoded languages (Other non-English languages)	5	3.94%	0.80%
Vietnamese	2	1.57%	0.32%
Total	127	100.00%	20.42%

Cherry
Chase
ELs

Currently there are 79 English Learners in grades K-5 at Cherry Chase

2024-25 CALPADS CENSUS Date: [October 2, 2024 \(Certified\)](#)

	2024 EL Count	% Change between Academic Years	Plus or Minus	2023 EL Count	2022 EL Count	2021 EL Count	2020 EL Count	2019 EL Count	2018 EL Count	2017 EL Count	2016 EL Count	2015 EL Count	2014 EL Count	2013 EL Count	2012 EL Count
Bishop	185	-5%	-11	196	226	192	165	209	231	293	369	360	368	381	378
Cherry Chase	127	22%	23	104	104	110	111	141	152	174	203	208	195	198	185
Cumberland	108	-11%	-14	122	124	130	133	157	156	139	190	190	170	151	130
Ellis	274	-10%	-26	300	273	246	256	349	385	362	381	424	398	405	404
Fairwood	61	-4%	-4	65	91	111	75	100	100	83	96	108	93	99	100
Lakewood	102	-20%	-25	127	127	120	107	141	139	195	222	227	244	258	251
San Miguel	166	-12%	-20	186	173	196	189	227	231	223	271	276	266	280	280
Vargas	197	0%	0	197	180	176	162	204	220	235	284	311	302	333	322
Columbia Middle	198	5%	8	190	161	167	172	210	223	212	197	206	213	257	235
Sunnyvale Middle	188	10%	15	173	151	170	158	170	165	166	192	164	172	190	157
Total	1606	-3.25%	-54	1660	1610	1618	1528	1908	2002	2082	2405	2474	2421	2552	2442

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 and iELD instructional practices daily in each classroom
- Newcomer Support available



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

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

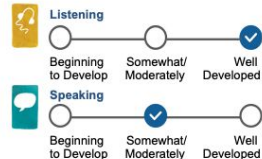
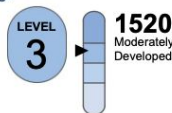
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1474)	(1475–1516)	(1517–1566)	(1567–1900)
Beginning to Develop	Somewhat Developed	Moderately Developed	Well Developed
May know some English words and phrases	Can often use English to communicate simple ideas	Can usually use English to learn new concepts in school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

Fort also received scores for oral language and written language.

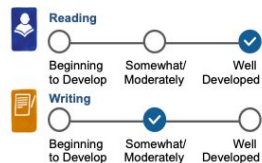
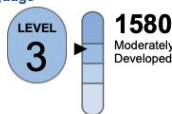
Oral Language

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

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

- Review the Parent Guide to Understanding
 - Available in seven languages
 - <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>
- Take an ELPAC Practice Test with your child at home
 - <https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources>



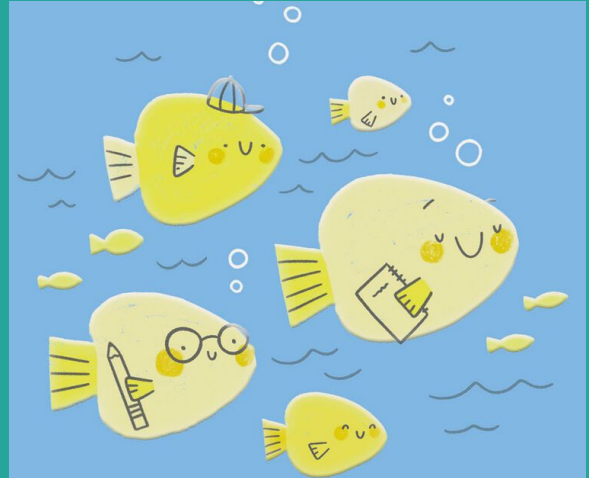
English Language Progress Monitoring

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

Thank you!



Create an MTSS Plan for an English Learner When:

- Two (or more) years of consecutive summative ELPAC with no progress or regression on the ELPI
- Not meeting **one** (ELPAC/CAASPP/NWEA) the Progress Monitoring Milestones on slide 26