

The background features a large, faint, light blue graphic of two hands cupping a heart. The hands are positioned on either side of the heart, with fingers slightly curled. The heart is in the center, and the entire graphic is set against a dark teal background with a subtle pattern of small white dots.

English Language Advisory Committee Comité Asesor del Idioma Inglés (ELAC)

**Lakewood Elementary School
September 17, 2025**

Introductions

Interim Principal
Kristin Brett



Parent Outreach
Amadeni Guzman



Lakewood ELAC

September 17, 2026 / 17 de septiembre de 2026

8:05 am

Location: Multipurpose Room / Lugar: Salón de Usos Múltiples

Presentation / Presentación

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

"La diversidad es ser invitado a la fiesta. La inclusión es ser invitado a bailar." – Verná Myers

# #	Time Hora	Topic Tema	Outcomes/Topic Resultados/Tema	Minutes Minutos
1	8:15	Purpose of ELAC and Election of Officers <i>Propósito del ELAC y elección de oficiales</i>	Understand the purpose of ELAC and elect DELAC Representatives <i>Comprender el propósito del ELAC y elegir a los representantes del DELAC</i>	
		Sunnyvale School District Strategic Plan <i>Plan Estratégico del Distrito Escolar de Sunnyvale</i>	Review SSD Promise and Goals <i>Revisar la Promesa y las Metas del SSD</i>	
	8:30	ELPAC Assessments and Parent Reports <i>Evaluaciones ELPAC e informes para padres</i>	Share information on Initial and Summative ELPAC and parent reports. How to monitor your child's progress. <i>Compartir información sobre el ELPAC Inicial y Sumativo, y los informes para padres. Cómo monitorear el progreso de su hijo/a.</i>	
	8:45	Reclassification Process <i>Proceso de reclasificación</i>	Share the process for reclassification and the ELPM Window <i>Compartir el proceso de reclasificación y la ventana del ELPM</i>	
	8:50	Importance of School Attendance <i>Importancia de la asistencia escolar</i>	Share information on school attendance and benefits for children <i>Compartir información sobre la asistencia escolar y sus beneficios para los niños</i>	

ELAC Meetings 2026-2027

September 17 October 15 November 19 January 14 April 8 May 20 June 1

Connector: Please share

- your name,
- your child's or children's grades
- one hope for your children this year

Connexion: Por favor comparte

- Su nombre,
- el/los grado(s) de sus hijo/s
- Una esperanza para sus hijos este año

Purpose of ELAC Propósito del ELAC



- Educate families about English Learner Programs
- Educar a los familias sobre los programas para estudiantes de ingles.
- Advise instructional teams about how to best support English Learners
- Asesorar a los equipos de instrucción sobre cómo apoyar mejor a los Estudiantes de Inglés

Election of ELAC Officers

Chairperson

- Attends DELAC meetings (district level) 6:00-7:30 pm
October 20 December 8 March 23 May 25
- Develop ELAC agendas with Principal

Vice Chairperson

- Assist Chairperson in ELAC meetings
- Attend DELAC in absence of Chairperson (or in addition!)



Sunnyvale School District Strategic Plan and District Goals

Plan Estratégico y Metas del Distrito
Escolar de Sunnyvale



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.

"Cada estudiante es conocido por su **nombre**, sus **fortalezas** y sus **necesidades**, está preparado para sobresalir en la preparatoria y más allá, y lleva una vida de alegría y propósito."



Goal 1



Goal 2



Goal 3



Goal 4



2024-2030 STRATEGIC PLAN

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.

GOAL 4



English Learner Support

Accelerating language growth for our English Learners — over a quarter of our student body.

- **Daily language instruction**

Every English Learner receives daily Amplify Language Studio instruction, built into the regular classroom.

- **A shift toward stronger core teaching**

Lakewood is part of a school and district move toward high-quality Tier 1 instruction (UDL & EDI) for every student.

- **Watching progress closely**

Our Language Review Team tracks each English Learner's growth and flags students who need extra support.

- **Supporting the path to reclassification**

New family workshops explain the reclassification process, with celebrations for students who reach fluency.

META 4



Apoyo a Aprendices de Inglés

*Acelerando el crecimiento del idioma
para nuestros Aprendices de Inglés —
más de una cuarta parte de nuestro
alumnado.*

- **Instrucción diaria de idioma**

Cada Aprendiz de Inglés recibe instrucción diaria de Amplify Language Studio, integrada en el salón de clases regular.

- **Un cambio hacia una enseñanza central más sólida**

Lakewood forma parte de un movimiento escolar y distrital hacia una instrucción de Nivel 1 de alta calidad (UDL y EDI).

- **Monitoreando el progreso de cerca**

Nuestro Equipo de Revisión de Idioma da seguimiento al crecimiento de cada Aprendiz de Inglés y detecta quiénes necesitan apoyo adicional.

- **Apoyando el camino hacia la reclasificación**

Nuevos talleres para familias explican el proceso de reclasificación, con celebraciones para quienes alcanzan el dominio del idioma.



The ELPAC

**The English Language Proficiency
Assessment of California**

What is the ELPAC?



- The ELPAC is the test that is used to measure how well students in K-12 understand and acquire English.
- Information from the ELPAC helps your child's teacher(s) provide support in listening, speaking, reading, and writing.
- Helps students in the journey to become multilingual !

Why is the ELPAC Important?



- The purpose of the Summative ELPAC is to **measure progress toward English proficiency.**
- ELPAC assessment data helps inform **proper educational placements**, and to help determine if a student is ready to be **reclassified.**
- ELPAC assessment is important to ensure that students continue to **receive the support they need to do well in school.**

What Does the ELPAC Test?

The ELPAC tests four different domain areas:



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.

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

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

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

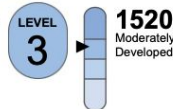
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1474) Beginning to Develop	(1475–1516) Somewhat Developed	(1517–1566) Moderately Developed	(1567–1900) Well Developed
May know some English words and phrases	Can often use English to learn new simple ideas	Can usually use English to learn new concepts in school	Can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

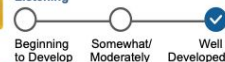
Fort also received scores for oral language and written language.

Oral Language

The oral language score includes Listening and Speaking.



Listening

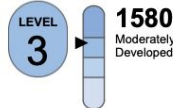


Speaking



Written Language

The written language score includes Reading and Writing.



Reading



Writing



Your Child's ELPAC Score History

Grade 4

Incomplete test
 No score available

Grade 5

Incomplete test
 No score available

Grade 6



Supporting Your English Learner Child



This resource provides information on how to support children of families new to the United States or those who have multilingual children. It is not intended to be an exhaustive list. Always check with your child's teacher and school for any specific questions about your child's progress at school.

Based on their responses on the Home Language Survey, your child was identified to take an initial English language proficiency test. Your child took either the Initial English Language Proficiency Assessments for California (ELPAC) or the Initial Alternate ELPAC, and the results showed a need for support with learning English.

Information About Language Proficiency Tests

The Assessment Fact Sheets are one-page flyers that answer key questions (what, why, who, how,

<https://elpac.startingsmarter.org/wp-content/uploads/sites/34/2026/01/2025-Supporting-Your-English-Learning-Child.pdf>

ELPAC Glossary



English Learner Students:

- may speak a language other than English at home; AND
- need additional language supports to learn English and access instruction

In the 2018–19 school year, there were approximately 1.2 million ELs in California public schools.

English Language Development (ELD) Standards

The 2012 ELD Standards describe the knowledge, skills, and abilities in English that are achieved at each proficiency level by English learners.

ELPAC Glossary



ELPAC

English Language Proficiency Assessment for California

ELPAC Initial

Assessment for students whose primary language is other than English within 30 calendar days of enrollment

ELPAC Summative

Annual ELPAC assessment administered only to those identified as ELs on the Initial ELPAC, to identify and assess a student's progress in acquiring skills in English Reading, Speaking, Listening, and Writing

ELPAC Glossary



Home Language Survey (HLS)

- Survey used to identify students in need of EL services
- Based on the responses in the HLS, students may be tested with the ELPAC to determine their level of ELP
- The HLS is to be completed by the student's parent or guardian at the time of first enrollment in a California public school

ELPAC Glossary



Reclassification Criteria

Local reclassification procedures must be reviewed by the school district advisory committee on programs and services for English learners (ELs).

The following **four criteria** establish reclassification policies and procedures:

1. Initial and Summative ELPAC
2. Teacher evaluation (including a review of student curriculum mastery)
3. Parent opinion and consultation (Reclassification letter)
4. Comparison of student academic performance on the SBAC

Parent Resources

**Starting
Smarter**



Starting Smarter

[Starting Smarter LINK](#)

Live link. Please click above.

- Understanding Score Reports in English and Spanish
- Check Out Test Questions
- Take a Practice Test

Summative ELPAC Testing Window

April 5-30, 2027

How to Support Your Student

- Try a few practice questions at home.
- Check your school site's ELPAC testing schedule.
- Make sure your child is well-rested, eats breakfast, and has a calm morning the day of the assessment.
- Encourage them to do their best, but not to worry if they are unsure of some answers.
- Remind them that we assess so teachers learn how to best help them learn English and become multilingual.
- You are proud of them no matter what!



Language Proficiency → Reclassification

English Language Progress Monitoring

How our students
move from
English Learner to
Fluent English
Proficient

Current Reclassification to Fluent English Proficient (RFEP) Criteria

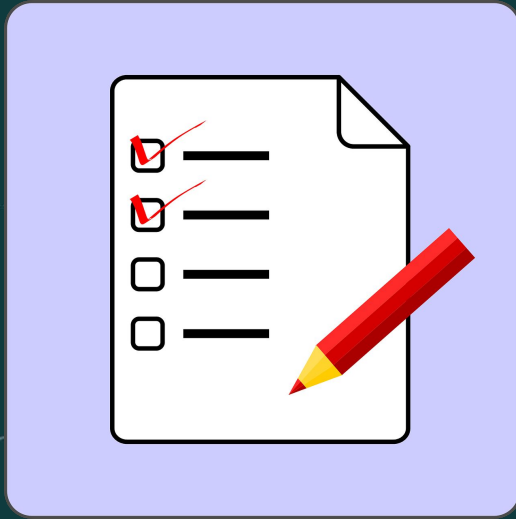
Required Criteria (Education Code 313(f) and Title 5 California Code of Regulations (section 11303))	Sunnyvale School District Criteria
Criteria 1: Summative ELPAC Score	Overall Level 4
Criteria 2: Teacher Evaluation	3's and 4's on report card (ELA) Writing sample
Criteria 3: Parent opinion and consultation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

English Language Progress Monitoring

October 26-30 and January 25-29

Reclassification

Language Review Team



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.

Asistencia Escolar

- Hacer que llegar a la escuela a tiempo todos los días sea una prioridad.
- Alertar a la escuela y a las agencias comunitarias sobre barreras que impiden la asistencia.
- Dar a conocer las necesidades para abordar las barreras que causan que un gran número de estudiantes falte demasiado a la escuela.
- Información sobre asistencia: las familias tienen la responsabilidad principal de asegurar que sus hijos asistan a la escuela diariamente. Los volantes para padres (inglés y español) y los videos relacionados están disponibles para preescolar, primaria y secundaria.

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 25 Lion Pride Assembly
- September 29 Picture Day!
- October 1 Coffee With the Principal 8:05 am
- October 5-9 Conference Week- All students dismissed 11:20am