English Language Advisory Committee (ELAC)

Meeting #2

Santa Clara Unified School District

Dolores Huerta Middle School

Thursday, November 19, 2026

Agenda

1. Opening Activity
2. High School Counselor Presentation (A-G Requirements)
3. Announcements
4. ELPAC Resources

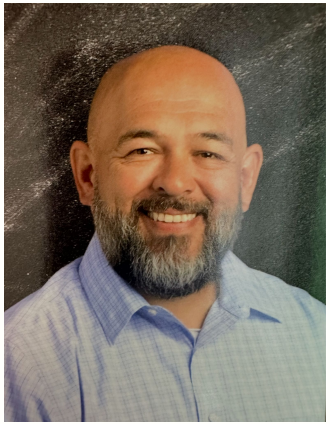
Orden del dia
chương trình nghị sự

1. Introduccion
   Phần giới thiệu
2. Presentación del consejero(a) de la escuela preparatoria (Requisitos A-G)
   Phần trình bày của Cố vấn Trường Trung học (Các yêu cầu A-G)
3. Anuncios
   Thông báo
4. Recursos de ELPAC
   Nguồn tài nguyên ELPAC

Huerta Administration Team



Dr. Tafoya
Principal



Mr. Gonzalez
Vice Principal
Students (A-L)



Ms. Tovar
Vice Principal
Students (M-Z)

ELD & Counseling Team



Ms. Jessica
EL Coordinator



Mr. Jason
ELSAT



Ms. Solorio
Counselor
(A-L)



Ms. Maciel
Counselor
(M-Z)

Opening Activity: Pair Share



Instructions:

- **Talk to someone at your table**
- **Introduce yourself and the name of your student**
- **Share your favorite childhood school subject.**

Instrucciones

- **Habla con alguien en su mesa.**
- **Preséntese y diga el nombre de su estudiante.**
- **Comparta cuál era su materia escolar favorita en su infancia.**

Hướng dẫn

- **Quay sang một người ngồi cùng bàn.**
- **Giới thiệu bản thân và tên con em quý vị.**
- **Chia sẻ môn học yêu thích thời thơ ấu của quý vị.**

My name is...
I am the parent/ family member of ...
When I was a student, my favorite school subject was...

Home of the Condors



MacDonald High School Counseling

Do you remember who your counselor is?



Ms. Bennett



Ms. Azuela

Go-O



Mr. Mendoza

Want to meet with your counselor? Here's how!

Go to the Counseling webpage on the MHS website.

1. Schedule a time that works best for you with your counselor.
2. Receive a text and email confirmation.
3. Show your teacher the confirmation email.
4. Quietly excuse yourself from class and report to the Counseling Office at your scheduled time.

⚠️ **Passes will not be sent out for appointment reminders.**

MHS Graduation Requirements

230 Credits (in specific subjects)

- D- or higher will earn **5 credits** each semester
- Passing 6 classes per year = **60 credits**
- 60 credits each year for 4 years = **240 credits**

20 Hours of Community Service

- Can volunteer at a single organization or at multiple sites
- Paid work or family business does not qualify
- To get credit, must turn in a **Confirmation of Hours** and **Written Reflection**

High School Graduation vs. College A-G Requirements

Subject Area	High School	College A-G
Social Science	30 credits = 3 years	**Area A**. 20 credits = 2 years
English	40 credits = 4 years	**Area B**. 40 credits = 4 years
Mathematics	20 credits = 2 years **must pass Algebra 1*	**Area C**. 30 credits = 3 years *4 years recommended*
Science	20 credits = 2 years **Biology and Chemistry*	**Area D**. 20 credits = 2 years *3-4 years recommended*
World Language	10 credits = 1 year	**Area E**. 20 credits = 2 years of the same language *3-4 years recommended*
Fine Arts	10 credits = 1 year	**Area F**. 10 credits = 1 year
Electives	60 credits	**Area G**. 10 credits = 1 year of approved college-prep course
Practical Arts	10 credits = 1 year	*Approved course in Area G*
Physical Education	20 credits = 2 years	N/A
Health/Ethnic Studies	10 credits = 1 year	*Approved course in Area G*
TOTAL	**230 credits**	**15 classes**

Example of 9th Grade Schedule

** MHS follows a two-semester schedule: First and Second*
** Classes are year-long, except for Health and Ethnic Studies*
** EL Support Classes: EL Beginning, EL Intermediate, EL Advanced*

First Semester

1. English 9
2. Geometry
3. Health
4. Biology
5. Spanish Native Sp 1
6. PE Core 9
7. EL Support Class

Second Semester

1. English 9
2. Geometry
3. Ethnic Studies
4. Biology
5. Spanish Native Sp 1
6. PE Core 9
7. EL Support Class

9th Grade Course Selection Sheet



9th Grade Student Course Selection Sheet

MacDonald High School Course Selection 2026-27

Student Name:	ID #:	Middle School:

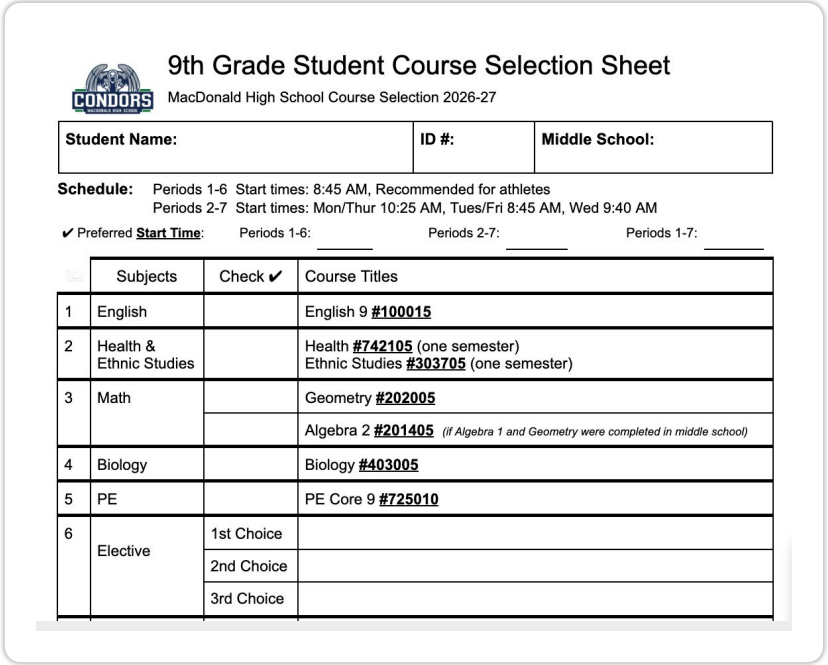
Schedule: Periods 1-6 Start times: 8:45 AM, Recommended for athletes
Periods 2-7 Start times: Mon/Thur 10:25 AM, Tues/Fri 8:45 AM, Wed 9:40 AM

✔ Preferred **Start Time**: Periods 1-6: _____ Periods 2-7: _____ Periods 1-7: _____

	Subjects	Check ✔	Course Titles
1	English		English 9 **#100015**
2	Health & Ethnic Studies		Health **#742105** (one semester) Ethnic Studies **#303705** (one semester)
3	Math		Geometry **#202005**
			Algebra 2 **#201405** *(if Algebra 1 and Geometry were completed in middle school)*
4	Biology		Biology **#403005**
5	PE		PE Core 9 **#725010**
6	Elective	1st Choice	
		2nd Choice	
		3rd Choice	

January MacDonald Course Selection

MacDonald Counselors will visit Huerta on **Friday, January 15th** to select classes.



9th Grade Student Course Selection Sheet

MacDonald High School Course Selection 2026-27

Student Name:	ID #:	Middle School:

Schedule: Periods 1-6 Start times: 8:45 AM, Recommended for athletes
Periods 2-7 Start times: Mon/Thur 10:25 AM, Tues/Fri 8:45 AM, Wed 9:40 AM

✔ Preferred **Start Time**: Periods 1-6: _____ Periods 2-7: _____ Periods 1-7: _____

	Subjects	Check ✔	Course Titles
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6	Elective	1st Choice	
		2nd Choice	
		3rd Choice	


Q&A

2026-27 **ELAC Representatives**

Omar Omar
ELAC President

Erika Martinez
Vice President

Yecenia Morales
Secretary

Thank you to our parents for volunteering as our new ELAC representatives! Your time and voice are vital in supporting our school community.

¡Muchas gracias a nuestros padres por ser voluntarios como nuestros nuevos representantes de ELAC! Su tiempo y su voz son fundamentales para apoyar a nuestra comunidad escolar.

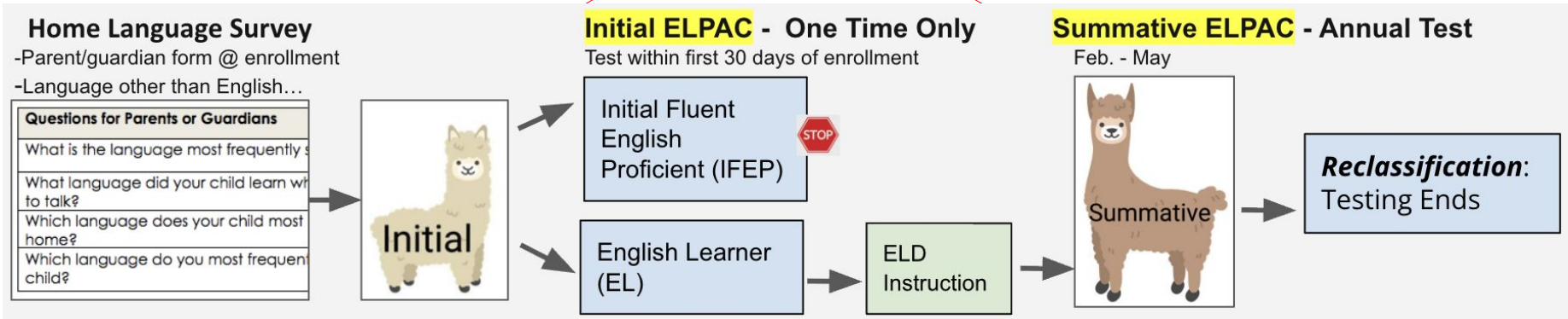
Xin chân thành cảm ơn quý phụ huynh đã tình nguyện làm đại diện mới của ELAC! Thời gian và tiếng nói của quý vị đóng vai trò thiết yếu trong việc hỗ trợ cộng đồng nhà trường.

Announcements

Santa Clara Unified School District Resource List 26/27

What is the ELPAC? Why is it Important?

- **English Language Proficiency Assessments for California** measures English skills
- **Initial ELPAC:** given to new students who speak another language at home
- **Summative ELPAC:** Annual test tracking English progress for multilingual students
- **Why It Matters:** Student can't take electives in secondary, limited ability to complete California's A–G course requirements, Long Term English Learners (7+ years in ELD) graduate at significantly lower rates (~69%) compared to their reclassified peers (~86%),



When is the ELPAC?



Next year, the ELPAC will begin on **February 1, 2027**

Speaking will happen 1:1 on with Mr. Jason in March - April

Four Domains of the ELPAC

Receptive Skills:

the ways a student receives, processes, and understands language (*input*)

Reading



Listening



Expressive Skills

the ways a student actively produces and communicates ideas using language (*output*)

Speaking



Writing



Reading Domain Task Types (Multiple Choice)

1. Read a **Short Informational Passage**
2. Read a **Student Essay**
3. Read a **Literary Passage**
4. Read an **Informational Passage**

Automated Scoring: Computer-scored 1-point items.

Key Focus: Main ideas, evidence, and content academic vocabulary.

Read a Short Informational Passage



Read the text, then answer the questions.

Deep inside the human ear is a collection of soft tissue and bone that helps the body to keep its balance as it moves. These tiny structures, often referred to as the semicircular canals, fold and loop around one another, looking almost like a roller coaster. Each loop of soft tissue within the semicircular canals gives a certain piece of information about the body's movement. Specifically, one loop tells the brain about up-and-down movement, another senses side-to-side movement, and a third transmits information about tilting movement.

But how exactly do these loops tell the brain that the body is moving? Inside each semi-circular canal are small hair-like structures, called *cilia*, which bend as the head moves. The movement of the cilia triggers a nerve signal that alerts the brain about which direction the head has turned. Thanks to the inner ear, the brain perceives the body's movements as smooth and natural. As a result, the body is able to keep its balance as it changes position.

What would most likely signal a problem with a person's semicircular canals?

A. The person's outer ear is swollen

B. The person feels unsteady when moving

C. The person cannot turn his or her head

D. The person yawns frequently.

Listening Domain Task Types (Multiple Choice)

1. Listen to a **Short Exchange**
2. Listen to a **Classroom Conversation**
3. Listen to an **Oral Presentation**
4. Listen to a **Speaker Support an Opinion**

Automated Scoring: Computer-scored 1-point items.

Audio Can Be Played ONCE: Scratch paper allowed for note taking

Listen to a Speaker Support an Opinion



9. **Why does the boy mention walking his dog?**

A. to give an example of a common daily activity
B. **t**o introduce a problem he has faced
C. to suggest that he and the girl have similar interests

10. Where did the boy first learn about walkable spaces?

A. in a class at school
B. from a magazine article
C. on the Internet

11. What does the boy say about pollution?

A. It has many different sources.
B. It would decrease if fewer people drove cars.
C. It is a problem that has grown worse over the years.

12. What explanation does the boy give for the lack of walkable spaces?

A. There is not enough public demand to create walkable spaces.
B. Communities do not have enough money to create walkable spaces.
C. Communities were designed with a focus on traveling by automobile.

Speaking Domain Task Types (Constructed Response)

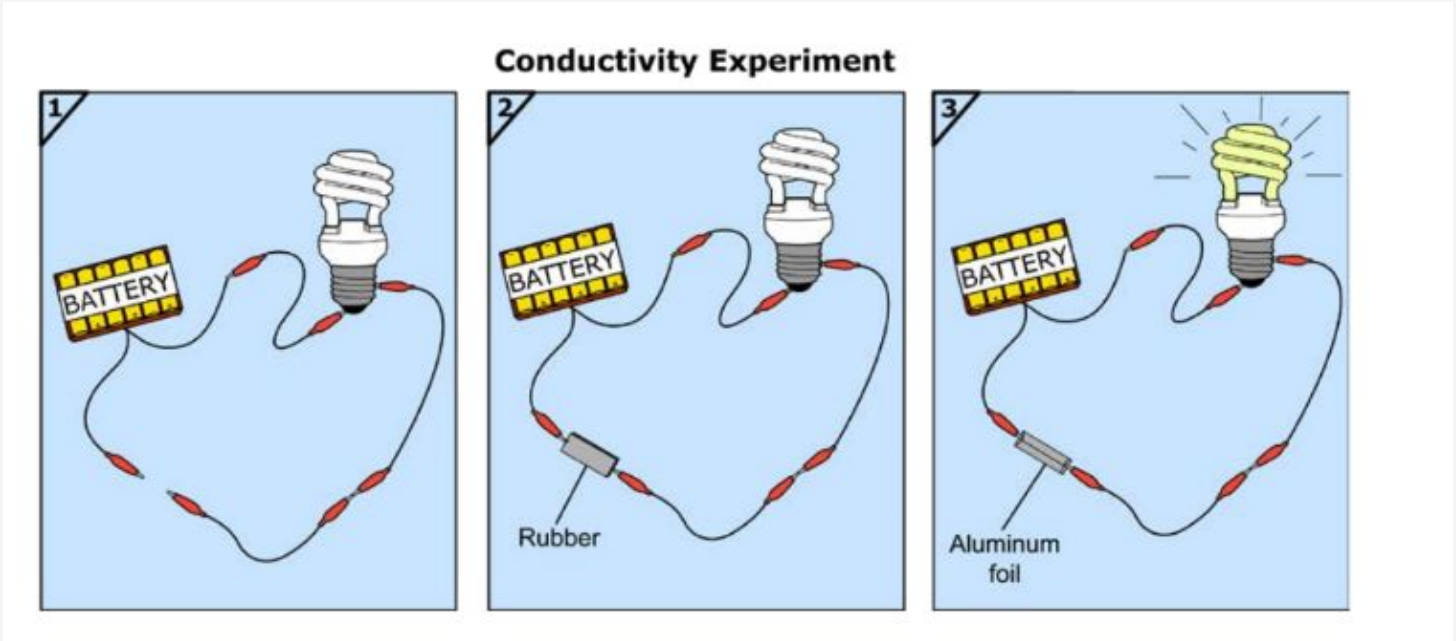
1. **Talk** about a **Scene**
2. **Speech** Functions (states what they do in a specific situation)
3. **Support** an **Opinion**
4. **Present** and **Discuss Information**
5. **Summarize** an **Academic Presentation**

Rubric Score	Criteria (Summarize Presentation 0–4 Scale)
4 Points	Full summary with key details; clear speech and minor errors
3 Points	Main points covered with minor gaps; generally clear speech
2 Points	Partial summary; errors occasionally obscure meaning
0–1 Points	Isolated words, off-topic, or no English response

Summarize an Academic Presentation



Respond with a clear summary of the main points and details of the presentation. Grammar and word choice are varied and effective.

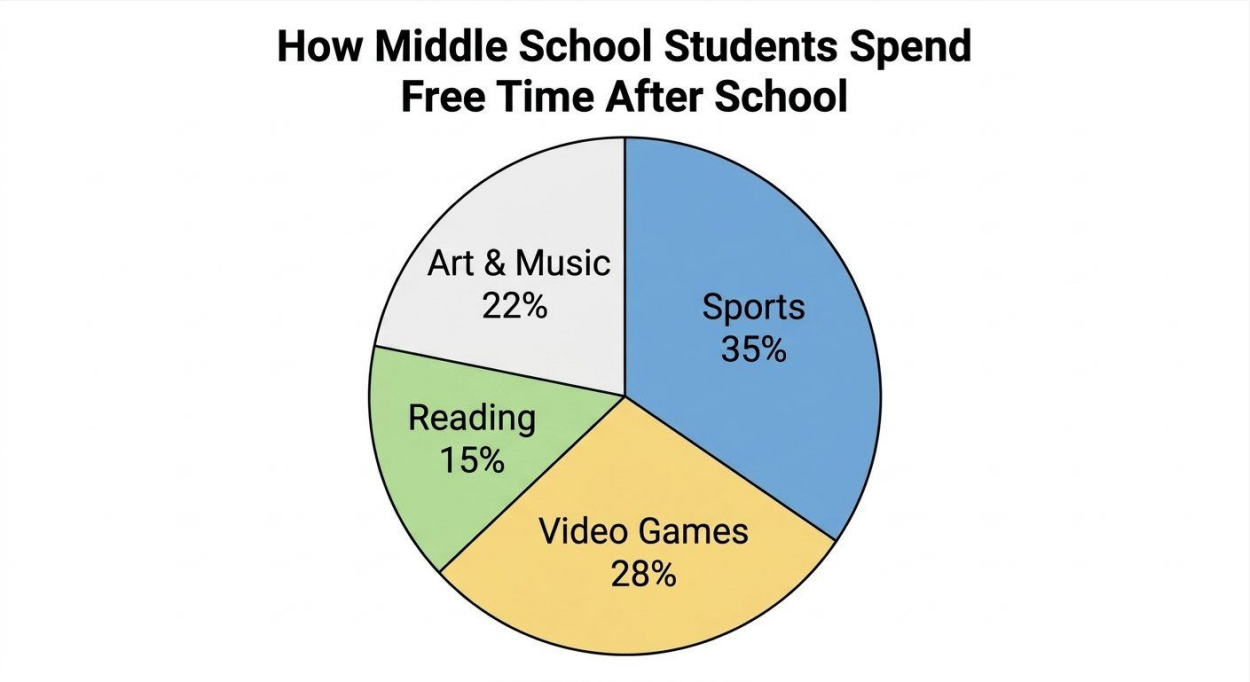


Talk About a Scene



"Now we are going to do a different type of question. I am going to ask you to talk about a pie chart. Look at the pie chart.

Goal: Summarizes the main idea and includes specific numbers/categories from the chart.



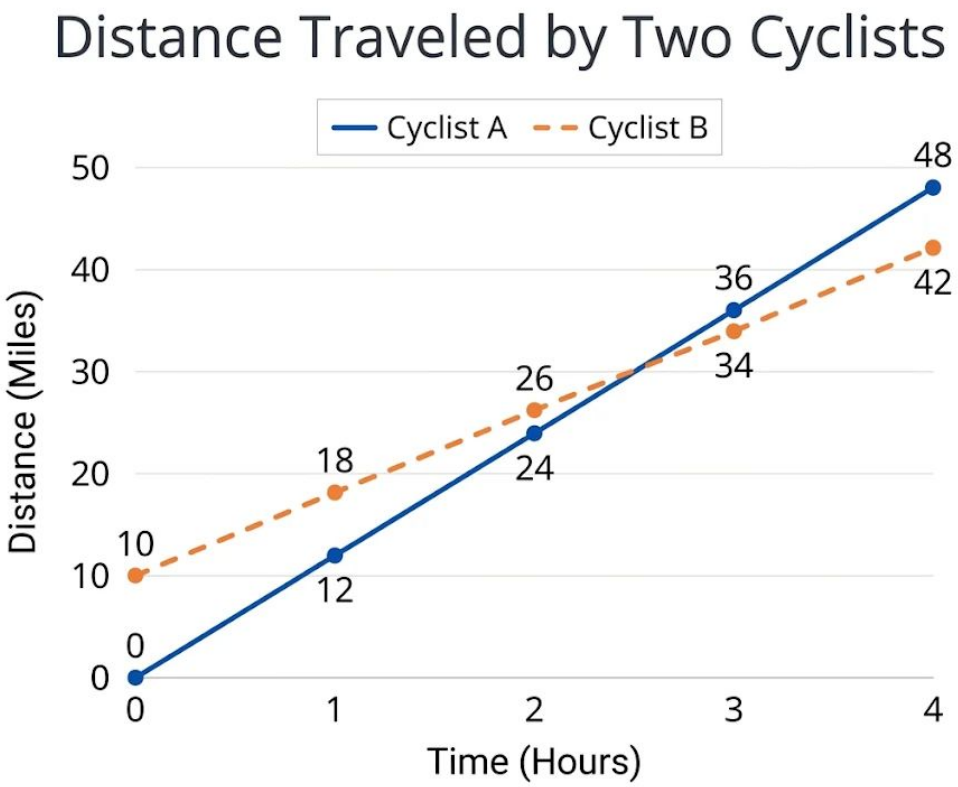
Writing Domain Task Types (Constructed Response)

1. **Describe** a **Picture**
2. **Write** about an **Experience**
3. **Write** about **Academic Information**
4. **Justify** an **Opinion**

Rubric Score	Criteria (Justify an Opinion 0–4 Scale)
4 Points	Clear position with detailed reasons; 2+ well-organized paragraphs
3 Points	Clear position with relevant support; minor grammar errors
2 Points	Position stated with limited details; simple sentences
0–1 Points	Minimal words, copied prompt, or off-topic response

Write about Academic Information





Compare the total distance traveled by Cyclist A and Cyclist B at Hour 1 and at Hour 4.

Include specific numbers from the graph in your response.

ELPAC Resources

- Official ELPAC Practice Test
  - https://shorturl.at/tbdUF
  - Practice on the official website
- ELPAC Starting Smarter
  - https://elpac.startingsmarter.org/
  - English / Spanish website, gives practice questions and answers,explains how to read scores to families
- Reading and Listening Practice
  - Reading at least 20 minutes a day, can help improve this skill!
  - Listening to podcast or audio in English and taking notes of what they heard

Thank you!