

Understanding the Initial ELPAC & Supporting Your Multilingual Learner

What Parents Need to Know

What Does It Mean If My Child Is an English Learner?

Being identified as an **English Learner (EL)** does not mean that your child is less intelligent or less capable of learning. It simply means that your child is still developing English language skills.

Every child develops English at a different pace. The goal is to support your child's growth and help them become confident in listening, speaking, reading, and writing in English.

How Is a Child Identified as an English Learner?

When a child enrolls in a California school, families complete a **Home Language Survey**.

If a language other than English is identified on the survey, the child may be assessed using the **ELPAC (English Language Proficiency Assessments for California)**.

The ELPAC looks at four areas:

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

The initial ELPAC helps the school understand your child's starting point in English language development.

What Is the ELPAC?

The ELPAC is used to measure your child's English language development and growth.

There are two types discussed in the workshop:

Initial ELPAC:

Used to establish a student's starting level when they are new to the California school system and meet the criteria for an initial assessment.

Summative ELPAC:

Students who continue to be identified as English Learners take the summative ELPAC to measure their progress over time.

Families receive information about their child's results.

ELPAC Levels

The ELPAC uses four performance levels:

- **Level 1 – Novice**
- **Level 2 – Developing**
- **Level 3 – Bridging**
- **Level 4 – Proficient**

When you receive your child's results, don't look only at the overall level. Look at **where your child has grown** and which areas may still need additional practice.

For example, your child may make strong progress in speaking while needing more support with writing.

Remember: Progress, not perfection, is the goal.

What Support Will My Child Receive at School?

Most English Learners remain in their regular classroom and receive **integrated English Language Development (ELD)**.

Teachers use strategies such as:

- Language scaffolds
- Additional structures and supports
- Opportunities to practice English
- Instruction designed to help students access classroom learning

Some students may also receive **designated ELD**, which can include small-group instruction outside the regular classroom for additional language practice.

Support may focus on the four areas measured by the ELPAC:

Listening • Speaking • Reading • Writing

The amount and type of support can vary depending on the student's needs and grade level.

What If I Am Worried About My Child's Progress?

Parents can ask for help.

If you are concerned about your child's English development, reading, academic progress, or assessment results, you can contact your child's teacher and request a conversation or meeting.

The school may look at several sources of information, including:

- ELPAC results
- Other assessment results
- Classroom performance
- Grades
- Teacher observations
- Family concerns
- Student needs

If a concern continues, additional school-based support or a team discussion may be considered.

Attendance Matters

Regular attendance is important for English Learners.

Students need to be at school consistently in order to receive instruction and language support. Frequent absences can mean missing important opportunities to practice and develop English.

How Can I Help My Child at Home?

You do not need to be fluent in English to support your child's learning.

Start by looking at your child's assessment results and identifying areas where your child has made progress and areas where they may need more practice.

You can:

- Celebrate your child's progress.
- Encourage your child to speak English and practice communicating.
- Give your child opportunities to read.
- Encourage your child to talk about what they are learning.
- Practice writing when appropriate.
- Ask your child to say something before writing it.
- Contact the teacher when you have questions or concerns.

The goal is to support your child's development without expecting perfection.

What About Reading?

If your child is struggling with reading, please reach out to the school.

Reading intervention and additional reading support are available for students who need them.

The workshop also discussed the possibility of a **reading club focused on reading for enjoyment**. This was identified as an idea to explore, rather than a confirmed program.

Several reading resources were also discussed, including:

i-Ready Reading

Students already use i-Ready at school. It provides reading instruction based on the student's current level and allows students to work through lessons at their own pace.

Starfall

Starfall was mentioned as another possible reading resource, particularly for younger children.

Families may also receive additional reading resources based on their child's individual needs.

What Is i-Ready?

i-Ready is used to monitor student growth in:

- **Reading**
- **Math**

Students complete i-Ready assessments at different points during the school year, including the beginning, middle, and end of the year.

The program helps the school understand student progress and make instructional decisions.

i-Ready is adaptive, meaning that it adjusts to the student's instructional level and provides lessons based on the student's needs.

How Can I Access i-Ready?

Students access i-Ready through **Clever**: <https://tinyurl.com/mmxyfpdh>

For younger students, particularly **TK–2**, students may use a QR code instead of a regular password. Families should contact the classroom teacher if they need the QR code or help accessing Clever.

Students in other grades use their school login information.

Where Can I Find ELPAC Resources?

Families can find ELPAC-related resources through the **GIS app** under **Resources**.

Resources may include:

- Information about the ELPAC
- Family information in different languages
- Practice materials
- Practice assessments

These resources can help families become more familiar with the assessment and support their children at home.

When Should I Contact the School?

Please reach out if:

- You do not understand your child's ELPAC results.
- You are concerned that your child is not making progress.
- Your child is struggling with reading.
- Your child is having difficulty understanding homework.
- You need help accessing Clever or i-Ready.
- You have questions about your child's English language support.

- You would like to discuss additional support for your child.

Parents are an important part of the English language development process. Asking questions and communicating with the school helps us work together to support your child.

Coming Next: i-Ready Family Workshop

The next GIS Connections session will focus on **i-Ready**.

The session will help families better understand:

- What i-Ready measures
 - How students are assessed
 - How to understand i-Ready results
 - How to talk with your child about their progress
 - How i-Ready supports reading and math development
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GIS Communication Reminder

GIS will begin using the **ParentSquare calendar** as a central place for school events instead of relying on weekly Sunday emails.

Families will be able to check upcoming events and access Zoom links through the calendar.

Families may also have the option to connect the ParentSquare calendar with their personal calendar.