WILLOWS UNIFIED SCHOOL DISTRICT

Master Plan for English Learners

2026–2027

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Board Approved: ____October 8, 2026_____

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Introduction

The Willows Unified School District (WUSD) Master Plan for English Learners provides staff, families, and the community with clear information about English Learner (EL) requirements, program procedures, program options, and objectives. The plan also serves as a resource for curriculum planning and development for grades TK–12.

WUSD is committed to developing academic English language proficiency, a positive self-image, and reclassification to Fluent English Proficient status, as well as an appreciation of the cultural and linguistic diversity that EL students bring to our community.

Willows Unified consists of four schools: Murdock Elementary, Willows Intermediate, Willows High, and Willows Community High. English Learners make up 14.9**%** of district enrollment.

Guided by the California English Learner Roadmap

To meet district, state, and federal goals, WUSD uses the California English Learner Roadmap as the guide for its English Language Development (ELD) program. The district commits to:

- A vision and mission grounded in research-based principles that guide planning and continuous improvement.
- English Learners as central to practice: woven into the Local Control and Accountability Plan (LCAP) and everyone's responsibility.
- English proficiency plus proficiency in multiple languages, recognizing the role of the home language in supporting English and overall literacy.
- Responsiveness to the diverse needs of ELs, including newcomers, students with limited or interrupted formal education (SLIFE), long-term English learners, and dually identified students.
- College and career readiness and preparation for civic participation in a global, diverse, multilingual world.
- Valuing and building on the linguistic and cultural assets students bring, through culturally responsive curriculum and instruction.
- A safe, affirming, and welcoming school climate and culture.
- Language development in and through content (Integrated ELD) along with protected time for Designated ELD.
- Leadership that is knowledgeable of and responsive to English Learners.
- Ongoing professional learning in high-leverage ELD instructional strategies.
- Tracking EL progress and making changes to ensure growth, including common assessments to inform instruction.

The goal of this plan is to clearly communicate the WUSD English Language Development Program to staff, parents, and community leaders.

District Mission, Vision, and Goals

MISSION

"Ensure all students graduate with a meaningful diploma and are college and career ready."

Vision Statement

A safe, supportive, and engaging district where all students learn, thrive, and are prepared for their future.

District Goals

1. Student Achievement & Meaningful Graduation: Ensure all students graduate with a meaningful diploma by providing high quality instruction, intervention, support, and equitable access to a TK - 12 curriculum aligned to state standards.
2. College & Career Readiness: Ensure all students are college and career ready through access to rigorous coursework, dual enrollment, CTE and academic pathways and development of academic, technical, and employability skills.
3. Safe, Supportive & Engaging Schools: Provide safe, clean, orderly, and inclusive learning environments where students and staff feel physically and psychologically safe, connected, supported, and ready to learn.
4. Effective Fiscal Practices & Resources: Maintain long term financial stability and responsible stewardship of resources while ensuring facilities, technology, staffing, and programs adequately support student learning and district priorities.
5. Family, Student & Community Engagement: Strengthen two way communication, collaboration, and partnerships with students, families, staff, and the community to build trust, increase engagement, and support student success.

WUSD Programs for English Learners

The English Language Development Program will develop in each child proficiency in English, reinforce positive self-concepts, and promote cross-cultural understanding. The program will enable all students to develop academic, linguistic, and social skills and knowledge to their fullest potential in order to participate fully in our multicultural society.

Diversity and Characteristics of English Learners

Students who are English Learners come to California schools from all over the world, and many were born in the United States. Schools and districts are responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum through appropriately designed instruction, and that they make progress in their English Language Development program.

Definition of an English Learner

An English Learner is a student age 4–21 who is enrolled or preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the student the ability to meet state academic standards, to achieve in classrooms where the language of instruction is English, or to participate fully in society. An EL may include a student not born in the United States or whose native language is other than English; a Native American or Alaska Native student, or a native resident of the outlying areas, from an environment where another language has significantly affected English proficiency; or a migratory student whose native language is other than English and who comes from an environment where another language is dominant. *(Education Code 306; 20 USC 7801; AR 6174)*

Age

ELs learn English at different stages of their cognitive development. English Learners entering U.S. schools in kindergarten, for example, benefit from the same literacy instruction as their non-EL peers, along with additional differentiated support based on student needs. All ELs should have full access to the same high-quality, intellectually challenging, content-rich instruction and materials as their non-EL peers, with effective scaffolding to ensure success.

Primary Language and Literacy Background

English Learners have varying levels of knowledge, skills, and abilities in their primary language and literacy. Older ELs may have considerable content knowledge in core disciplines such as science or math. ELs can draw on their primary language, literacy skills, and content knowledge to support English learning, and teachers should approach cross-linguistic transfer intentionally and strategically rather than leaving it to chance. Other ELs may have limited or interrupted schooling and gaps in literacy skills (e.g., decoding, comprehension), requiring substantial support. Even with strong primary language foundations, some adolescent ELs may struggle to master disciplinary literacy given the accelerated time frame for meeting grade-level expectations.

Time in the U.S. and Newcomer Students

Many ELs were born in the U.S. or began U.S. schooling in kindergarten. These students are often fluent in everyday English and need to develop academic English. Other ELs enter U.S. schools with limited exposure to English. Newcomer students receive specialized support for English development and social integration (see *Newcomer Students* in Section III). Students with strong formal schooling who are new to English require different instruction than students with limited or interrupted formal education.

Progress in ELD and Long-Term English Learners

Regardless of age, background, or time in U.S. schools, all ELs should make steady progress in English, particularly academic English. Students who have not received the support they need may become long-term English learners (LTELs).

California *Education Code* (EC) Section 313.1 defines a **long-term English learner** as an English learner enrolled in any of grades 6 to 12, inclusive, who has been enrolled in U.S. schools for more than six years and has remained at the

same English language proficiency level for two or more consecutive years, as determined by the state's annual English language proficiency test. EC 313.1 also identifies **ELs at risk of becoming LTELs**: students in grades 3 to 12 enrolled in U.S. schools for four to five years who score at the intermediate level or below on the state ELPAC test and, in grades 3–9, score developing or minimal on the state CAASPP ELA assessment.

ELA/ELD Framework and Proficiency Levels

2014 California ELA/ELD Framework

The ELA/ELD Framework provides instructional guidance for TK–12 teachers and guides curriculum development, program design, school leadership, and professional learning. It integrates the ELA and ELD standards around five key themes *(ELA/ELD Framework, Ch. 2)*:

Meaning Making	Language Development	Effective Expression	Content Knowledge	Foundational Skills

In 2017, the State Board of Education adopted new ELD Standards as well as the English Language Proficiency Assessments for California (ELPAC), which replaced the California English Language Development Test (CELDT).

ELD Proficiency Level Descriptors

The Proficiency Level Descriptors (PLDs) describe the stages ELs progress through as they gain proficiency in English. They guide targeted ELD instruction and differentiated instruction in content areas. ELs at all proficiency levels must fully participate in grade-level tasks in all content areas, with varying degrees of scaffolding.

Level	Description
Emerging	Students typically progress very quickly, learning to use English for immediate needs and beginning to understand and use academic vocabulary and other features of academic language. Requires substantial linguistic support.
Expanding	Students increase their English skills in more contexts, learning a greater variety of vocabulary and linguistic structures and applying growing language skills in more sophisticated, age-appropriate ways. Requires moderate linguistic support.
Bridging	Students learn and apply a range of high-level English skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition to full engagement in grade-level academic tasks without specialized ELD instruction. Requires light linguistic support.

SECTION I

Compliance Items

In this section

- Parent Notification in Primary Language
- District Assurances
- Key Compliance Timelines at a Glance

Parent Notification in Primary Language

When 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 through 12 speak a single primary language other than English, as determined from the census data submitted to the Department of Education in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or district shall, in addition to being written in English, be written in the primary language, and may be responded to in either English or the primary language. *(EC 48985)*

WUSD provides all EL-related parent notices in English and Spanish. Templates for each notice are included in Section VI.

District Assurances

State Program for English Learners (Consolidated Application assurances):

Willows Unified School District assures that:

1. **Identification.** A Home Language Survey is used at initial enrollment to determine each student's primary language. Within 30 calendar days of initial enrollment, each student whose survey indicates a language other than English is assessed for English proficiency with the state-designated instrument (Initial ELPAC). *(EC 313, 60810; 5 CCR 11307[a]; 20 USC 6312[e][3][A][i])*
2. **Annual assessment.** All English Learners are assessed annually with the Summative ELPAC (or Summative Alternate ELPAC), which is aligned to the state ELD standards, until they are reclassified. *(EC 313, 60810; 20 USC 6312)*
3. **Parent notification of results.** Parents of all EL and RFEP students are notified in writing of their child's English language proficiency assessment results. *(20 USC 6312[e][3][A][ii])*
4. **ELD instruction.** Each English Learner receives a program of ELD instruction to develop proficiency in English as effectively and efficiently as possible. *(20 USC 6825; EC 305, 306, 310; 5 CCR 11302[a])*
5. **Access to grade-level content.** All English Learners have access to the content and performance standards for their grade level. Any academic deficits are monitored and overcome within a reasonable time, before they become irreparable. *(20 USC 6825; EC 305[a]; 5 CCR 11302[b])*
6. **Students with disabilities.** The IEP team determines the placement of each student with a disability, regardless of language proficiency. *(20 USC 1414[d])*
7. **Qualified teachers.** The district assigns an adequate number of qualified teachers to provide ELD instruction and instruction in all other academic areas. *(20 USC 6826; EC 44253.1, 44253.2, 44253.3, 44253.10)*
8. **Professional learning.** The district provides professional learning for current and future teachers and paraprofessionals in the skills needed to help each EL learn English and access grade-level standards. *(20 USC 6825)*
9. **Resources.** The district provides adequate basic and supplemental resources so each EL has an equal opportunity for academic achievement across the core curriculum, including the classes needed to complete graduation requirements. *(20 USC 1703[f])*
10. **Reclassification.** The district uses verifiable criteria consistent with EC 313(f) to reclassify students from EL to RFEP. Under AB 2555, the criterion is a Summative ELPAC Overall Performance Level 4 or a Summative Alternate ELPAC Overall Performance Level 3. Reclassified students are monitored for four years. *(EC 313; 5 CCR 11302, 11303; 20 USC 1703[f])*
11. **Advisory committees.** The district meets the requirements for the advisory functions of the district and school committees serving English Learners (DELAC and ELAC). *(EC 62002.5)*
12. **Program evaluation.** The district has a process and criteria to determine how effective its programs for English Learners are. *(20 USC 1703[f], 6841)*

Key Compliance Timelines at a Glance

Use this page as a quick reference. Details for each item appear in Section II.

Requirement	Timeline	Responsible
Home Language Survey (HLS) completed	At first enrollment in a California public school	Registration staff
Initial ELPAC administered (HLS indicates a language other than English on Q1–3 and no prior CA ELPAC results)	Within **30 calendar days** of initial enrollment	ELD teacher / trained staff
Initial parent notification (Title I/III)	Within **30 calendar days** of the start of the school year, or within **2 weeks** of placement for students who enroll during the year	ELD teacher / site
Annual parent notification (continuing ELs)	Within **30 calendar days** of the start of the school year	ELD teacher / site
Summative ELPAC / Summative Alternate ELPAC	Annually during the state testing window (February 1 – May 31)	Site ELPAC coordinator
Reclassify students who meet the threshold ● Summative ELPAC (PL 4) or Summative Alternate ELPAC (PL 3)	Each spring/summer after scores are released	District EL coordinator
Parent notification of reclassification	At the time of reclassification	ELD teacher
RFEP progress monitoring	For **four years** after reclassification	ELD teacher / counselor / classroom teacher
ELAC and DELAC meetings, elections, and training	Ongoing each school year	Site principal / District

SECTION II

Program Process and Procedures

In this section

- Initial Identification
- Home Language Survey
- English Language Proficiency Assessment (ELPAC)
- Diagnostic Assessment
- Reclassification (AB 2555)
- Monitoring Reclassified Students

Initial Identification Process

1. At enrollment, review the cumulative record and CALPADS for a prior Home Language Survey and prior ELPAC results. Students who previously enrolled in a California school keep their existing language classification.
2. Have the parent/guardian complete the Home Language Survey (Appendix A) for any student without an HLS on record.
3. If the parent answers English to questions 1–3, the student is classified English Only (EO) and placed in the general program. The identification process ends.
4. If the parent lists a language other than English on any of questions 1–3, the student is classified "To Be Determined" (TBD), and the Initial ELPAC is administered within 30 calendar days of enrollment. Students with significant cognitive disabilities take the Initial Alternate ELPAC when indicated in their IEP.
5. Based on the Initial ELPAC, the student is classified as an **English Learner (EL)** (Novice or Intermediate English Learner) or **Initial Fluent English Proficient (IFEP)**.
6. Notify parents of results and program options using the Initial Parent Notification Letter (Appendix D), and place the student in the appropriate program.

> **Important**
>
> The Initial ELPAC determines only whether a student is an EL or IFEP. Reclassification is based solely on the Summative ELPAC or Summative Alternate ELPAC (see Reclassification in this section).

Initial Identification Procedures

Purpose	Instrument	Target Group	Responsibility	Timeline
Determine whether the student has a primary language other than English	Home Language Survey	All TK–12 students enrolling for the first time in a CA school	Registration personnel	At enrollment
Determine English proficiency (listening, speaking, reading, writing)	Initial ELPAC / Initial Alternate ELPAC	TK–12 students with a language other than English on HLS Q1–3	ELD teacher or other trained personnel	Within 30 calendar days of enrollment
Notify parents of identification results and program options	Initial Parent Notification Letter (Appendix D)	Students tested with the Initial ELPAC	ELD teacher	Within 30 calendar days of start of year, or 2 weeks of placement
Confirm appropriate identification and placement	Classroom observation and quarterly progress reports	Students identified as IFEP	Classroom teacher and ELD teacher	Within 6 months; follow-up at end of year

Home Language Survey (HLS)

California *Education Code* Section 52164.1(a) requires schools to determine the language(s) spoken in the home of each student. The HLS must be completed by a parent or legal guardian at initial registration of TK–12 students. Students enrolling in a California school for the first time may include, but are not limited to, migrant, immigrant, out-of-state transfer, special education, alternative education, TK, and kindergarten students.

The HLS consists of four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

All four questions must be answered and the form signed by the parent/guardian. The HLS becomes a permanent part of the student's cumulative record (CUM) and is documented in Aeries and CALPADS. English and Spanish versions are in Appendix A.

If the parent answers…	Then…
English on questions 1–3 (any language on question 4)	The student is **English Only (EO)** and placed in the general program. Question 4 alone does not determine the student's language proficiency.
A language other than English on any of questions 1–3	Mark **TBD**. Provide a copy of the HLS to the EL Site Contact and place the original in the CUM. Administer the Initial ELPAC within 30 calendar days of enrollment. The EL LEA Contact updates the student's classification (EL or IFEP) and test dates/results in Aeries and places the student in the appropriate program.

Once the home language determination is made, it does not need to be repeated unless disputed by the parent or guardian. If the HLS was completed in error, the parent may request a correction **before** the student is assessed. Once a student has been assessed with the ELPAC and identified as an English Learner, changing the HLS does not change the student's identification; EL status changes only through reclassification. Parents cannot opt out of the ELPAC, because English language proficiency assessment is required by federal and state law *(EC 313)*.

English Language Proficiency Assessment (ELPAC)

Roles and Responsibilities

Role	Responsibilities
ELD personnel (aides, ELD teachers)	Complete training needed to administer the ELPAC and sign the security affidavit; ensure initial assessments are completed within 30 calendar days of enrollment and annual assessments are administered during the Summative ELPAC window.
LEA ELPAC Coordinator	Attends ELPAC administration trainings and signs the security affidavit; organizes and secures test materials; oversees test administration and districtwide security procedures; provides timely updates and results to stakeholders.
ELD teacher or ELPAC site coordinator	Provides training, materials, technical assistance, support, and data collection at the site.

Initial ELPAC Procedures

1. If the HLS indicates a primary language other than English on questions 1–3, the student is assessed with the Initial ELPAC (or Initial Alternate ELPAC, if indicated in the IEP).
2. Authorized, trained staff administer the Initial ELPAC within 30 calendar days of the student's enrollment.

Initial ELPAC Result	Classification	Next Steps
Initial Fluent English Proficient	**IFEP**	No further ELPAC testing required. Student is placed in the general program.
Intermediate English Learner or Novice English Learner	**EL**	Student receives Designated and Integrated ELD and takes the Summative ELPAC each year until reclassified.

Summative ELPAC

All English Learners in kindergarten through grade 12 take the Summative ELPAC (or the Summative Alternate ELPAC, when indicated in the IEP) every year during the state testing window until they are reclassified. Results are reported to parents with the Annual Parent Notification Letter (Appendix E).

Diagnostic Assessment

The IDEA Proficiency Test (IPT) may be used, at the teacher's discretion, to determine a student's primary language proficiency when needed for instructional planning.

Reclassification (AB 2555)

WHAT CHANGED IN 2026

Assembly Bill 2555 took effect immediately in September 2026 under an urgency clause. English Learners are now reclassified as Fluent English Proficient (RFEP) based **solely** on the state English language proficiency assessment. Teacher evaluation, parent consultation, and comparison of basic skills (former Criteria 2–4) are **no longer used**, and the district may not require any additional measure, committee decision, or teacher sign-off.

Reclassification Criterion

Required Criterion (EC 313[f])	Willows Unified School District Criterion
English Language Proficiency Assessment	Summative ELPAC **Overall Performance Level 4**, or Summative Alternate ELPAC **Overall Performance Level 3**

A student may not be reclassified with less than a Summative ELPAC Overall PL 4 or a Summative Alternate ELPAC Overall PL 3. For programmatic purposes, a student is considered reclassified as of the day after demonstrating proficiency, so students who met the threshold do **not** need to remain in Designated ELD while the CALPADS update is pending.

Reclassification Procedure

Step	Action	Responsible
1	Download the TOMS "ELPAC Students Meeting Reclassification Criteria 1 Report" and review Summative ELPAC and Summative Alternate ELPAC results to identify every enrolled EL with an Overall PL 4 (ELPAC) or Overall PL 3 (Alternate ELPAC).	District EL coordinator, site EL coordinator, ELD teacher
2	Complete the Criterion 1 section of the Reclassification Record (Appendix F) for each eligible student and assign a reclassification date. Reclassify as soon as possible.	ELD teacher
3	Update the student's language classification to RFEP in Aeries and submit the Student English Language Acquisition (SELA) record to CALPADS by the deadline.	District data staff
4	Notify the parent/guardian in writing using the Parent Notification of Reclassification (Appendix H). This notice is informational; parent agreement is not a condition of reclassification.	ELD teacher
5	File the Reclassification Record in the student's cumulative (blue jacket) folder and begin four-year RFEP monitoring (Appendix G).	ELD teacher

Special Situations

- **Students who moved:** A student who met the threshold in another LEA must be reclassified by WUSD if the student is currently enrolled here.
- **Dually identified students (EL with an IEP):** WUSD may not use local assessments to reclassify. Until the state's alternate coursework, performance tasks, and rubrics become available on **July 1, 2028**, these students must reach Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3.

- **Earlier reclassifications:** Reclassifications completed earlier in 2026–27 under the former four criteria remain valid.
- **Beginning 2027–28:** The state will automatically reclassify students using Summative ELPAC and Summative Alternate ELPAC results. The district will verify records and continue RFEP monitoring.

Source: California Department of Education, AB 2555 Reclassification FAQs (https://www.cde.ca.gov/sp/ml/ab2555faqs.asp).

Monitoring Reclassified (RFEP) Students

WUSD monitors every reclassified student for four years after reclassification to make sure English proficiency is not a barrier to academic success. This remains a federal program monitoring requirement.

Checkpoint	What is reviewed	Form
30 days	Transition to general program, attendance, grades in ELA, math, and other core subjects, teacher input, state assessments, and behavior	Appendix G
6 months		Appendix G
Year 1		Appendix G
Years 2, 3, and 4		Appendix G

If a student is performing below average in any core subject, the ELD teacher, counselor, and classroom teacher develop an Academic Catch-Up Plan and attach it to the monitoring form. Copies of completed monitoring forms are filed in the student's cumulative folder at the end of each year.

SECTION III

Instructional Program Implementation

In this section

- Program Options and ELD Requirements
- Integrated and Designated ELD
- Newcomer Students
- Students Not Enrolled in Designated ELD
- Program Objectives and Progress Expectations
- Parent Involvement and Education
- ELAC and DELAC
- Curriculum Development Factors

Program Options for English Learners (TK–12)

ELD is required for all English Learners until they are reclassified as Fluent English Proficient (RFEP). *(5 CCR 11302 and 11309)*

All program options are taught by properly credentialed and/or certified staff, or staff in training. Language acquisition programs must be research-based, supported by qualified teachers, appropriate materials, and meaningful family engagement, and must lead to grade-level English proficiency and academic achievement within a reasonable time *(5 CCR 11309)*.

Structured English Immersion (SEI)

WUSD offers Structured English Immersion at all schools. Nearly all classroom instruction is provided in English, with curriculum and presentation designed for students who are learning English. Qualified teachers provide daily Designated and Integrated ELD. Teachers and primary language aides, as appropriate, help students learn English and access the core curriculum using multiple instructional approaches so that all students meet state standards.

Other Language Acquisition Programs Parents May Request

Parents may request other research-based programs, such as Dual Language Immersion, Transitional Bilingual, Developmental Bilingual, or Heritage Language programs. When the parents of 30 or more students in a school, or 20 or more students in any grade, request a program designed to provide language instruction, the school must offer such a program to the extent possible *(EC 310[a]; 20 USC 6312[e][3][A][viii][III])*. Requests are made using the Language Acquisition Program Request process; contact the district office.

Adopted ELD Materials

Grade Span	Materials
TK–5	VISTA (Connect, Get Ready! Sail, and Get Ready! Soar)
6	VISTA (Connect, Get Ready!, and Bridges)
7–8	VISTA (Get Ready! and Bridges)
9–12	VISTA (Get Ready! and Engage)

Additional resource materials are available at each site to support the adopted materials.

Integrated and Designated ELD

"ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD." *(CA ELA/ELD Framework, Ch. 2)*

	Integrated ELD	Designated ELD
Definition (5 CCR 11300)	Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. *(5 CCR 11300[c])*	Instruction during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to develop critical English language skills necessary for academic content learning in English. *(5 CCR 11300[a])*
When	Throughout the day, across all disciplines	Protected time during the regular school day
Who teaches	All teachers with ELs in their classes	Teachers assigned to Designated ELD
Focal standards	Content standards, supported by the CA ELD Standards	CA ELD Standards, building into and from content instruction
Purpose	Students listen to, read, analyze, interpret, discuss, and create a variety of literary and informational texts while developing language awareness, including appreciation of their primary language as a resource.	Develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across content areas.

Newcomer Students

Many newcomer students are also English Learners and must receive appropriate ELD instruction. Newcomers include recently arrived immigrant students, refugees and asylees, unaccompanied youth, and students with limited or interrupted formal education (SLIFE). Guided by the California EL Roadmap and CDE's *Newcomer Students* guidance, WUSD provides:

- **Welcoming intake:** enrollment support in the family's language, HLS and Initial ELPAC within 30 calendar days, and review of prior schooling.
- **Transcript review and credit (grades 9–12):** counselors review coursework completed outside the United States to assign credit and grade placement, following CDE's AB 714 coursework guidance.
- **Graduation and academic access:** counselors review each newcomer's graduation pathway, including AB 714 provisions for eligible newly arrived students.
- **Daily Designated and Integrated ELD,** with primary language support where available.
- **Social-emotional and family support:** connections to counseling, community resources, and family engagement opportunities.
- **Designated counselor** to support EL students.
- **Digital language-learning platforms** to support English language acquisition, develop language proficiency, and build academic language skills

References: CDE AB 714: ELD Instructional Requirements (https://www.cde.ca.gov/sp/ml/ab714eld.asp) and related AB 714 pages.

Students Not Enrolled in Designated ELD

Because ELD is required for every EL until reclassification, an English Learner should be absent from Designated ELD only when a parent/guardian has declined services in writing using the Designated ELD Parent Request (Appendix I). When a parent declines:

- The student remains an English Learner and continues to take the Summative ELPAC annually.
- The school continues to provide Integrated ELD and access to grade-level content, as required by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- ELD staff monitor the student's progress each fall and spring using Appendix J, and share results with the family.
- Parents may re-enroll their child in Designated ELD at any time.

Program Objectives for English Learners (TK–12)

- All ELs will receive English Language Development in reading, writing, listening, and speaking until reclassified.
- When appropriate, ELs will receive primary language support in the core curriculum.
- All students will receive instruction in multicultural education.
- All students will receive instruction that supports the development of self-esteem.
- All students will be expected to meet state grade-level content and performance standards for promotion and graduation.
- All parents will be encouraged to participate in their child's education.

Progress Expectations

The table below shows **minimum** annual progress expectations. These expectations are used for progress monitoring and intervention planning only; they are **not** reclassification criteria.

Years in Program	1	2	3	4	5	6
Summative ELPAC Overall Level	1	2	2	3	3	4
ELD Standards Proficiency	Enter Emerging	Exit Emerging	Enter Expanding	Exit Expanding	Enter Bridging	Exit Bridging

Summative ELPAC Levels and ELD Proficiency Levels

Summative ELPAC Level	Level 1	Level 2	Level 3	Level 4
Performance description	Minimally Developed	Somewhat Developed	Moderately Developed	Well Developed
ELD Proficiency Level	Emerging: substantial linguistic support	Expanding: moderate linguistic support		Bridging: light linguistic support
Reclassification	—	—	—	**Eligible (Overall PL 4)**

Students at risk

ELs who do not meet these minimum expectations for two consecutive years, or who are identified as at risk of becoming or as long-term English learners, receive a review of their ELD placement and additional targeted supports.

Parent Involvement and Education

Encouraging the participation of parents of English Learners in their children's education is one of the most important factors for school success. WUSD's parent involvement model reflects exemplary practices in English Language Development.

Parent Involvement

Legal Requirements	Involvement Approaches
1. Completion of the Home Language Survey 2. Notification of initial identification and assessment results 3. Notification of reclassification 4. Participation in English Learner Advisory Committees 5. Right to visit classes 6. Information on the importance of school attendance	1. Positive attitudes toward education 2. Proportionate representation on advisory committees 3. Regular dissemination of information 4. Ongoing training 5. Participation in decision-making 6. Input into curriculum development, program implementation, and evaluation 7. A home support system that reinforces school activities 8. Complete annual student data confirmation

Parent Education

District Requirements	Optional Activities
1. Explanation of laws and guidelines pertaining to EL students 2. Plan and budget development 3. Understanding of language identification, assessment, and reclassification procedures 4. Needs assessment and establishment of goals and objectives 5. Understanding of parents' rights and responsibilities 6. Clarification of educational "jargon" 7. Understanding of evaluation and program review reports	1. Child development and parenting practices 2. Nutrition and health practices 3. Cultural interaction 4. Values clarification 5. Understanding the U.S. school system

School English Learner Advisory Committee (ELAC)

Topic	Requirement
Formation	Each school with **21 or more** English Learners, regardless of language, must form a functioning ELAC or subcommittee of an existing committee.
Composition	Parents of ELs must make up at least the same percentage of the committee as EL students make up of the school's enrollment. Responsibilities may be delegated to an existing school advisory committee that meets this requirement.
Elections	Parents/guardians of ELs elect the parent members. All parents are given the opportunity to vote. Each ELAC has the opportunity to elect at least one parent member to the DELAC.
Major function	Advise the principal and staff on programs and services for English Learners.
Tasks	Advise on the school's plan for English Learners and submit it to the governing board for consideration in the district master plan. Assist in the development of the school's needs assessment. Assist in efforts to make parents aware of the importance of regular school attendance.
Training	The district provides training and materials, planned in full consultation with members. District funds may cover reasonable costs of training and attendance (e.g., child care, translation, meals).

District English Learner Advisory Committee (DELAC)

Topic	Requirement
Formation	Each district with **51 or more** English Learners must form a functioning DELAC or subcommittee of an existing districtwide advisory committee.
Composition	Parents/guardians of ELs who are not employed by the district must be a majority of the committee.
Elections	Each school's ELAC has the opportunity to elect at least one parent member to the DELAC.
Major function	Advise the governing board (in person and/or in writing) on programs and services for English Learners.
Tasks	A timetable for and development/revision of the district master plan for English Learners, considering school site plans. A districtwide needs assessment on a school-by-school basis. District goals and objectives for programs and services for ELs. Review and comment on written parent notifications. Review and comment on the district's reclassification procedures. Review and comment on any waiver request affecting services to ELs.
Training	The district provides training and materials, planned in full consultation with members. District funds may cover reasonable costs of training and attendance.

Curriculum Development Factors

The following factors are considered when selecting ELD curricula.

Student Input Factors

1. Level of proficiency in understanding, speaking, reading, and writing in English and the primary language.
2. Self-confidence and attitude toward oral language use in various classroom contexts.
3. Previous academic background in the specific content area.
4. Student experiences in the U.S. and other countries.
5. Values, customs, and ideals common to the student's home culture.
6. Student interests, concerns, and aspirations in the content area.

Teacher and School Factors

1. Language competencies and placement of staff.
2. Staff competencies and methodological preferences related to ELD.
3. Staff training in cooperative learning, classroom simulations, questioning techniques, and sheltered instruction.
4. School policies on the use of languages other than English in school contexts.
5. Articulation between the content-area program and the ELD program.
6. Availability of primary language materials analogous to the English curriculum, as well as sheltered or leveled materials in English.
7. Availability of support staff (aides, volunteers) for grouping by proficiency or language when necessary.
8. Ability to assess progress in English and the primary language.
9. School and district budget priorities.

Community Background Factors

1. Ethnic composition of the community.
2. Relationship between the cultural values and experiences of the EL community and the broader U.S. community.
3. Linguistic, economic, political, and educational aspirations of the EL community.
4. Parents' ability to promote high-quality language interactions with their children, first in the primary language and eventually in English.
5. Attitudes of the majority population toward the use of students' primary languages.
6. Community members from diverse backgrounds working in content-related fields.
7. Educational preparation of, and capacity for student support by, EL parents.
8. Primary language literacy resources in the community (libraries, community language schools, organizations, biliterate adults).

Instructional Treatment Factors

1. Primary language instruction and assessment, with appropriate and varied materials, in the more abstract, cognitively demanding areas of the curriculum.
2. Sheltered instruction for intermediate and advanced ELs focused on subject matter, extensive contextual clues, modified teacher speech and texts, and student-centered interaction.
3. Preview of language needed for upcoming lessons in ELD and/or primary language instruction.
4. Presentation of people from diverse backgrounds who work in or have contributed to the fields represented in the curriculum.
5. Focus on the contributions and influences of other cultures on U.S. government, culture, and society.

6. Primary oral language development that is parallel with instruction in ELD.
7. Synthetic (phonics, decoding) and analytic (reading for meaning, language experience) approaches to reading.
8. Participation in primary language, English, or two-language reading programs.
9. Promotion of pleasure reading.
10. Training of parents and community members in the nature and goals of English Language Development.

SECTION IV

Staff Development

In this section

- Goal and Objective
- Recommended Professional Learning Topics

Staff Development Goal and Objective

GOAL

The district will provide training that increases staff awareness of and sensitivity to the cultural diversity of our student population, as well as strategies that provide full curriculum access to all students.

OBJECTIVE

District professional learning will provide opportunities for administrators, teachers, and support staff to better serve culturally and linguistically diverse students. Sites select topics from the list below.

Recommended Topics (TK–12)

Topic	Description
Language Acquisition and Academic Learning	How students acquire a language for communicative purposes and its relationship to cognitive academic learning.
Integrated and Designated ELD	Planned instruction using the CA ELD Standards throughout the day and during protected Designated ELD time.
Student Assessment, Identification, and Reclassification	Initial and Summative ELPAC procedures, placement, reclassification under AB 2555, and RFEP monitoring.
Newcomer and SLIFE (Students with Limited and/or Interrupted Formal Education) Supports	Intake, transcript review, and instructional strategies for newly arrived students and students with interrupted schooling (AB 714).
Long-Term English Learners	Identifying and supporting LTELs and students at risk of becoming LTELs.
Multicultural Awareness and Self-Esteem	Strategies that create positive social relations within the classroom and school.
Sheltered Instruction (SDAIE)	Strategies that meet the academic needs of ELs in content areas while they continue to develop English.
Parent Involvement	Strategies to involve parents in the programs designed for their children.
School Climate	Strategies that ensure a safe, affirming environment and student acceptance and learning.
Classroom Management for Language Learning	Organizing and managing the classroom to maximize language use.
Program Requirements for ELs	Teacher responsibilities for ELs and the relationship between ELD and mainstream programs.
Cooperative Learning	Structured small-group (3–5 students) work toward a common goal.
Transitional English Language Arts	Supporting ELs as they transition into English reading and language arts.

SECTION V

Staff Recruitment

In this section

- Board Policy 4111: Recruitment and Selection

Recruitment and Selection (BP 4111)

The Board of Education is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals. *(cf. 0000, 0200, 4000, 4100, 4200, 4300)*

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination. *(cf. 0410, 4030, 4032, 4111.2/4211.2/4311.2)*

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position, and shall disseminate job announcements to ensure a wide range of candidates.

The district's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position. *(cf. 4112.61/4212.61/4312.61)*

The Superintendent or designee may establish an interview committee to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law. *(cf. 2230)*

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

The Superintendent or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits, and shall not rely on salary history information as a factor in determining whether to offer employment or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position. *(Labor Code 432.3)*

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee. *(cf. 4112, 4112.2, 4112.22 Staff Teaching English Learners, 4112.23, 4112.8/4212.8/4312.8, 4212, 4312.1)*

Incentives

With Board approval and in accordance with district needs, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

Legal References

Source	Sections
Education Code	200-262.4 Prohibition of discrimination; 35035 Responsibilities of superintendent; 44066 Limitations on certification requirement; 44259 Teaching credential; 44750 Teacher recruitment resource center; 44830-44831 Employment of certificated persons; 44858 Age or marital status; 44859 Residency; 45103-45139 Classified employees; 49406 Tuberculosis examination
Government Code	815.2 Liability of public entities; 6250-6276.48 Public Records Act; 12900-12996 Fair Employment and Housing Act
Health and Safety Code	53570-53574 Teacher Housing Act of 2016
Labor Code	432.3 Salary information

Source	Sections
United States Code	5 USC 552 Freedom of Information Act; 8 USC 1324a-1324b; 20 USC 1681-1688 Title IX; 42 USC 2000d-2000d-7 Title VI; 42 USC 2000e-2000e-17 Title VII; 42 USC 12101-12213 Americans with Disabilities Act
Code of Federal Regulations	28 CFR 35.101-35.190 ADA; 34 CFR 106.51-106.61 Nondiscrimination on the basis of sex in employment
Court Decisions	C.A. v. William S. Hart Union High School District (2012) 138 Cal.Rptr.3d 1

Management resources: CCSESA, *Teacher Recruitment in California: An Analysis of Effective Strategies* (2017); ccsesa.org/recruit; cde.ca.gov; calcivilrights.ca.gov; ctc.ca.gov; edjoin.org; eeoc.gov.

Policy adopted: June 21, 2018 · Willows Unified School District, Willows, California

SECTION VI

Appendices: Forms and Letters

In this section

- Every form and letter starts on its own page so it can be printed as needed.
- Parent letters appear in English and Spanish on the district letterhead.
- See the index on the next page for form codes.

Appendix Index

Each item below begins on its own page and carries its form code in the footer for easy printing.

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WILLOWS UNIFIED SCHOOL DISTRICT

Home Language Survey

State of California · Department of Education

Student Name		**Student ID #**	
Date of Birth		**Grade**	
School		**Date**	

The California Education Code, Section 52164.1(a), requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions as accurately as possible, writing the name of the language in the space provided. **Please do not leave any questions unanswered.**

1	Which language did your child learn when he/she first began to talk?	
2	Which language does your child most frequently speak at home?	
3	Which language do you (the parents or guardians) most frequently use when speaking with your child?	
4	Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)	

Signature of Parent or Guardian _____ Date _____

INITIAL IDENTIFICATION – FOR SCHOOL USE ONLY	
☐ English Only (EO) ☐ TBD: assess with Initial ELPAC	Initial ELPAC date: _____ Result: Score: _____ Classification: ☐ IFEP ☐ EL ☐ RFEP Date: _____

WILLOWS UNIFIED SCHOOL DISTRICT

Encuesta sobre el idioma del hogar

Estado de California · Departamento de Educación

Nombre del estudiante		**N.º de ID del estudiante**	
Fecha de nacimiento		**Grado**	
Escuela		**Fecha**	

El Código de Educación de California, Sección 52164.1(a), requiere que las escuelas determinen el idioma o los idiomas que se hablan en el hogar de cada estudiante. Esta información es esencial para que las escuelas proporcionen una enseñanza significativa a todos los estudiantes. Como padre, madre o tutor, le pedimos su cooperación para cumplir con este requisito legal. Responda cada una de las cuatro preguntas con la mayor precisión posible, escribiendo el nombre del idioma en el espacio provisto. **Por favor, no deje ninguna pregunta sin responder.**

1	¿Qué idioma aprendió su hijo(a) cuando comenzó a hablar?	
2	¿Qué idioma habla su hijo(a) con más frecuencia en casa?	
3	¿Qué idioma usa usted (los padres o tutores) con mayor frecuencia al hablar con su hijo(a)?	
4	¿Qué idioma hablan con mayor frecuencia los adultos en el hogar? (padres, tutores, abuelos u otros adultos)	

Firma del padre, madre o tutor

Fecha

IDENTIFICACIÓN INICIAL – SÓLO PARA USO ESCOLAR	
☐ Solo inglés (EO) ☐ TBD: evaluar con la Evaluación Inicial ELPAC	Fecha de la Evaluación Inicial ELPAC: _____ Puntuación: _____ Clasificación: ☐ IFEP ☐ EL ☐ RFEP

WILLOWS UNIFIED SCHOOL DISTRICT

Initial ELPAC 2026–2027

English Language Proficiency Assessments for California · Parent and Guardian Notification

Date: _____

Dear Parent/Guardian:

You indicated that your child's primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time whose home language is not English will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC."

The Initial ELPAC is the test used to determine whether a student is an English learner or is fluent in English. This required test helps identify students who need help learning English so they can get the support they need to do well in all school subjects.

Based on the Home Language Survey results, your child will be assessed with the Initial ELPAC.

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you, on a regular basis.
- Use pictures and ask your child to tell you what they see or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, visit the California Department of Education's *Parent Guide to Understanding the ELPAC* at https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp. You can also view sample test questions at https://www.elpac.org/resources/practicetests/.

If you have any questions about your child taking the ELPAC, please contact your child's school:

☎ Murdock Elementary – (530) 934-6640

☎ Willows Intermediate – (530) 934-6633

☎ Willows High School – (530) 934-6611

☎ Willows Community High School – (530) 934-6605

Sincerely,

Emmett Koerperich
Superintendent

Evaluación Inicial ELPAC 2026–2027

Evaluaciones del Dominio del Idioma Inglés para California · Notificación para padres y tutores

Fecha: _____

Estimados padres/tutores:

Usted indicó que el idioma principal de su hijo(a) o el idioma que se habla en el hogar no es el inglés al momento de inscribirlo(a) en la escuela. En las escuelas públicas de California, todos los estudiantes que ingresan a la escuela por primera vez y cuyo idioma del hogar no es el inglés serán evaluados mediante las Evaluaciones Iniciales del Dominio del Idioma Inglés para California, conocidas como Evaluación Inicial ELPAC.

La Evaluación Inicial ELPAC se utiliza para determinar si un estudiante es aprendiz de inglés o si domina el idioma inglés. Esta evaluación obligatoria ayuda a identificar a los estudiantes que necesitan apoyo para aprender inglés, de manera que puedan recibir la ayuda necesaria para tener éxito en todas las materias escolares.

Según los resultados de la Encuesta sobre el Idioma del Hogar, su hijo(a) será evaluado(a) con la Evaluación Inicial ELPAC.

Usted desempeña un papel importante en la educación de su hijo(a). Para ayudarle a prepararse para la evaluación, puede:

- Leerle a su hijo(a) o pedirle que le lea a usted con regularidad.
- Utilizar imágenes y pedirle a su hijo(a) que le diga qué ve o qué está sucediendo en cada imagen.
- Brindarle a su hijo(a) oportunidades para usar el idioma fuera de la escuela.
- Hablar con el maestro de su hijo(a) sobre sus habilidades para escuchar, hablar, leer y escribir, con el fin de apoyar su progreso.

Para obtener más información sobre el ELPAC, visite la *Guía para padres para entender el ELPAC* del Departamento de Educación de California en https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp.También puede consultar ejemplos de preguntas de la evaluación en https://www.elpac.org/resources/practicetests/.

Si tiene preguntas sobre la prueba ELPAC de su hijo(a), comuníquese con la escuela:

☎ Murdock Elementary – (530) 934-6640

☎ Willows Intermediate – (530) 934-6633

☎ Willows High School – (530) 934-6611

☎ Willows Community High School – (530) 934-6605

Atentamente,

Emmett Koerperich
Superintendente

WILLOWS UNIFIED SCHOOL DISTRICT

Summative ELPAC 2026–2027

English Language Proficiency Assessments for California · Parent and Guardian Notification

Date: _____

Dear Parent/Guardian:

Identifying students who need help learning English is important so they can get the support they need to do well in English language arts/literacy, mathematics, science, and other subjects. The Summative English Language Proficiency Assessments for California, or "Summative ELPAC," measures how well students understand English when it is not the language they speak at home. Information from the ELPAC tells your child's teacher the areas in which your child needs extra support.

This spring, your child will take the Summative ELPAC.

Students in kindergarten through grade twelve who are classified as English learners take the Summative ELPAC every year until they are reclassified as proficient in English. Students are tested in listening, speaking, reading, and writing. **Under California law, students who earn an Overall Performance Level 4 on the Summative ELPAC (or Level 3 on the Summative Alternate ELPAC) are reclassified as fluent English proficient.**

Your child's voice is recorded as part of the Speaking test. A small percentage of responses are used to validate the accuracy of scoring and are not used for identification. All recorded responses are destroyed after scores are validated.

To help your child get ready for the test, you can:

- Read to your child, or have them read to you, on a regular basis.
- Use pictures and ask your child to tell you what they see or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills.

Learn more at https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp. Practice tests are available at https://www.elpac.org/resources/practicetests/. If you have questions, please contact your child's school:

☎ Murdock Elementary – (530) 934-6640
☎ Willows Intermediate – (530) 934-6633
☎ Willows High School – (530) 934-6611
☎ Willows Community High School – (530) 934-6605

Sincerely,

Emmett Koerperich
Superintendent

ELPAC Sumativo 2026–2027

Evaluaciones de Dominio del Idioma Inglés para California · Notificación a los padres y tutores

Fecha: _____

Estimados padres/ tutores:

Es importante identificar a los estudiantes que necesitan ayuda para aprender inglés, para que puedan recibir el apoyo necesario y tener éxito en las áreas de arte del lenguaje en inglés, matemáticas, ciencias y otras materias. Las Evaluaciones Sumativas de Dominio del Idioma Inglés para California, o conocidas como ELPAC Sumativo, miden qué tan bien los estudiantes comprenden el inglés cuando este no es el idioma que hablan en el hogar. Los resultados del ELPAC le indican al maestro o a la maestra de su hijo(a) en qué áreas necesita apoyo adicional.

Esta primavera, su hijo(a) tomará la Evaluación Sumativo ELPAC.

Los estudiantes desde kindergarten hasta el grado 12 que están clasificados como aprendices de inglés toman la Evaluación Sumativo ELPAC cada año hasta que son reclasificados y reconocidos como competentes en inglés. Los estudiantes son evaluados en las áreas de comprensión auditiva, expresión oral, lectura y escritura. **Según la ley de California, los estudiantes que obtienen un Nivel de Desempeño General 4 en la Evaluación Sumativo ELPAC (o un Nivel 3 en la Evaluación Sumativa Alternativa ELPAC) son reclasificados como competentes en inglés.**

La voz de su hijo(a) se graba como parte de la prueba de expresión oral. Un pequeño porcentaje de las respuestas se utiliza para verificar la precisión de la calificación y no se usa para identificar a los estudiantes. Todas las grabaciones se eliminan después de validar las calificaciones.

Para ayudar a su hijo(a) a prepararse para la evaluación, usted puede:

- Leerle a su hijo(a) o pedirle que le lea a usted con regularidad.
- Utilizar imágenes y pedirle que le diga qué ve o qué está sucediendo en cada imagen.
- Brindarle oportunidades para usar el idioma fuera de la escuela.
- Hablar con el maestro sobre sus habilidades para escuchar, hablar, leer y escribir.

Obtenga más información en https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp. Hay ejemplos de preguntas de práctica disponibles en: https://www.elpac.org/resources/practicetests/. Si tiene preguntas, comuníquese con la escuela de su hijo(a):

☎ Murdock Elementary – (530) 934-6640
☎ Willows Intermediate – (530) 934-6633
☎ Willows High School – (530) 934-6611
☎ Willows Community High School – (530) 934-6605

Atentamente,

Emmett Koerperich
Superintendente

Initial Parent Notification Letter

Federal Title I or Title III and State Requirements

Parent(s)/guardian(s) of		Date	

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child's proficiency level in English. We are also required to inform you of the language acquisition program options available; from these options you may choose the one that best suits your child *(EC Section 310)*. This letter also explains the criteria for a student to exit English learner (EL) status *(20 U.S.C. Section 6312[e][3][A][i],[vi])*.

Language Assessment Results

(20 U.S.C. Section 6312[e][3][A][ii])

Composite Domain	Initial ELPAC Performance Level
Overall	
Oral Language (Listening and Speaking)	
Written Language (Reading and Writing)	

Based on the results of the English language proficiency assessment, your child has been identified as:

☐ Initially Fluent English Proficient (IFEP) ☐ English Learner (EL)

☐ Your child is participating in an Individualized Education Program (IEP), which is on file. A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached *(20 U.S.C. Section 6312[e][3][A][vii])*.

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. Under California law (AB 2555), the Willows Unified School District reclassification criterion is:

Required Criterion (EC Section 313[f])	Willows Unified School District Criterion
English Language Proficiency Assessment	**Summative ELPAC Overall Performance Level 4 or Summative Alternate ELPAC Overall Performance Level 3**

Graduation Rate for English Learners

The expected rate of graduation for students in this program is 95.2%. Graduation rates are displayed on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child *(EC Section 310)*. Language acquisition programs are designed to ensure English acquisition occurs as rapidly and effectively as possible, and provide instruction based on the state-adopted academic content standards, including the English language development (ELD) standards *(20 U.S.C. Section 6312[e][3][A][iii],[v]; EC Section 306[c])*.

Language Acquisition Programs

We are required to offer, at minimum, a Structured English Immersion (SEI) program option *(EC Section 305[a][2])*. Willows Unified offers the following program:

☑ Structured English Immersion (SEI) Program

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and are provided access to grade-level academic subject matter content with Integrated ELD.

Parents or guardians may also request the following types of programs:

Dual-Language Immersion (DLI)	Also called Two-Way Immersion. Provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Typically TK/K through grade 6.
Transitional Bilingual Program	Provides instruction in English and the student's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. Typically TK/K through grade 3, when students transition to instruction in English.
Developmental Bilingual Program	Provides instruction in English and the student's native language for literacy and academic instruction, with the goal of biliteracy. Typically TK/K through grade 6.
Heritage Language Program	Provides instruction in English and the student's native language for literacy development and academic instruction, for non-English speakers or students with weak literacy skills in their native language. Designed for grades 6–8 and 9–12.

Schools in which the parents or guardians of 30 or more students per school, or of 20 or more students in any grade, request a language acquisition program designed to provide language instruction shall be required to offer such a program to the extent possible *(20 U.S.C. Section 6312[e][3][A][viii][III]; EC Section 310[a])*. Parents or guardians may also provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan *(EC Section 52062)*. If you are interested in a different program, please contact Michelle O'Dell, Willows Unified School District, to ask about the process.

Right to Decline Services

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services. If parents or guardians opt their children out, the children retain their status as English learners, and the school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunities Act of 1974 to provide EL students access to its educational programs *(20 U.S.C. sections 1703[f], 6312[e][3][A][viii])*. If you have any questions, please contact your child's school.

Administrator or ELD Teacher Signature

Date

Carta de Notificación Inicial para los padres/tutores

Requisitos federales del Título I o Título III y requisitos estatales

Padres/tutores de		Fecha	

Estimados padres o tutores: Cuando su hijo(a) se inscribió por primera vez en nuestra escuela, indicó en la Encuesta sobre el Idioma que se Habla en el Hogar que se habla un idioma distinto del inglés en casa.

Las leyes estatales y federales nos requieren evaluar el nivel de dominio del inglés de su hijo(a) y notificarle los resultados. También debemos darles información sobre los diferentes programas disponibles para ayudar a su hijo(a) a aprender inglés. Ustedes pueden elegir el programa que consideren más adecuado para las necesidades de su hijo(a) *(Sección 310 del Código de Educación de California [EC])*. Esta carta también explica los requisitos que debe cumplir un estudiante para dejar de ser clasificado como estudiante que está aprendiendo inglés (EL) *(Título 20 del Código de los Estados Unidos [U.S.C.], Sección 6312[e][3][A][i],[vi])*.

Resultados de la Evaluación del Dominio del Inglés

(20 U.S.C. Sección 6312[e][3][A][ii])

Dominio Compuesto	Nivel de Desempeño Inicial del ELPAC
General	
Lenguaje oral (comprensión auditiva y expresión oral)	
Lenguaje escrito (lectura y escritura)	

Según los resultados de la evaluación del dominio del inglés, su hijo(a) ha sido identificado(a) como:

☐ Inicialmente competente en inglés (IFEP) ☐ Aprendiz de inglés (EL)

☐ **Su hijo(a) participa en un Programa de Educación Individualizado (IEP).** Se adjunta una descripción de cómo el programa asignado a su hijo(a) ayudará a cumplir los objetivos del IEP *(20 U.S.C. Sección 6312[e][3][A][vii])*.

Criterios para Salir del Programa (Reclasificación)

(20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de idiomas es que los estudiantes dominen el inglés lo más pronto posible y cumplan con las metas académicas del estado. De acuerdo con la ley de California (AB 2555), el criterio de reclasificación del Distrito Escolar Unificado de Willows es el siguiente:

Criterio requerido (EC Sección 313[f])	Criterio de Willows Unified School District
Evaluación del dominio del inglés	**Nivel de Desempeño General 4 en la Evaluación Sumativo del ELPAC o Nivel de Desempeño General 3 en la Evaluación Sumativo Alternativa del ELPAC**

Tasa de graduación de los aprendices de inglés

La tasa de graduación esperada para los estudiantes en este programa es de 95.2%. Las tasas de graduación se publican en el sitio web DataQuest del Departamento de Educación de California: https://dq.cde.ca.gov/dataquest/.

Cómo elegir un programa de adquisición del idioma

Los padres o tutores pueden escoger el programa de adquisición de idiomas que mejor se adapte a las necesidades de su hijo(a) *(EC Sección 310)*. Estos programas están diseñados para asegurar que la adquisición del inglés sea lo más rápida y eficaz posible. Además, ofrecen enseñanza basada en los estándares académicos adoptados por el estado, incluidos los estándares para el desarrollo del idioma inglés (ELD).) *(20 U.S.C. Sección 6312[e][3][A][iii],[v]; EC Sección 306[c])*.

Programas de adquisición del idioma

Estamos obligados a ofrecer, como mínimo, un programa de Inmersión Estructurada en Inglés (SEI) *(EC Sección 305[a][2])*. Willows Unified ofrece el siguiente programa:

☑ **Programa de Inmersión Estructurada en Inglés (SEI)**

Un programa de adquisición del idioma dirigido a estudiantes que están aprendiendo inglés, en el que casi toda la enseñanza en el salón de clases se imparte en inglés. Sin embargo, el plan de estudios y la forma de enseñar están diseñados para apoyar a los estudiantes que están aprendiendo este idioma. Como mínimo, los estudiantes reciben enseñanza específica para el desarrollo del idioma inglés (ELD Designado) y tienen acceso a los contenidos académicos correspondientes a su grado escolar mediante la integración del desarrollo del idioma inglés en todas las materias (ELD Integrado).

Los padres o tutores también pueden solicitar los siguientes tipos de programas:

Inmersión en Dos Idiomas (DLI)	También conocido como Inmersión en Dos Idiomas. Proporciona aprendizaje del idioma e instrucción académica a hablantes nativos de inglés y de otro idioma, con los objetivos de alto rendimiento académico, dominio de ambos idiomas y comprensión intercultural. Generalmente de TK/K a sexto grado.
Programa Bilingüe de Transición	Ofrece enseñanza en inglés y en el idioma materno del estudiante para desarrollar las habilidades de lectura y escritura, así como para aprender las materias académicas. Este programa ayuda a los estudiantes que están aprendiendo inglés a alcanzar el dominio del idioma inglés y cumplir con las metas de rendimiento académico establecidas por el estado. Por lo general, está disponible desde el kínder de transición (TK) o kínder (K) hasta el tercer grado. Después, los estudiantes pasan a recibir la enseñanza en inglés.
Programa Bilingüe de Desarrollo	Ofrece enseñanza en inglés y en el idioma materno del estudiante para desarrollar las habilidades de lectura y escritura, así como para aprender las materias académicas, con el objetivo de que los estudiantes aprendan a leer, escribir y comunicarse con fluidez en ambos idiomas. Por lo general, este programa está disponible desde el kínder de transición (TK) o kínder (K) hasta el sexto grado.
Programa de Mantenimiento de la Lengua Materna	Ofrece enseñanza en inglés y en el idioma materno del estudiante para desarrollar las habilidades de lectura y escritura, así como para aprender las materias académicas. Está dirigido a estudiantes que no hablan inglés o que tienen habilidades limitadas de lectura y escritura en su idioma materno. Este programa está diseñado para estudiantes de los grados 6.º al 8.º y de los grados 9.º al 12.º.

Cuando los padres o tutores de 30 o más estudiantes en una escuela, o de 20 o más estudiantes en un mismo grado, soliciten un programa de adquisición del idioma diseñado para proporcionar instrucción en idiomas, la escuela deberá ofrecerlo en la medida de lo posible *(20 U.S.C. Sección 6312[e][3][A][viii][III]; EC Sección 310[a])*. Los padres también pueden aportar sus opiniones sobre estos programas durante la elaboración del Plan de Control Local y Rendición de Cuentas (LCAP) *(EC Sección 52062)*. Si le interesa un programa distinto, comuníquese con Michelle O'Dell, Willows Unified School District.

Derecho a rechazar los servicios

Aunque las escuelas tienen la obligación de servir a todos los aprendices de inglés, los padres o tutores tienen derecho a rechazar u optar por que su hijo(a) no participe en el programa o en servicios específicos para aprendices de inglés. En ese caso, el estudiante mantiene su clasificación como aprendiz de inglés, y la escuela sigue obligada a tomar las medidas afirmativas requeridas por el Título VI de la Ley de Derechos Civiles de 1964 y las acciones apropiadas requeridas por la Ley de Igualdad de Oportunidades Educativas de 1974 para dar acceso a sus programas educativos *(20 U.S.C. secciones 1703[f], 6312[e][3][A][viii])*. Si tiene preguntas, comuníquese con la escuela de su hijo(a).

Firma del administrador o maestro de ELD

Fecha

Annual Parent Notification Letter

Federal Title I or Title III and State Requirements

Parent(s)/guardian(s) of		Date	

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also inform you of the language acquisition program options available; from these options you may choose the one that best suits your child *(California Education Code [EC] Section 310)*. This letter also contains the criteria for a student to exit English learner (EL) status *(20 U.S.C. Section 6312[e][3][A][i],[vi])*.

Language Assessment Results

(20 U.S.C. Section 6312[e][3][A][ii])

Composite Domain	Scale Score	Summative ELPAC Performance Level
Overall		
Oral Language (Listening and Speaking)		
Written Language (Reading and Writing)		
Listening	—	
Speaking	—	
Reading	—	
Writing	—	

☐ **Your child is participating in an Individualized Education Program (IEP), which is on file.** A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached *(20 U.S.C. Section 6312[e][3][A][vii])*.

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. Under California law (AB 2555), the Willows Unified School District reclassification criterion is:

Required Criterion (EC Section 313[f])	Willows Unified School District Criterion
English Language Proficiency Assessment	**Summative ELPAC Overall Performance Level 4 or Summative Alternate ELPAC Overall Performance Level 3**

Graduation Rate for English Learners

The expected rate of graduation for students in this program is 95.2%. Graduation rates are displayed on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child *(EC Section 310)*. Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They

provide instruction to EL students based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]; *EC* Section 306[c]).

Language Acquisition Programs

We are required to offer, at minimum, a Structured English Immersion (SEI) program option *(EC Section 305[a][2])*. Willows Unified offers the following program:

☑ **Structured English Immersion (SEI) Program**

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and are provided access to grade-level academic subject matter content with Integrated ELD.

Parents or guardians may also request the following types of programs. Schools in which the parents or guardians of 30 or more students per school, or of 20 or more students in any grade, request a language acquisition program designed to provide language instruction shall be required to offer such a program to the extent possible *(20 U.S.C. Section 6312[e][3][A][viii][III]; EC Section 310[a])*. Parents or guardians may also provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan *(EC Section 52062)*. If you are interested in a different program, please contact Michelle O'Dell at Willows Unified School District to ask about the process.

Right to Decline Services

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services. If parents or guardians opt their children out, the children retain their status as English learners, and the school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunities Act of 1974 to provide EL students access to its educational programs *(20 U.S.C. sections 1703[f], 6312[e][3][A][viii])*. If you have any questions, please contact your child's school.

Administrator or ELD Teacher Signature

Date

Notificación anual para los padres

Requisitos federales del Título I o Título III y del estado

Padres/tutores de		Fecha	

Estimados padres o tutores: Su hijo(a) sigue identificado(a) como aprendiz de inglés. Cada año estamos obligados a evaluar el nivel de dominio del inglés de su hijo(a) y notificarle los resultados. También debemos informarle sobre las opciones de programas de adquisición de idiomas disponibles, de las cuales usted puede escoger la que mejor convenga a su hijo(a) *(Código de Educación de California [EC] Sección 310)*. Esta carta también contiene el criterio para la salida del programa de aprendices de inglés *(20 U.S.C. Sección 6312[e][3][A][i],[vi])*.

Resultados de la evaluación del idioma

(20 U.S.C. Sección 6312[e][3][A][ii])

Ámbito compuesto	Puntuación escalada	Nivel de rendimiento del ELPAC Sumativo
General		
Lenguaje oral (comprensión auditiva y expresión oral)		
Lenguaje escrito (lectura y escritura)		
Comprensión auditiva	—	
Expresión oral	—	
Lectura	—	
Escritura	—	

☐ **Su hijo(a) participa en un Programa de Educación Individualizado (IEP).** Se adjunta una descripción de cómo el programa asignado a su hijo(a) ayudará a cumplir los objetivos del IEP *(20 U.S.C. Sección 6312[e][3][A][vii])*.

Criterio de reclasificación (salida del programa)

(20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de idiomas es que los estudiantes dominen el inglés lo más pronto posible y cumplan con las metas académicas del estado. Según la ley de California (AB 2555), el criterio de reclasificación de Willows Unified es el siguiente:

Criterio requerido (EC Sección 313[f])	Criterio de Willows Unified School District
Evaluación del dominio del inglés	**Nivel de rendimiento general 4 en el ELPAC Sumativo o Nivel de rendimiento general 3 en el ELPAC Alternativo Sumativo**

Tasa de graduación de los aprendices de inglés

La tasa de graduación esperada para los estudiantes en este programa es de 95.2%. Las tasas de graduación se publican en el sitio web DataQuest del Departamento de Educación de California: https://dq.cde.ca.gov/dataquest/.

Cómo escoger un programa de adquisición de idiomas

Los padres o tutores pueden escoger el programa de adquisición de idiomas que mejor convenga a su hijo(a) *(EC Sección 310)*. Estos programas están diseñados para asegurar que la adquisición del inglés sea lo más rápida y eficaz posible, y proporcionan instrucción basada en las normas académicas del estado, incluidas las normas de desarrollo del inglés (ELD) *(20 U.S.C. Sección 6312[e][3][A][iii],[v]; EC Sección 306[c])*.

Programas de adquisición de idiomas

Estamos obligados a ofrecer, como mínimo, un programa de Inmersión Estructurada en Inglés (SEI) *(EC Sección 305[a][2])*. Willows Unified ofrece el siguiente programa:

☑ **Programa de Inmersión Estructurada en Inglés (SEI)**

Un programa de adquisición de idiomas para aprendices de inglés en el que casi toda la instrucción en el aula se proporciona en inglés, con un plan de estudios y una presentación diseñados para estudiantes que están aprendiendo inglés. Como mínimo, los estudiantes reciben ELD designado y tienen acceso al contenido académico de su grado mediante ELD integrado.

Derecho a rechazar los servicios

Aunque las escuelas tienen la obligación de servir a todos los aprendices de inglés, los padres o tutores tienen derecho a rechazar u optar por que su hijo(a) no participe en el programa o en servicios específicos para aprendices de inglés. En ese caso, el estudiante mantiene su clasificación como aprendiz de inglés, y la escuela sigue obligada a tomar las medidas afirmativas requeridas por el Título VI de la Ley de Derechos Civiles de 1964 y las acciones apropiadas requeridas por la Ley de Igualdad de Oportunidades Educativas de 1974 para dar acceso a sus programas educativos *(20 U.S.C. secciones 1703[f], 6312[e][3][A][viii])*. Si tiene preguntas, comuníquese con la escuela de su hijo(a).

Firma del administrador o maestro de ELD

Fecha

WILLOWS UNIFIED SCHOOL DISTRICT

Reclassification Record

English Learner to Reclassified Fluent English Proficient (RFEP) · Staff Use

Student Name		**Student ID**	
Grade		**School**	
ELD Teacher		**School Year**	

Criterion 1: English Language Proficiency (the only criterion under AB 2555)

Assessment	Required Level	Administration Year	Student Overall Result	Met?
Summative ELPAC	Overall PL 4			☐ Yes
Summative Alternate ELPAC	Overall PL 3			☐ Yes

Processing

RFEP date		**Removed from Des. ELD**	
Parent notified (App. H)		**Filed in CUM folder**	

Four-Year RFEP Monitoring Schedule (complete Appendix G at each checkpoint)

Checkpoint	Date Completed	Satisfactory	Needs Support	Initials
30 days		☐	☐	
6 months		☐	☐	
Year 1		☐	☐	
Year 2		☐	☐	
Year 3		☐	☐	
Year 4		☐	☐	

ELD Teacher Signature

Site Administrator Signature

WILLOWS UNIFIED SCHOOL DISTRICT

Reclassified Student (RFEP) Monitoring Follow-Up

Grades TK–12 · Monitor for four years after reclassification

☐ 30 days ☐ 6 months ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4

Student		**Grade**	
RFEP Date		**School Year**	
Counselor		**Teacher**	

Attendance and Behavior

Number of absences		**Number of tardies**	
Behavior concerns			

Current Academic Performance

Subject	Current Grade / Score	Performance
English / ELA		☐ At or above average. An Academic Catch-Up Plan is not needed at this time. ☐ Below average. An Academic Catch-Up Plan is in progress and attached.
Mathematics		☐ At or above average. An Academic Catch-Up Plan is not needed at this time. ☐ Below average. An Academic Catch-Up Plan is in progress and attached.
Other: _____ (Science, Social Studies, etc.)		☐ At or above average. An Academic Catch-Up Plan is not needed at this time. ☐ Below average. An Academic Catch-Up Plan is in progress and attached.

Comments / Supports Provided

Teacher Signature / Date

ELD Personnel Signature / Date

At the end of each year, file a signed copy of this form and any related documentation in the student's cumulative (blue jacket) folder.

WILLOWS UNIFIED SCHOOL DISTRICT

Notification of Reclassification

Your child is now Fluent English Proficient!

Date: _____

Dear Parent/Guardian of _____ (Grade _____):

Congratulations! Your child has demonstrated proficiency in English on the Summative English Language Proficiency Assessments for California (ELPAC) or Summative Alternate ELPAC. This is an important accomplishment for your child.

Under California *Education Code* (*EC*) Section 313(f), students who received an Overall Performance Level 4 on the Summative ELPAC or an Overall Performance Level 3 on the Summative Alternate ELPAC are immediately eligible to be reclassified as proficient in English. This means they are no longer required to receive English learner programs and services.

Students identified as English learners receive appropriate programs and services until they are reclassified, in accordance with *EC* Section 313. As a reminder, English learners are students who

- enroll in a California school at any grade level, kindergarten through grade 12;
- have a language other than English identified on the Home Language Survey; and
- upon initial assessment, demonstrate a level of English language proficiency that indicates English learner programs and services are necessary.

Your student earned the score needed to be reclassified as Fluent English Proficient. Their educational program placement will be updated to reflect this change. Your child will continue to be monitored for the next four years to make sure they are making progress in school and getting the support they need.

Thank you for your support of your child's education. This is a wonderful accomplishment! If you have questions, please contact your child's school:

- ☎ Murdock Elementary – (530) 934-6640
- ☎ Willows Intermediate – (530) 934-6633
- ☎ Willows High School – (530) 934-6611
- ☎ Willows Community High School – (530) 934-6605

Respectfully,

_____ _____

ELD Teacher Principal

Notificación de reclasificación

¡Su hijo(a) ahora domina el idioma inglés!

Fecha: _____

Estimados padres,o tutores de _____ (Grado _____):

¡Felicidades! Su hijo(a) ha demostrado dominio del inglés en las Evaluaciones Sumativas del Dominio del Idioma Inglés de California (ELPAC) o en las Evaluaciones Sumativas Alternativas del ELPAC. Este es un logro muy importante para su hijo(a).

De acuerdo con la Sección 313(f) del Código de Educación de California (EC), los estudiantes que obtienen un Nivel de Desempeño General 4 en la Evaluación Sumativa del ELPAC o un Nivel de Desempeño General 3 en la Evaluación Sumativa Alternativa del ELPAC cumplen de inmediato con los requisitos para ser reclasificados como competentes en inglés. Esto significa que ya no necesitan recibir los programas y servicios destinados a los estudiantes que están aprendiendo inglés.

Los estudiantes identificados como estudiantes que están aprendiendo inglés reciben programas y servicios adecuados hasta que son reclasificados, de acuerdo con la sección 313 del *EC*. Como recordatorio, los estudiantes que están aprendiendo inglés son aquellos que

- están inscritos en una escuela de California en cualquier grado escolar, desde kínder hasta el grado 12;
- indicaron un idioma distinto del inglés en la "Encuesta sobre el idioma que se habla en el hogar"; y
- al realizar la evaluación inicial, demostraron un nivel de dominio del inglés que indica que necesitan recibir programas y servicios para estudiantes que están aprendiendo inglés.

Su hijo(a) obtuvo la puntuación necesaria para ser reclasificado(a) como "estudiante con dominio fluido del inglés", por lo que se actualizará su asignación educativa para reflejar este cambio. Así mismo, durante los próximos cuatro años se dará seguimiento a su progreso escolar para asegurarnos de que avance adecuadamente y reciba el apoyo que sea necesario.

Gracias por apoyar la educación de su hijo(a). ¡Este es un gran logro! Si tiene preguntas, comuníquese con la escuela de su hijo(a):

- ☎ Murdock Elementary – (530) 934-6640
- ☎ Willows Intermediate – (530) 934-6633
- ☎ Willows High School – (530) 934-6611
- ☎ Willows Community High School – (530) 934-6605

Atentamente,

Maestro(a) de ELD

Director(a)

Designated ELD Parent Request to Decline ELD Services

Declining Designated English Language Development (ELD) Services

As the parent or guardian, you have the right to decline the proposed Designated English Learner (EL) program and services for your child. These services are specifically designed to help your child achieve English language proficiency, reclassification, and mastery of grade-level content.

If you wish to opt your child out of Designated ELD programs and services, please initial next to each statement below. Doing so indicates that you understand and agree with each statement. Then sign and date this form. This document will be kept on file showing that you have declined Designated ELD services for your child for this school year.

	I understand that my child will still be identified as an "English Learner" and will have his/her English proficiency assessed once per year with the Summative ELPAC until he/she meets the criterion for reclassification (RFEP).
	I am aware of my child's English language proficiency assessment score and other information about my child's academic progress, and I understand why he/she was recommended for Designated ELD instruction.
	I have had the opportunity to discuss the available EL programs and services with the school.
	I understand that the school believes Designated ELD is the most academically beneficial program for my child.
	I understand that my child will continue to receive Integrated ELD in his/her classes and that the school will monitor my child's progress.
	I understand that I may request to enroll my child in Designated ELD at any time.

Initials

I, _____ (parent/guardian name), with a full understanding of the above information, wish to decline the EL programs and services offered to my child for the 2026–2027 school year, including Designated English Language Development instruction and/or courses.

Parent/Guardian Signature _____ Student Name _____ Grade _____ Date _____

Administrator Signature _____ School Year _____

Solicitud de los Padres para rechazar los Servicios de ELD Designado

Rechazo de los Servicios Designados para el Desarrollo del Idioma Inglés (ELD)

Como padres o tutores, usted tiene derecho a rechazar el programa y los servicios designados para aprendices de inglés (EL) propuestos para su hijo(a). Estos servicios están diseñados específicamente para ayudar a su hijo(a) a alcanzar el dominio del inglés, la reclasificación y el dominio del contenido de su grado.

Si desea que su hijo(a) no participe en los programas y servicios de ELD designado, escriba sus iniciales junto a cada afirmación. Al hacerlo, indica que comprende y está de acuerdo con cada una. Luego firme y feche este formulario. Este documento se archivará como constancia de que usted rechazó los servicios de ELD designado para su hijo(a) durante este año escolar.

Iniciales	
	Entiendo que mi hijo(a) seguirá identificado(a) como “aprendiz de inglés” y que su dominio del inglés se evaluará una vez al año con el ELPAC Sumativo hasta que alcance el criterio de reclasificación (RFEP).
	Estoy al tanto de los resultados de la evaluación del dominio del inglés de mi hijo(a) y de otra información sobre su progreso académico. También entiendo por qué se recomendó que recibiera instrucción de ELD Designado para el desarrollo del idioma inglés.
	He tenido la oportunidad de hablar con la escuela sobre los programas y servicios disponibles para aprendices de inglés.
	Entiendo que la escuela considera que el programa de ELD designado es el más beneficioso académicamente para mi hijo(a).
	Entiendo que mi hijo(a) seguirá recibiendo ELD integrado en sus clases y que la escuela dará seguimiento a su progreso.
	Entiendo que puedo solicitar en cualquier momento que mi hijo(a) sea inscrito(a) en ELD designado.

Yo, _____ (nombre del padre, madre o tutor), con pleno conocimiento de la información anterior, deseo rechazar los programas y servicios para aprendices de inglés ofrecidos a mi hijo(a) para el año escolar 2026–2027, incluida la instrucción y/o los cursos de Desarrollo del Idioma Inglés designado.

Firma del padre, madre o tutor	Nombre del estudiante	Grado	Fecha

Firma del administrador	Año escolar

WILLOWS UNIFIED SCHOOL DISTRICT

English Learners Not Enrolled in Designated ELD

Progress Monitoring · Grades TK–12 · Complete each fall and spring

☐ **Fall** _____ ☐ **Spring** _____

Student		**Grade**	
School		**Date**	
Most recent ELPAC Overall PL		**ELPAC year**	

Requirement

ELD is required for every English Learner until reclassification (5 CCR 11302, 11309). A student should be out of Designated ELD only when a signed parent request (Appendix I) is on file. The student continues to take the Summative ELPAC, receives Integrated ELD, and is monitored every year.

Reason Student Is Not Enrolled in Designated ELD

☐ Parent/guardian request on file (Appendix I), dated _____

☐ Other (explain; requires administrator review and a plan to enroll the student):

_____

Current Academic Performance

Course / Subject	Current Grade	Integrated ELD Supports Provided
English / ELA		
Mathematics		
Other: _____		

Comments and Next Steps

ELD Personnel Signature / Date

Administrator Signature / Date

Each year, file a signed copy of this form and related documentation in the student's cumulative (blue jacket) folder.

WILLOWS UNIFIED SCHOOL DISTRICT

English Learner Profile Sheet

Student		**Date of Birth**		**Student ID**	
Primary Language		**Date Entered U.S.**		**Date Entered U.S. School**	
Date Entered WUSD		**RFEP Date**		**IEP / 504? ☐ Yes ☐ No**	

School Year	Gr.	Yrs in U.S. Schools	Homeroom / English Teacher	ELPAC Overall PL	Oral PL	Written PL	CAASPP ELA	CAASPP Math	LTEL / At-Risk	Notes
	TK									
	K									
	1									
	2									
	3									
	4									
	5									
	6									
	7									
	8									
	9									
	10									
	11									
	12									

ELPAC Performance Levels: 4 = Well Developed · 3 = Moderately Developed · 2 = Somewhat Developed · 1 = Minimally Developed. Reclassification: Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3.

Glossary of Terms

Term	Definition
Academic language	The oral, written, auditory, and visual language proficiency required to learn effectively in school (e.g., language used in lessons, books, tests, and assignments).
Access to core	Providing EL students simultaneous access to ELD and the core academic curriculum (math, ELA, science, social science, CTE, electives), using primary language support and SDAIE as appropriate.
AB 2555	2026 state law under which English learners are reclassified based solely on the Summative ELPAC (Overall PL 4) or Summative Alternate ELPAC (Overall PL 3).
AB 714	State law supporting newcomer students, including ELD requirements, graduation and academic access, and use of coursework completed outside the United States.
BCLAD	Bilingual, Cross-cultural, Language and Academic Development certificate/authorization to teach ELD, SDAIE, and primary language content.
CAASPP	California Assessment of Student Performance and Progress.
CALPADS	California Longitudinal Pupil Achievement Data System, the state student data system where EL status and reclassification (SELA records) are reported.
CELDT	California English Language Development Test. The former state ELP test, replaced by the ELPAC in 2017–18.
CLAD	Cross-cultural, Language and Academic Development authorization to teach ELD and SDAIE.
DELAC	District English Learner Advisory Committee, required in districts with 51 or more English Learners; ELs' parents not employed by the district form the majority.
Designated ELD	Instruction during a time set aside in the regular school day for focused instruction on the ELD standards (5 CCR 11300[a]).
Dually identified student	An English Learner who also has an IEP.
EL	English Learner. A student whose primary language is not English and who is not yet proficient in English, as determined by the ELPAC.
ELAC	English Learner Advisory Committee, required at schools with 21 or more English Learners.
ELD	English Language Development.
ELPAC	English Language Proficiency Assessments for California: the Initial ELPAC (identification) and the Summative ELPAC (annual). Alternate versions exist for students with the most significant cognitive disabilities.
EO	English Only. A student whose parent listed English on HLS questions 1–3.
FEP	Fluent English Proficient (includes IFEP and RFEP).
HLS	Home Language Survey. The state instrument used to determine whether a language other than English is spoken in the home.
IFEP	Initial Fluent English Proficient. A student whose primary language is not English who scored Initial Fluent English Proficient on the Initial ELPAC.

Term	Definition
Integrated ELD	Instruction in which the ELD standards are used in tandem with the academic content standards (5 CCR 11300[c]).
L1 / L2	The student's primary (first) language / the second language being learned.
LEA	Local Educational Agency (school district).
LTEL	Long-Term English Learner, as defined in EC 313.1 (see Overview).
Newcomer	A recently arrived immigrant student, including refugees, asylees, and unaccompanied youth, who may have little or no English proficiency and may have limited formal education.
PLD	Proficiency Level Descriptors describing the Emerging, Expanding, and Bridging stages of English development.
Primary language support	Use of the student's primary language to facilitate teaching and learning in an SEI setting.
RFEP	Reclassified Fluent English Proficient. A former EL who met the state reclassification criterion.
SDAIE	Specially Designed Academic Instruction in English. Strategies for teaching grade-level content to English Learners.
SEI	Structured English Immersion. A program in which nearly all instruction is in English, with curriculum and presentation designed for students learning English.
SELA	Student English Language Acquisition record submitted to CALPADS.
SLIFE	Students with Limited or Interrupted Formal Education.
Smarter Balanced (SBAC)	The CAASPP assessments in ELA and mathematics for grades 3–8 and 11.
SST	Student Study Team.
TOMS	Test Operations Management System, used to access ELPAC reports, including the reclassification eligibility report.