

K-12 Initial Identification, Placement & Notification Form

Student's Last Name	First	Middle Initial	Telephone	Permanent ID#	Date Tested
Grade Level	Sex	Birth Date	Birth Place	Primary Language	Language Code
School	WJUSD Enrollment Date		Years in US Schools	Yrs. Sch. Other Countries	Date of US Entry

Overall CELDT Results for Placement
Level _____
English Language Results
CELDT-Listening Level: _____
CELDT-Speaking Level: _____
CELDT-Reading Level: _____
CELDT-Writing Level: _____

Initial Designation
<div style="display: flex; justify-content: space-between;"> EL <input type="checkbox"/> I-FEP* <input type="checkbox"/> </div> <div style="display: flex; justify-content: space-between;"> English Learner Initially Fluent English </div> <p><small>*I-FEP is determined in Grades K-1 by an Overall score of Early Advanced or above, and domain scores for Listening/Speaking at Early Advanced or above. The domain scores for Reading and Writing do not need to be at the Intermediate level. For Grades 2-12, a score of Early Advanced or above in Listening, Speaking, Reading and Writing is required. (If information is received from a previous school district indicating the need for English Learner support, the I-FEP identification will be reviewed by the school.)</small></p>

Primary Language Results (EL only)
IPT - Oral (Spanish) Level/Score: _____ Classification: NSS <input type="checkbox"/> Limited <input type="checkbox"/> Fluent <input type="checkbox"/>
IPT - Reading (Spanish) Competent: Yes <input type="checkbox"/> No <input type="checkbox"/>
IPT - Writing (Spanish) Competent: Yes <input type="checkbox"/> No <input type="checkbox"/>
Primary Language Questionnaire (EL Only)
(For Languages other than Spanish) _____ Limited _____ Fluent

Comments: _____ Form Completed by: _____

Name _____ Title _____

The **three (3)** programs offered for English Learners by WJUSD are described below. Based on the results of the California English Language Development Test (CELDT) and available programs at the site of enrollment, WJUSD *English Learners Master Plan* initially places your child in the following English Learner Program. Your child's participation in one of the selected models is required (EC62002). **Please initial in the square next to the model below that you believe best meets your child's needs.**

WJUSD Placement	Parent Request	Description of English Learner Programs
<input type="checkbox"/>	<input type="checkbox"/> Initial	<u>Structured English Immersion (SEI):</u> This model provides instruction in all subjects in English for students with <u>less than reasonable fluency in English.</u> This model is for students with an overall CELDT score at the <i>Beginning Level (Level 1), Early Intermediate Level (Level 2) and low Intermediate Level (Level 3).</i> Teachers will combine Specially Designed Academic Instruction in English (SDAIE) strategies in content areas with primary language instructional support when needed and a structured, sequential English Language Development (ELD) program.
<input type="checkbox"/>	<input type="checkbox"/> Initial	<u>English Language Mainstream (ELM):</u> This model provides all instruction in English with additional and appropriate services as needed. Designed for students with <u>reasonable fluency.</u> For students with an overall CELDT score at the <i>high Intermediate Level (Level 3) or above.</i> Student will receive daily leveled English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).
	<input type="checkbox"/> Initial	Yes, I have been informed verbally and in writing of my rights to request a Parental Exception Waiver for an alternative program.
	<input type="checkbox"/> Parent Request	<u>Alternative Program (Dual Language Instruction or Transitional Bilingual Program):</u> This program option is designed for students entering WJUSD or for continuing students whose parents wish to waive into an alternative program. All students receive daily English Language Development (ELD) instruction. Language arts, math, science, and social studies content will initially be provided in the primary language. As students gain proficiency in English, an increasing amount of content instruction will be in English. Upon enrollment, each school will provide a written description of the available alternative program and a description of the educational materials to be used. Requires an approved annual waiver.
<input type="checkbox"/>		<u>Individualized Education Plan (IEP) on file</u> A description of how your child's recommended program placement will meet the objectives of the IEP is attached.
<input type="checkbox"/> Initial	<div style="display: flex; align-items: center; justify-content: space-between;"> <div>The three (3) <u>English Learner Program</u> options have been explained to me.</div> <div style="font-size: 2em; font-weight: bold;">OR</div> <div>My child's <u>Initially Fluent English Proficiency</u> (I-FEP) identification has been explained to me.</div> </div>	

Parent/Guardian Signature: _____ Date: _____

Parents/Guardians have the right to request a “Parental Exception Waiver” for an alternative program.

California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child’s school to apply for a “Parental Exception Waiver” each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

If you wish to apply for a parental exception waiver for the alternative dual immersion bilingual program at Beamer Elementary or transitional bilingual programs offered at Dingle Elementary, and Woodland Prairie Elementary, please go to your home school to request a waiver. A bilingual program may be offered at other sites when 20 or more students at a given grade level/at a given site have approved waivers.

Reclassification (Exit) Criteria

The goal of the English Learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district’s reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	WJUSD Criteria
English Language Proficiency Assessment (CELDT)	Early Advanced/Advanced overall score (No more than one subtest at the intermediate level)
Comparison of Performance in Basic Skills	325 on CST ELA and Math tests
Parental Opinion and Consultation	
Teacher Evaluation	Grade level on report card grades
District Multiple Measures	At grade level on district ELA, math and writing assessments

Graduation Rate

Woodland Joint Unified expects that 100% of its English Learners are reclassified within 7 years of a consistent EL program.

Please contact the school at _____ if you would like to schedule a parent conference to discuss your child’s options for program placement.