

年度家长通知 - 英语学习生进度报告/程度分班

亲爱的家长/监护人：在报名入学尔湾联合学区(IUSD)时，您的子女被检定为英语学习生。依据加州及联邦政府法令规定，IUSD 必须每一年都通知家长/监护人您子女的年度测验结果、程度分班的学习方案、并提供您学区相关的支援，以协助加强您子女在学业上的表现。

加州英语语言发展程度测验(CELDT)以及其他测验专门设计用来检定学生的英语语言能力。根据这些测验结果，我们会分析并且决定适合您子女的英语学习课程(EL)。

2016 年春季时，三年级至八年级以及十一年级的学生都参加了加州学生成果表现及进度评估(CAASPP)。在衡量学生学业方面的进展时，IUSD 会把 CAASPP 评估结果的基准分数作为其中一个评估的参考资料。如果您的子女参加了此项评估，您应该已经收到了评估的结果。

根据所有的测验结果，您的子女被安排进入适合他/她学习需求的教育课程。所有课程的目标都是要学生能达到理想的英语水平并且能达到所属年级的学科标准。您的子女被检定安排的英语学习生课程为：

- **Structured English Immersion / Newcomer Class for Beginners 结构式英语沉浸教学(SEI) / 新到者英语初级班 (TK-12)**
- **Mainstream English Classroom Setting with Appropriate Support 主流英语班附加适当协助 (TK-12)**
- **Individualized Education Program 个人化教育课程(IEP)**
- **Alternative Education Program/Primary Language Instruction 替代教育课程/母语语言教学**

若需要完整的 EL 课程描述和程度分班标准，请参照第二页。

重新划分的准则

英语学习生若要被重新划分为英语程度流利(FEP)的等级，必须达到加州和 IUSD 制定标准的最低要求。IUSD 重新划分准则如下：

1. 年度 CELDT 测验结果显示：**A)** 整体的成绩为初高级(4)或高级(5)，**B)** 在听、说、读、写四项语言技巧上为初高级(4)或高级(5)。
2. 加州标准测验和/或区域测验结果在英语语言艺术科目(ELA)上的成绩被列为熟练流畅(proficient)的等级。
3. 教师们评估学生的表现后建议学生被重新划分成英语流利生。
4. 家长/监护人同意重新划分的建议。

每学年的春季学期，我们会决定合乎重新划分标准的学生名单。

Irvine Unified School District

English Learner Program Descriptions

*需要翻译协助时，请来电话询华语社区联络人：黄慧晏 (949) 936-8505 或 蒋丽娟 (949) 936-8525

Type of Setting	Eligible Students	K-6 CURRICULUM DESCRIPTION
Structured English Immersion (Newcomer) Classroom Setting	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 1 (Beginning) ▪ CELDT Level 2 (Early Intermediate) 	<p>Access to Core: Greatly differentiated instruction in ELA, math, social science and science; Delivered with SDAIE strategies and supplemental materials; Substantial to moderate support; CCSS and NGSS aligned.</p> <p>Explicit ELD: Structured English language instruction throughout the day, both designated and integrated approaches are used and are aligned to the CA ELD standards</p> <p>Art, Music, P.E.: Mixed groups of EL, FEP, and E/O students</p> <p>Primary Language Support: When available, used only to motivate, clarify, direct, support, or explain.</p> <p>Exit Criteria: An English Learner will exit the Newcomers/SEI Program once he/she demonstrates a reasonable fluency in English. (Education Code 305; 5CCR 11301)</p>
English Language Mainstream Classroom Setting	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 3 (Intermediate) ▪ CELDT Level 4 (Early Advanced) ▪ CELDT Level 5 (Advanced) 	<p>Access to Core: Differentiated instruction in ELA, math, social science, and science delivered with SDAIE strategies and appropriate instructional materials. Moderate to light support. CCSS and NGSS aligned.</p> <p>Explicit ELD: Daily integrated and/or designated ELD instruction based on the CA ELD Standards.</p> <p>Art, Music, P.E.: Mixed groups of EL, FEP, and E/O students.</p> <p>Primary Language Support: Minimal, only as needed and available.</p> <p>Parent Request: A student shall be placed in a Mainstream English Language program upon parent/guardian request (5CCR 11032).</p>
Alternative Program Dual Language Immersion**	English Learners All CELDT Levels <i>Parental Exception Waiver required</i>	<p>Designated ELD: Based on CA ELD Standards; Daily instruction using appropriate materials</p> <p>Primary or Target Language Literacy: Daily instruction using CCSS aligned materials as available and teacher-made supplemental materials</p> <p>Access to Core: Primary or target Language instruction in math, social science, and science; Instruction provided in English is systematically increased.</p> <p>Art, Music, and P.E.: Instruction provided in English</p>

Type of Setting	Eligible Students	7-12 CURRICULUM DESCRIPTION
Structured English Immersion (Newcomer) Classroom Setting	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 1 (Beginning) ▪ CELDT Level 2 (Early Intermediate) 	<p>Access to Core: Greatly differentiated instruction in ELA, math, social science and science; Delivered with SDAIE strategies and supplemental materials; Substantial to moderate support; CCSS and NGSS aligned.</p> <p>Explicit ELD: Daily integrated and/or designated ELD instruction based on the CA ELD Standards.</p> <p>P.E.: Mixed groups of EL, FEP, and E/O students</p> <p>Primary Language Support: When available, used only to motivate, clarify, direct, support, or explain.</p> <p>Exit Criteria: An English Learner will exit the Newcomer/SEI Program once he/she demonstrates a reasonable fluency in English. (Education Code 305; 5CCR 11301)</p>
English Language Mainstream Classroom Setting	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 3 (Intermediate) ▪ CELDT Level 4 (Early Advanced) ▪ CELDT Level 5 (Advanced) 	<p>ELA/ELD: Based on CA ELD and CCSS; Daily Designated/Integrated ELD with text and supplementary materials</p> <p>Access to Core: Based on CA ELD Standards and CCSS; Differentiated instruction in math, social science, and science; Delivered with Integrated ELD, SDAIE strategies and appropriate materials</p> <p>P.E. and Elective: Mixed groups of EL, FEP, and E/O students</p> <p>Primary Language Support: Minimal, only as needed</p> <p>Parent Request: A student shall be placed in a Mainstream English Language program upon parent/guardian request (5CCR 11032).</p>
Alternative Program Dual Language Immersion**	English Learners All CELDT Levels <i>Parental Exception Waiver required</i>	<p>Designated ELD: Based on CA ELD Standards; Daily instruction using appropriate materials</p> <p>Primary or Target Language Literacy: Daily instruction using CCSS aligned materials as available and teacher-made supplemental materials</p> <p>Access to Core: Primary or target Language instruction in math, social science, and science; Instruction provided in English is systematically increased.</p>

RECLASSIFICATION CRITERIA
<p>To be reclassified to Fluent English Proficient (FEP), students must meet the minimum requirements determined by the State of California and the criteria established by IUSD. IUSD criteria for reclassification is as follows:</p> <ol style="list-style-type: none"> 1. Annual CELDT results indicate, A). Overall score of Early Advanced (4) or Advanced (5) and B). a score of Early Advanced (4) or Advanced (5) in the four skill areas - Listening, Speaking, Reading, and Writing. 2. Results of California standardized and/or local assessments indicate proficient levels of achievement in English Language Arts (ELA) 3. Teachers have evaluated student performance and concur with the recommendation to reclassify 4. Parents/Guardians concur with the recommendation to reclassify <p>Eligibility for reclassification is determined in the Spring of each academic school year.</p>
ALTERNATIVE PROGRAM**
<p>Parents/guardians shall be informed of the appropriate program placement of their child in either Structured English Immersion Program (SEI) or a Mainstream English Language program and shall be notified of an opportunity to apply for a parental exception waiver for an alternative education program (Education Code 310; 5CCR 11303). Parents have the right to request a Parental Exception Waiver for the Alternative Dual Language Instruction model.</p>
GRADUATION RATE: Previous year data available upon request.

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