

年度家長通知 - 英語學習生進度報告/程度分班

親愛的家長/監護人：在報名入學爾灣聯合學區(IUSD)時，您的子女被檢定為英語學習生。依據加州及聯邦政府法令規定，IUSD 必須每一年都通知家長/監護人您子女的年度測驗結果、程度分班及學習方案、並提供您學區相關的支援，以協助加強您子女在學業上的表現。

加州英語語言發展程度測驗(CELDT)以及其他測驗專門設計用來檢定學生的英語語言能力。根據這些測驗結果，我們會分析並且決定適合您子女的英語學習課程(EL)。

2016 年春季時，三年級至八年級以及十一年級的學生都參加了加州學生成績表現及進度評估(CAASPP)。在衡量學生學業方面的進展時，IUSD 會把 CAASPP 評估結果的基準分數作為其中一個評估的參考資料。如果您的子女參加了此項評估，您應該已經收到了評估結果。

根據所有的測驗結果，您的子女被安排進入適合他/她學習需求的教育課程。所有課程的目標都是要學生能達到理想的英語水平並且能達到所屬年級的學科標準。您的子女被檢定安排的英語學習生課程為：

- Structured English Immersion / Newcomer Class for Beginners 結構式英語沉浸教學(SEI) / 新到者英語初級班(TK-12)
- Mainstream English Classroom Setting with Appropriate Support 主流英語班附加適當協助 (TK-12)
- Individualized Education Program 個人化教育課程(IEP)
- Alternative Education Program/Primary Language Instruction 替代教育課程/母語語言教學

若需要完整的 EL 課程描述和程度分班標準，請參照第二頁。

重新劃分的準則

英語學習生若要能被重新劃分為英語程度流利(FEP)的等級，必須達到加州和 IUSD 制定標準的最低要求。IUSD 重新劃分準則如下：

1. 年度 CELDT 測驗結果顯示：A) 整體的成績為初高級(4)或高級(5)，B) 在聽、說、讀、寫四項語言技巧上為初高級(4)或高級(5)。
2. 加州標準測驗和/或區域測驗結果在英語語言藝術科目(ELA)中的成績被列為熟練流暢(proficient)的等級。
3. 教師們評估學生的表現后建議學生被重新劃分成英語流利生。
4. 家長/監護人同意重新劃分的建議。

每學年的春季學期，我們會決定合乎重新劃分標準的學生名單。

Irvine Unified School District
English Learner Program Descriptions

*需要翻譯協助時，請來電洽詢華語社區聯絡人：黃慧晏 (949) 936-8505 或蔣麗娟 (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) 	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. Explicit ELD: Structured English language instruction throughout the day, both designated and integrated approaches are used and are aligned to the CA ELD standards Art, Music, P.E.: Mixed groups of EL, FEP, and E/O students Primary Language Support: When available, used only to motivate, clarify, direct, support, or explain. 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)
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) 	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. Explicit ELD: Daily integrated and/or designated ELD instruction based on the CA ELD Standards. Art, Music, P.E.: Mixed groups of EL, FEP, and E/O students. Primary Language Support: Minimal, only as needed and available. Parent Request: A student shall be placed in a Mainstream English Language program upon parent/guardian request (5CCR 11032).
Alternative Program Dual Language Immersion**	English Learners All CELDT Levels <i>Parental Exception Waiver required</i>	Designated ELD: Based on CA ELD Standards; Daily instruction using appropriate materials Primary or Target Language Literacy: Daily instruction using CCSS aligned materials as available and teacher-made supplemental materials Access to Core: Primary or target Language instruction in math, social science, and science; Instruction provided in English is systematically increased. Art, Music, and P.E.: Instruction provided in English

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) 	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. Explicit ELD: Daily integrated and/or designated ELD instruction based on the CA ELD Standards. P.E.: Mixed groups of EL, FEP, and E/O students Primary Language Support: When available, used only to motivate, clarify, direct, support, or explain. 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)
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) 	ELA/ELD: Based on CA ELD and CCSS; Daily Designated/Integrated ELD with text and supplementary materials 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.E. and Elective: Mixed groups of EL, FEP, and E/O students Primary Language Support: Minimal, only as needed Parent Request: A student shall be placed in a Mainstream English Language program upon parent/guardian request (5CCR 11032).
Alternative Program Dual Language Immersion**	English Learners All CELDT Levels <i>Parental Exception Waiver required</i>	Designated ELD: Based on CA ELD Standards; Daily instruction using appropriate materials Primary or Target Language Literacy: Daily instruction using CCSS aligned materials as available and teacher-made supplemental materials Access to Core: Primary or target Language instruction in math, social science, and science; Instruction provided in English is systematically increased.

RECLASSIFICATION CRITERIA	
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:	
<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 	
Eligibility for reclassification is determined in the Spring of each academic school year.	
ALTERNATIVE PROGRAM**	
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.	
GRADUATION RATE: Previous year data available upon request.	

Rev. 9/2016 lm