

保護者の皆様への年次通知 – 英語学習者の進捗状況・配置

保護者各位：アーバイン統一学校区への転入学において、あなたのお子さんは英語学習者となりました。カリフォルニア州・連邦政府法により、アーバイン統一学校区は保護者にお子さんのテスト結果、プログラムへの配置、学習能力向上に役立つ更なる支援について、毎年通知するよう義務づけられています。

California English Language Development Test (CELDT)と、その他のテストは、お子さんの英語力レベルを評価する為に使われます。これらのテスト結果は分析され、英語学習者 (EL) プログラムへの適切な配置を決める際に使われます。

2016年の春に、3年生から8年生そして11年生の生徒を対象に California Assessment of Student Performance and Progress (CAASPP) が実施されました。IUSDは生徒の学業的進捗状況をみる際に、多くの基準の一つとして、これらのベースラインのスコアを使います。お子さんがこのテストを受けたなら、結果のコピーを受け取った事でしょう。

これらの結果に基づき、あなたのお子さんは教育ニーズに合ったプログラムに配置されました。全プログラムのゴールは生徒が学年レベルの内容の標準を満たし、ある程度の英語力レベルを達成する事です。あなたのお子さんは以下の EL プログラムに配置されました。

- ❑ **Structured English Immersion/Newcomer Class for Beginners (TK-12)** 初心者向けの構造化英語イマージョン・ニューカマー (Newcomer) クラス (K-12)
- ❑ **Mainstream English Classroom Setting with Appropriate Support (TK-12)** 適切なサポートが備わったメインストリーム英語クラス
- ❑ **Individualized Education Program (IEP)** 個別教育プログラム
- ❑ **Alternative Education Program/Primary Language Instruction** 代替教育プログラム・第一言語教育

EL プログラムと配置基準についての説明は2ページ目をご参照ください。

リクラシフィケーション（再分類）の基準

流暢な英語レベル (FEP) に再分類されるには、カリフォルニア州と IUSD によって確立された基準により決められた最低条件を満たさなければなりません。IUSD の再分類基準は以下の通りです。

1. 年一度の CELDT の結果で **A)** 総合評価が Early Advanced (4) 又は Advanced (5) であること。 **B)** Listening, Speaking, Reading, Writing の 4 項目で Early Advanced (4) か Advanced (5) であること。
2. カリフォルニア州の標準そして/又は学校での評価による結果が英語 (English Language Arts-ELA) において堪能レベルに達していること。
3. 担任が生徒の成績を評価し再分類への推奨に同意すること。
4. 親・保護者が再分類への推奨に同意すること。

再分類への資格は毎年春に決められます。

Irvine Unified School District
English Learner Program Descriptions

このページの内容についての質問は Language Development Programs (Chiaki Nanbu) までご連絡ください。

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

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:

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.