

얼바인 교육구

연례 학부모 통지서 – 영어 학습자 경과 보고 및 프로그램 배정

학부모/보호자께: 얼바인 교육구 등록 시, 귀 자녀는 영어 학습자 (English Learner)로 구분되었습니다. 캘리포니아주 법과 연방법에 따라, 얼바인 교육구는 귀 자녀의 영어 능력 평가 결과와 영어 학습 프로그램 배정 및 자녀의 학업 성취를 돕기 위해 이용 가능한 지원에 대해 매년 통지해야 합니다.

캘리포니아 영어 발달 평가 시험 (CELDT)과 기타 평가들은 학생의 영어 능숙도 수준을 평가하는 데 사용됩니다. 이 시험 결과를 분석하여 적절한 영어 학습 (ELD) 프로그램에 배정하게 됩니다.

2016 년 봄, 3 학년에서 8 학년과 11 학년은 캘리포니아 학생 학력 및 성과 평가 (CAASPP) 시험을 보았습니다. 얼바인 교육구는 학생 학업 수행에 대한 많은 평가 자료 중 하나로서 이 기준 점수를 사용할 것입니다. 자녀가 CAASPP 시험을 치른 경우 성적표를 받으셨을 것입니다.

그 결과에 근거하여 귀 자녀는 본인의 교육적 요구를 충족하도록 설계된 적합한 프로그램에 배정되었습니다. 모든 프로그램의 목표는 학생이 영어에 능숙해지고 동시에 학년 수준에 맞는 교과 내용 성취 기준에 도달하도록 하는 데 있습니다. 귀 자녀는 (영어 능력 수준 결과에 따라) 다음과 같은 영어 학습 프로그램에 배정되었습니다:

- **Structured English Immersion/Newcomer Class for Beginners (TK-12)** 구조적 집중 영어반 / 신입 영어학습자반
- **Mainstream English Classroom Setting with Appropriate Support (TK-12)** 지원을 받는 일반 학급
- **Individualized Education Program (IEP)** 개별 교육 프로그램
- **Alternative Education Program/Primary Language Instruction** 대안 교육 프로그램

영어 학습 프로그램 및 배정 기준에 대한 자세한 설명은 다음 페이지를 참조하시기 바랍니다.

영어 학습자 재분류 기준

영어 능통자 (FEP)으로 재분류 되기 위해서는 캘리포니아주에서 결정한 최소한의 필수 요건과 얼바인 교육구에 의해서 설정된 기준에 부합해야 합니다. 얼바인 교육구의 재분류 기준은 다음과 같습니다 :

1. Annual CELDT 결과가 다음과 같은 기준에 부합한다:
 - a. 전체적인 성적 수준이 중상급(4) 또는 상급(5)
 - b. 각 영역 – 듣기, 말하기, 읽기, 및 쓰기에서 중상급(4) 또는 상급 (5)
2. 캘리포니아주 표준 평가 시험 및/또는 교육구의 여러 평가에서 언어 과목(영어)이 능숙 (Proficient)한 수준.
3. 학생 수행 평가를 한 교사가 재분류 추천에 동의한다.
4. 부모/보호자가 재분류 추천에 동의한다.

재분류 대상자 자격은 각 학년도 봄에 결정됩니다.

Irvine Unified School District
English Learner Program Descriptions

아래 도표에 대해 한국어로 설명이 필요하시면 한국어권 커뮤니티 담당관에게 요청하십시오. (949) 936-8502

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) 	Designated ELD: Based on CA ELD Standards; Daily instruction using appropriate materials Access to Core: Daily; Based on CA ELD Standards and Common Core State Standards (CCSS); Greatly differentiated instruction in ELA, math, social science and science; Delivered with Integrated ELD, highly scaffolded SDAIE strategies, and supplemental materials/support Art, Music, and P.E.: Mixed groups of EL, FEP, and E/O students Primary Language Support: Used only to motivate, clarify, direct, support, or explain Exit Criteria: An English Learner will exit the Newcomer Program once he/she demonstrates a level of 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) 	Designated ELD: Based on CA ELD Standards; Daily instruction using appropriate materials Access to Core: Daily; Based on CA ELD standards and CCSS; Differentiated instruction in ELA, math, social science, and science delivered with Integrated ELD, SDAIE strategies and appropriate materials Art, Music, and P.E.: 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. 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) 	Designated ELD: 3 Periods daily based on CA ELD Standards, Common Core State Standards (CCSS), and Next Generation Science Standards (NGSS) Access to Core: Based on CA ELD Standards, CCSS, and NGSS; Greatly differentiated instruction in ELA, social science and science; Delivered with Integrated ELD and highly scaffolded SDAIE strategies and supplemental materials/support P.E. and Elective: Mixed groups of EL, FEP, and E/O students Primary Language Support: Used only to motivate, clarify, direct, support, or explain Exit Criteria: An English Learner will exit the Newcomer Program once he/she demonstrates a level of 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:

1. Annual CELDT results indicate, **A)** Overall score of Early Advanced (4) or Advanced (5), **B)** a score of Early Advanced (4) or Advanced (5) in the four skill areas - Listening, Speaking, Reading, and Writing, and **C)** only one Intermediate (3) score in the 4 skill areas
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.