

**ARCADIA UNIFIED SCHOOL DISTRICT
ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRAM
ARCADIA HIGH SCHOOL--GRADES 9, 10, 11, 12**

1. **GOAL**—Achieve success in English for face to face communication and for academic purposes. Spoken (face to face) English is easier than English that is needed for academic reading and writing. Research shows that it takes from five to seven years to be proficient in a second language for academic purposes. Placement in the ELD classes is based on the CELDT (California English Language Development Test) and other criteria such as standardized test scores (California Standards Test) and teacher recommendation. The curriculum in the ELD classes is based on the California State English Language Development Content standards. Standards are available at: www.cde.ca.gov Look at links for English learners and Standards & Assessments.

2. **HIGH SCHOOL ELD LEVELS**
 - A. Students are grouped by English skill level, not by grade level
 - B. ELD 1a ---beginning
 - C. ELD 1b --- early intermediate
 - D. ELD 2 ---intermediate
 - E. ELD 3 ---early advanced
 - F. SDAIE--- advanced (1 year of Advanced ELD = 1 year of UC English credit)

3. **ELD 1a CLASS (Beginning) Composition and Reading**
 - A. Curriculum integrates speaking, listening, reading, and writing
 - B. Meets every day for two periods
 - C. High School English credit
 - D. Course outline
 1. Communication skills for everyday survival
 2. Reading skills (vocabulary and reading comprehension)
 3. Writing skills (grammar and composition)
 4. Listening and speaking skills

4. **ELD 1b CLASS (Early Intermediate) Composition and Reading**
 - A. Curriculum integrates speaking, listening, reading, and writing
 - B. Meets every day for two periods
 - C. High School English credit
 - D. Course outline
 1. Communication skills for everyday survival
 2. Reading skills (vocabulary and reading comprehension)
 3. Writing skills (grammar and composition)
 4. Listening and speaking skills

5. **ELD 2 CLASS (Intermediate) Composition and Reading**
 - A. Curriculum integrates speaking, listening, reading, and writing
 - B. Meets every day for two periods
 - C. High School English credit
 - D. Course outline
 1. Communication skills for everyday survival and academic English skills
 2. Reading skills (vocabulary, reading comprehension, and literary interpretation)
 3. Writing skills (grammar and composition)
 4. Speaking and listening skills (individual and group presentations)

6. **ELD 3 (Early Advanced) Composition and Literature**
 - A. Curriculum integrates speaking, listening, reading, and writing
 - B. Meets every day for two periods
 - C. High School English credit
 - D. ELD 3 Course Outline

1. Academic English skills
2. Reading skills (advanced vocabulary, reading comprehension, and literary interpretation)
3. Writing skills (advanced grammar and composition)
4. Speaking and listening skills (oral presentation and speeches)

**7. SDAIE (Specially Designed Academic Instruction in English) English 9,10, 11, 12
ELD 4 (Advanced)**

- A. Transition from ELD to mainstream English
- B. Grade-level curriculum
- C. One period
- D. High School credit & University of California approval for one year

8. ADDITIONAL CLASSES for ELD students (placement in classes may depend on English proficiency)**

- A. Science** --SDAIE
- B. Social Science**-- Sheltered (ELD 1 & 2) & SDAIE (ELD 3 & 4)
- C. Mathematics
- D. Electives
- E. PE, Band, or athletic

9. RECLASSIFICATION & EXIT REQUIREMENTS-- consistent for all ELD students in Arcadia Unified School District.

- A. Minimum Overall score of Early Advanced or Advanced on annual California English Language Development Test (CELDT) with a minimum score of Intermediate in either Reading OR Writing AND a minimum Listening/Speaking score of Early Advanced.
- B. Score of mid Basic (325) or higher on California Standards Test in English Language Arts and Math
- C. Minimum overall score of 20 on AUSD Writing Assessment with a minimum of 3's
- D. Grade of C or better in ELD English
- E. Academic GPA = 2.0 or higher

10. MONITORING

- A. All ELD students' academic progress is monitored during the year
- B. Students are monitored for one year after exiting or being reclassified from the ELD program
- C. At the end of one year, if a reclassified student is making satisfactory or above progress, then the student is considered Redesignated FEP (Fluent English Proficient), out of the program, and the parent is notified.

11. PARENT INFORMATION

- A. Parents are notified when their child is placed in the ELD program
- B. Parents are notified when their child is reclassified out of the ELD program
- C. Progress is reported through report cards & student assessment
- D. Parents also have the opportunity to participate in the English Learners' Advisory Committee (ELAC) at each site & district level (DELAC)

More detailed information about ELD and all courses at AHS is in the AHS Curriculum Guide.

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