

GUAJOME PARK ACADEMY

Language Policy



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Kevin Humphrey, Superintendent

INTRODUCTION

The purpose of this language policy is to outline the philosophy and practice of language instruction at Guajome Park Academy (GPA) and demonstrate how GPA supports students' acquisition of our primary language of instruction (English) and the foreign languages (Spanish and German) offered. This document also shows GPA's commitment to supporting students' mother tongues and supporting those students who are not proficient in our primary language of instruction. It is the intent of this policy to provide an overview of and guiding principles for language learning at GPA.

PHILOSOPHY

Guajome Park Academy looks to develop an appreciation for the diversity of language. Not simply as a tool used in communication, but as something that promotes cognitive growth, maintains cultural identity, and connects students to a greater global world. At GPA all teachers are language teachers and emphasize language and writing across the curriculum. As such, all teachers have the responsibility to promote communication skills throughout all content areas and grade levels.

The acquisition of multiple languages, as well as the maintenance and preservation of mother tongues both enrich personal growth and is an integral part of becoming a global citizen. Beyond the expansion of new language acquisition, mother tongue languages help form cultural and personal identity and should be respected.

At GPA we strive to develop in students the ability to express themselves both verbally and in writing in at least two languages. Our focus on language development in multiple languages not only enriches personal growth, but is imperative in the development of international mindedness. In striving for this we aim to provide a program that supports those students who are proficient in English (primary language of instruction) and those whose mother tongue is something other than English.

LANGUAGE PROFILE

Guajome Park Academy Language Profile

English

Grade	# of Students
06	98
07	97
08	104
09	84
10	66
11	61
12	55

Spanish

Grade	# of Students
06	89
07	85
08	74
09	56
10	54
11	45
12	37

Philipino

Grade	# of Students
06	1
07	1
09	2
12	3

Japanese

Grade	# of Students
08	1
09	1

Korean

Grade	# of Students
07	1

08	1
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Mandarin

Grade	# of Students
07	1

Armenian

Grade	# of Students
07	1

Hungarian

Grade	# of Students
07	1

Italian

Grade	# of Students
07	1

Russian

Grade	# of Students
07	1

Vietnamese

Grade	# of Students
12	1

Arabic

Grade	# of Students
10	1
11	1

French

Grade	# of Students
10	2
12	1

German

Grade	# of Students
10	1

SUPPORT OF MOTHER TONGUES

In supporting mother tongues, GPA works to provide communication, support, resources, and relevant cultural experiences in those languages. With the majority mother tongue of our school being Spanish, the majority of support has been here.

- Translation of district communication in English and Spanish
- Translation of announcements of events in English and Spanish
- On site translators during presentations (i.e. IB Parent/Student Info Nights)
- Student opportunity to study their mother tongue in upper Language B courses
- English Language Learner (ELL) identification steps and supports in place K-12, to support development and growth
- Spanish Club - goal of Spanish Club is to extend the language and culture outside of the normal classroom
 - Show popular animated films with Spanish audio and Spanish subtitles after school for students to become aware of vocabulary and language use
 - Cultural events Day of the Dead, Cinco de mayo, etc. to bring awareness to the community about this historical celebration
 - Smaller activities like Salsa/Guacamole contests too simply to get the students involved in school activities.
- German Club – goal of German Club is to extend the language and culture outside of the normal classroom
 - Show popular animated films with German audio and Spanish subtitles after school for students to become aware of vocabulary and language use
 - Cultural events like Oktoberfest, German Board Game Night, Meetings at local Restaurants, to bring awareness to the school community about this history and culture
 - The German Club also supports the long-standing tradition of conducting a German-American Exchange Program (GAPP), which, based on level of interest, happens annually or every other year. As part of the exchange, German students present to American language learners about the German language and culture in the target language. When in Germany, our students present on topics such as school, leisure, tourism, environmental issues in the U.S., etc. to their German peers in the German language. They also attend a German college preparatory high school for two weeks, and visit historical sites, as well as experiencing everyday life by living with host families.

ENGLISH LANGUAGE ACQUISITION

Overview

GPA meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement.

Home Language Survey

GPA administers the home language survey upon a student's initial enrollment into the school (on enrollment forms).

California English Language Development Test (CELDT)

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment^[1] and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

GPA will notify all parents of its responsibility for CELDT administration and of CELDT results within 30 days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Assessment of English proficiency as compared to English proficient students using an objective assessment instrument including, but not limited to, the California Standards Test (CST) for English Language Arts (ELA).
- Multiple measures assessment criteria is used to measure academic progress and language fluency including, but not limited to, the use of assessments administered at the school site, English curriculum proficiency, and overall student ability in content areas.
- Participation of the student's English teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's curriculum mastery.

^[1] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in GPA’s reclassification procedure including seeking their opinion and consultation during the reclassification process.

Strategies for English Language Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English Language Learners.

The instructional design model used by GPA places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through a well-defined professional development program, teachers are trained on a variety of instructional strategies to be used specifically with English Language Learners.

Strategies currently being used include, but are not limited to, the use of specific English Language Development (ELD) curriculum, Sheltered English Instruction (SEI) in core curriculum, Guided Language Acquisition Design (GLAD) strategies, and thematic planning and cross curricular integration.

Reclassification (Exit) Criteria GPA grades K-2

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. Below are the reclassification criteria:

Component	Criteria
English Proficiency on CELDT	All CELDT scores at Early Advanced (4) or Advanced (5).
Teacher Recommendation	Teacher(s) confirm(s) that student can perform grade level work independently without need for English language development or sheltered content instruction.
Parent Consultation	Parent is consulted and provided opportunity to agree/disagree with recommendation to reclassify student.

Reclassification (Exit) Criteria GPA grades 3-5

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. Below are the reclassification criteria:

Component	Criteria
English Proficiency on CELDT	All CELDT scores at Early Advanced (4) or Advanced (5).
Basic Skills Proficiency on CST – ELA	A CST ELA scale score of at least 325.
Multiple Measures	Multiple measures will be considered as the third criteria for reclassification based on classroom performance in CORE classes and/or other benchmark assessments.
Teacher Recommendation	Teacher(s) confirm(s) that student can perform grade level work independently without need for English language development or sheltered content instruction.
Parent Consultation	Parent is consulted and provided opportunity to agree/disagree with recommendation to reclassify student.

Reclassification (Exit) Criteria GPA grades 6-8 Middle School

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. Below are the reclassification criteria:

Component	Criteria
English Proficiency on CELDT	All CELDT scores at Early Advanced (4) or Advanced (5).
Basic Skills Proficiency on CST – ELA	A CST ELA scale score of at least 315.
Multiple Measures	Multiple measures will be considered as the third criteria for reclassification based on classroom performance in CORE classes, academic Grade Point Average (GPA), and/or other benchmark assessments.
Teacher Recommendation	Teacher(s) confirm(s) that student can perform grade level work independently without need for English language development or sheltered content instruction.
Parent Consultation	Parent is consulted and provided opportunity to agree/disagree with recommendation to reclassify student.

Reclassification (Exit) Criteria GPA grades 9-12 High School

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. Below are the reclassification criteria:

Component	Criteria
English Proficiency on CELDT	Overall CELDT score at Early Advanced (4) or Advanced (5). One Intermediate score (3) allowed in <i>one</i> domain (listening, speaking, reading, or writing).
Basic Skills Proficiency on CST – ELA	A CST ELA scale score of at least 300.
Multiple Measures	Multiple measures will be considered as the third criteria for reclassification based on classroom performance in CORE classes, academic Grade Point Average (GPA), and/or other benchmark assessments.
Teacher Recommendation	Teacher(s) confirm(s) that student can perform grade level work independently without need for English language development or sheltered content instruction.
Parent Consultation	Parent is consulted and provided opportunity to agree/disagree with recommendation to reclassify student.

Reclassification (Exit) Criteria for students with IEPs grades K-12

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. Below are the reclassification criteria:

Component	Criteria
English Proficiency on CELDT	Overall CELDT score at Early Advanced (4) or Advanced (5). One Intermediate score (3) allowed in <i>one</i> domain (listening, speaking, reading, or writing).
Basic Skills Proficiency on CST – ELA	A CST ELA scale score of at least 300.
Multiple Measures	Multiple measures will be considered as the third criteria for reclassification based on classroom performance in CORE classes, academic Grade Point Average (GPA), and/or other benchmark assessments.
Teacher Recommendation	Teacher(s) confirm(s) that student can perform grade level work independently without need for English language development or sheltered content instruction.
Parent Consultation	Parent is consulted and provided opportunity to agree/disagree with recommendation to reclassify student.

Reclassification (Exit) Criteria GLC grades K-2

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. Below are the reclassification criteria:

Component	Criteria
English Proficiency on CELDT	Overall CELDT score at Early Advanced (4) or Advanced (5). One Intermediate score (3) allowed in <i>one</i> domain (listening, speaking, reading, or writing).*
Teacher Recommendation	Teacher(s) confirm(s) that student can perform grade level work independently without need for English language development or sheltered content instruction.
Parent Consultation	Parent is consulted and provided opportunity to agree/disagree with recommendation to reclassify student.

Reclassification (Exit) Criteria GLC grades 3-12

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement. Below are the reclassification criteria:

Component	Criteria
English Proficiency on CELDT	Overall CELDT score at Early Advanced (4) or Advanced (5). One Intermediate score (3) allowed in <i>one</i> domain (listening, speaking, reading, or writing).*
Basic Skills Proficiency on CST – ELA	A CST ELA scale score of at least 300.
Teacher Recommendation	Teacher(s) confirm(s) that student can perform grade level work independently without need for English language development or sheltered content instruction.
Parent Consultation	Parent is consulted and provided opportunity to agree/disagree with recommendation to reclassify student.

*In certain situations, a student may be considered for reclassification based on additional criteria outlined in the Guidelines for Reclassification found in the CELDT Information Guide prepared annually by the California Department of Education.

LANGUAGE B PATHWAYS AND OFFERINGS

As stated previously, at GPA our focus on language development in multiple languages not only enriches personal growth, but is imperative in the development of international mindedness.

With this emphasis on multiple languages in mind, we offer our students Spanish and German as a second language. The opportunities for language acquisition begins in our primary programme and continues throughout our middle and high school programs. Initial introductions in both the primary and middle school programs focus on language exposure through cultural exposure.

All eighth graders take year one of either German or Spanish, unless the student because of other identifications has been enrolled in Study Skills (SpEd), ELL identified, or academic support. By having eighth graders begin year one in their second language, they will be best supported to continue through year five, to have every opportunity to pursue the HL pathway in their second language.

MIDDLE SCHOOL

Introduction to Spanish or German Language and Culture

In this introduction to German/Spanish course, students will compare and contrast German/Spanish culture and language with their own through the lens of film, geography, history, culture, music, art and current events among other topics. Original films will be viewed in the target language, with subtitles, as a way to understand the target culture. Through geography students will understand how society lives as a result of their surroundings. Important historical events such as wars and political movements will be analyzed. Throughout the course music and art will be discussed as well as those who created that music and art. Students will acquire simple phrases and expressions along with limited vocabulary.

Spanish I

Students planning on becoming full IB students and plan on taking the HL test their senior year need to take a foreign language in 8th grade in order to take German/Spanish V as a senior.

This year-long college-preparatory course offered to eighth graders focuses on basic grammar structures such as: subject/verb agreement, adjective/noun agreement, and syntax. Vocabulary units will focus on: school/classes, sports, family, vacation/leisure activities, restaurants, health, and travel. The language skills that will be used to learn Spanish I include listening, speaking, reading, and writing. Aspects of culture will also be taught. *(UC "E" approved)*

German I

Students planning on becoming full IB students and plan on taking the HL test their senior year need to take a foreign language in 8th grade in order to take German/Spanish V as a senior.

This year-long college-preparatory course offered to eighth graders focuses on the development of the ability to comprehend and produce standard language (memorized words, phrases, and sentence, etc.) through basic vocabulary and grammar that deals with separate elements of daily life in highly predictable common daily settings. Aspects of German culture will also be taught through the development of the four language skills: listening, speaking, reading, and writing. *(UC "E" approved)*

HIGH SCHOOL

German I

This year-long college-preparatory course focuses on the development of the ability to comprehend and produce standard language (memorized words, phrases, and sentence, etc.) through basic vocabulary and grammar that deals with separate elements of daily life in highly predictable common daily settings. Aspects of German culture will also be taught through the development of the four language skills: listening, speaking, reading, and writing. (UC “E” approved)

German II

Pre-requisite: completion of German I or teacher recommendation and/or Counselor approval; or passing score on the assessment.

This year-long college-preparatory course further develops the ability to comprehend and produce language (sentences and strings of sentences) that deals with everyday courtesy requirements and topics related to self and the immediate environment, in both informal and transactional settings, through intermediate grammar and vocabulary. (UC “E” approved)

German III

Pre-requisite: completion of German II or teacher recommendation and/or Counselor approval

This year-long college-preparatory course further develops the ability to comprehend and produce planned language (paragraphs and strings of paragraphs) that deals with factual topics of public interest in most informal and some formal settings. Students move from the comfort of learned material to creating with the language. Vocabulary and grammatical structures increase with the course. (UC “E” approved)

German IV IB SL

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in German III

This year-long IB course allows students to demonstrate increasing mastery of German III performance outcomes, and develop the ability to comprehend and produce extended language (oral and written essays) that deals with unfamiliar, abstract, practical, social, and professional topics in most formal and informal settings and problem situations. Preparation for the IB German SL exam is integrated throughout the course. (UC “E” approved)

German V IB HL2

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in German IV IB SL

This year-long IB course focuses on the mastery of German, extending the student’s ability to comprehend and produce more forms and styles of extended language tailored to various audiences from within the target-culture framework. All grammatical structures are reviewed along with vocabulary in many specialized areas in the target language. Preparation for the IB German SL or HL exam is integrated throughout the course. (UC “E” approved)

Spanish I

This year-long college-preparatory course focuses on basic grammar structures such as: subject/verb agreement, adjective/noun agreement, and syntax. Vocabulary units will focus on: school/classes, sports, family, vacation/leisure activities, restaurants, health, and travel. The language skills that will be used to learn Spanish I include listening, speaking, reading, and writing. Aspects of culture will also be taught. (UC "E" approved)

Spanish II

Pre-requisite: completion of Spanish I or teacher recommendation and/or Counselor approval; or score of 80% or better on the assessment.

This year-long college-preparatory course offers a continuation of a basic/intermediate level. The grammar focus of this course is: various past tense verbs, as well as future tense. Vocabulary will consist of shopping, leisure activities, hotels/travel, and medical emergencies. The language skills that will be used to learn in Spanish II include reading, writing, speaking, and listening comprehension. Aspects of culture will also be taught. (UC "E" approved)

Spanish III

Pre-requisite: completion of Spanish II or teacher recommendation and/or Counselor approval

This year-long college-preparatory course is designed for students with an understanding of the basic vocabulary and grammatical concepts of Spanish. In addition to reviewing basic concepts, the grammar focus of this course is: object pronouns and the future, conditional, perfect, and imperative tenses of verbs, as well as an introduction to the subjunctive mood. Vocabulary will consist of words related to traveling, medical emergencies, the city, the kitchen, driving, celebrations, errands, and professions. The language skills that will be used to learn Spanish include reading, writing, speaking, listening. Aspects of culture will also be taught. (UC "E" approved)

Spanish IV IB SL

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Spanish III

This year-long IB course refines students' speaking, reading, and writing skills. Students write compositions, learn advanced grammatical structures and review basic grammar, and expand vocabulary through literary study. Students read and analyze works of literature and explore cultural topics in preparation for the IB Spanish SL examination. (UC "E" approved)

Spanish V IB HL2

Pre-requisite: teacher recommendation and/or Counselor approval; recommended grade of B or better in Spanish IB SL IV

Spanish V is a year-long IB course that continues the mastery of Spanish, extending the student's ability to comprehend and produce more forms and styles of extended language tailored to various audiences from within the target-culture framework. All grammatical structures are reviewed along with vocabulary in many specialized areas in the target language. Preparation for the IB Spanish SL or HL exam is integrated throughout the course. (UC "E" approved)

AP Spanish Language (OL)

Pre-requisite: teacher recommendation or grade B or better in Spanish III AND student and parent attendance at MANDATORY orientation.

This year-long online AP course works to have students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid, working knowledge of all verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course is divided into two semesters. AP Spanish Language A is the first semester and AP Spanish Language B is the second semester. *(UC "C" approved)*