

Language Policy San José High School

Philosophy

San Jose High’s primary language purpose is to provide students access to instruction in formal, academic language in all classes. San Jose High provides instruction in English (Language and Literature), and in Spanish and Portuguese (Language Acquisition). Moreover, we believe that formal language instruction is the responsibility of all subject-area teachers.

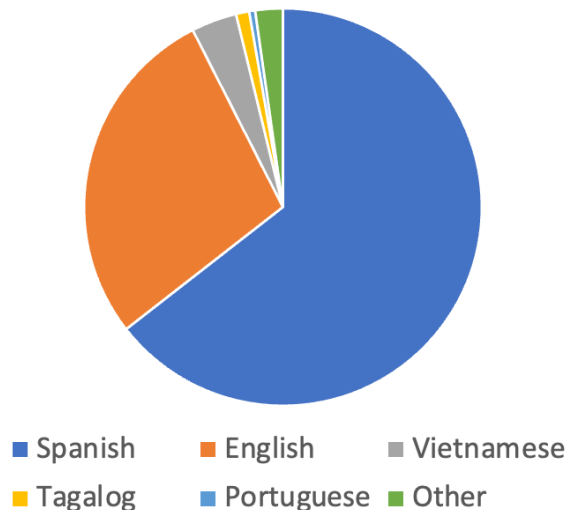
Language Profile

a.) Language Diversity

We are a multicultural, multilingual school. We have nearly 1,000 students who speak a total of over 18 different primary languages. On-going language development is a shared responsibility of all teachers, parents, administrators, and students.

Primary Language	Students
Spanish	662
English	288
Vietnamese	38
Tagalog	11
Portuguese	5
Mandarin	3
Punjabi	3
Pashto	3
Ilocano	2
Cantonese	1
Khmer	1
Dutch	1
Hebrew	1
Urdu	1
Tigrinya	1
Somali	1
Bengali	1
Other Non-English	4

Student Primary Languages



b.) Policy Statement

Per California state law, English is the language of instruction at San Jose High for all courses except Language Acquisition courses and Native Speaker Spanish courses. If English is not the students’ mother tongue, then they will be assessed to determine their level of English. We understand that all students analyze, comprehend and progress in language at a different pace

but developing a fluency in the Language of Instruction is the end goal for all students.

c.) Current practices:

Choice and planning for Language Courses: In MYP Language A, our courses are designed around the MYP Aims and Objectives for Language A and the Common Core Standards for English Language Arts. In DP and CP, our courses follow the subject guide for English Language and Literature as well as English B.

Per district policy and state law, students who speak a primary language other than English may be placed in Language courses based on their ELPAC scores.

Newcomers and ELD Students: Students who arrived in the United States within the last three years may be placed in an ELD course. As part of our Diploma Program and Career Program, ELD students in 11th or 12th grade may take the IB Language Acquisition English B course (SL). Students who have taken ELD courses for three years transition into the appropriate language class for their grade level; this may be a grade-level Language A course in MYP, or the Language and Literature English course in DP/CP.

Long-Term English Learners: Students who do not qualify for ELD courses, but who have been identified as Long-term English Learners based on ELPAC data, will be placed in ALD (Academic Language Development) courses in years 4 and 5 of the MYP program. Students receive additional targeted language support in these courses.

Leadership and Structure

At San Jose High School there are department chairs for Language and Literature (English), as well as Language Acquisition which consists of Spanish and Portuguese classes. Teachers receive a stipend to serve as a department chair. These leaders organize Language and Literature and Language Acquisition department meetings and provide support to their colleagues.

We also have an English Learner Program Coordinator who oversees student placement and program monitoring for students who speak a primary language other than English. Our Assistant Principal of Student Services provides program oversight as well.

Finally, our Instructional Coach provides training and one-on-one mentorship of teachers to support the needs of English Learners.

Collaborative Planning

We have staff meetings and/or collaborative planning meetings once per week. Teachers have opportunities for both vertical and horizontal collaboration. Numerous professional development and collaborative meetings in the past 5 years have focused specifically on meeting the needs of English learners.

In addition, teachers who are new to the profession attend a series of trainings on the Constructing Meaning framework (offered multiple times each year). Veteran teachers may also choose to attend Constructing Meaning training and are compensated to do so.

Written Curriculum

For MYP, our written curriculum is provided by the district; our teachers collaborate to supplement and adapt the curriculum to align with the MYP framework.

For DP/CP, our written curriculum is selected and developed by each department.

Preferred bibliographic style: Students use MLA, Chicago or APA style based on what is appropriate to each subject area. Teachers in each subject group shall collectively determine the bibliographic style that they will require students to use in their courses.

Rules and Expectations about language around the school: Students are expected to speak and write in complete sentences using academic language in both the language of instruction and the learned second language. During class, students are expected to speak the language that the instruction is given in with appropriate language support. Outside of class, students are free to speak the language of their choice.

Our learning management system (Canvas) allows students to immediately translate materials into their preferred language, and many teachers explicitly show students how to do this and incorporate this practice into daily lessons.

d.) Teaching and Learning Beliefs: The faculty and staff at SJHS recognize that language is a vital instrument for learning, communication and expression, and that *all teachers are language teachers*. In order to promote inquiry-based language learning within the context of the MYP, DP and CP, it is understood that language instruction takes place all day and in all subjects. Our staff agree that language learning at the school will:

- be consistent and age appropriate
- support the development of skills and understanding in the language of instruction (English) as well as the additional languages offered at the school (Spanish and Portuguese)
- be differentiated to meet the needs of learning styles of all students, including but not limited to those needing special services
- be reflected in the program of inquiry, interdisciplinary (MYP) planners and individual lesson plans
- work with all students so they may achieve mastery of the essential language skills – reading, writing, listening, and speaking
- utilize a variety of materials to enhance the development of language skills

Language and Literature & Language Acquisition Instruction

At the MYP level, students take at least one Language and Literature course and at least one Language Acquisition course.

- For Language and Literature, San Jose High offers English and Spanish for Native Speakers.
- For Language Acquisition, San Jose High offers English Language Development Classes, Spanish, and Portuguese.

At the DP/CP level, students continue to take at least one Language and Literature course and

at least one Language Acquisition course.

- San Jose High School offers IB English Language and Literature (SL/HL), IB English B (SL), IB Spanish (SL/HL) and IB Portuguese (SL/HL).
- Students may choose to take either Spanish or Portuguese at the *ab initio* level.
- Students in IBCP complete a language portfolio in accordance with the CP core guidelines.
- Some students choose to take outside language courses at San Jose City College, such as Vietnamese.

Hence, all students should have the opportunity to learn an additional language. This experience is essential to the international experience and enables students to understand the thinking, norms and traditions of another culture. Regardless of language ability, our school provides a stimulating environment for all students to be able to participate fully in class and other school activities. As the students gain an appreciation for different languages and cultures, they are then part of a more diverse community, which will assist them in interacting and communicating with the culturally diverse local community and world they live in today.

Assessment

Non-native English Speakers take the ELPAC initially upon arrival to the state and then each school year, until they demonstrate proficiency. This test measures fluency and proficiency in listening, speaking, reading and writing in English. The levels for this test are 1, minimally developed, through 4, well developed. Also per state law, for students whose mother tongue is a language other than English, a primary language test is administered upon arrival. This determines fluency and literacy in their first language. The test also helps place students in the correct language class.

Students in 11th grade (both native and non-native English speakers) take the SBAC in English each Spring. This test measures students' proficiency in the Common Core English Language Arts standards.

Data regarding performance on these tests is available on the school-wide information system (Infinite Campus). This information is available throughout the district's intranet. The multi-funded student lists with ELPAC scores are also provided to all teachers each year.

Mother Tongue

At San Jose High, we recognize students' proficiency in their mother tongue is a right and resource for learning that ought to be valued and developed. Furthermore, we recognize that a strong level of knowledge and understanding in the students' mother tongue is vital to the students' development of an additional language.

The majority of non-native English speakers at San Jose High speak Spanish as their mother tongue. Students can develop their proficiency in Spanish through our Spanish for Native Speakers courses. All home-school communication is provided in English and Spanish. We have a full-time parent liaison who assists with Spanish translation, and the majority of our classified office staff speak Spanish as well. Translation for parents in Vietnamese is also available through district personnel.

In addition, we offer a variety of clubs and activities to value students' mother tongues and cultural backgrounds. These include Latino Student Union, Portuguese Club, Folklorico Dancing, etc. We also offer Mariachi courses within our music program.

Support Services

a.) English Language Development Classes: Students are placed in the appropriate English Language Development class based on their arrival date in the United States and their ELPAC scores. The purpose of the ELD class is to support and accelerate English language acquisition. Classes are taught in English by trained ELD teachers, and the curriculum is designed specifically for English development. Classes are leveled by language proficiency: beginning, intermediate, and advanced. ELD courses are scheduled for two class periods (and thus provide twice as many instructional hours as typical courses).

b.) Special Education: Students with special education needs receive services from a special education teacher. The special education teacher uses strategies that promote the mastery of essential language skills in an effort to maximize the potential of each student. The special education teacher works with students using both "push in" and "pull out" models, as appropriate, and works with the classroom teachers to support the activities in the homeroom.

Please see Special Educational Needs Policy for more information on Special Education.

c.) Gifted and Talented and Intervention: Teachers use strategies that further encourage vocabulary development, reading and writing across the curriculum, and the exposure to various forms of literature and informational text.

Please see Special Educational Needs Policy for more information about Gifted and Talented programs.

d.) Media Center & Language

All students have access to the school's media center. Students visit the media center regularly during class time, as well as during their Learning Center period(s). The majority of the books in the media center are in English, with a section dedicated to books in languages other than English. Desktop computers are available in the media center where students can access the Internet. Students have access to print materials as well as the ability to use computers and print documents. We believe access to these resources are a basic need for language accessibility.

Revision History:

This policy was last updated in March 2023 with input from all members of the teaching faculty.