

Wilson High School and El Sereno Middle School
Language Philosophy and Policy

Philosophy

Today's students need to develop linguistic and cultural literacy and functional proficiency in more than one World Language. We believe in the importance of nurturing and validating students' cultural capital and mother tongue. Multilingualism facilitates cross-cultural understanding by providing students with the global perspective necessary to be open-minded, balanced, thinkers, that respect and value cultures other than their own.

With this end in mind our school community will:

- Prepare all students to be proficient in their mother tongue, the target language and additional languages.
- Encourage students to acquire a global perspective through multilingualism.
- Foster a learning environment where all languages and cultures are valued.
- Use instructional materials that integrate multicultural perspectives.
- Provide access to resources in multiple languages.
- Revisit this policy annually

Profile

Students at El Sereno Middle School/Wilson High School speak many different languages. While the largest number of students and families speak Spanish, there are also students who speak Mandarin, Cantonese, Vietnamese, Thai, Tagalog, and Korean among others. Because of the array of languages, there are:

1. Mother tongue English students with limited Language B.
2. Students with advanced skills in both English and mother tongue.
3. Bilingual students whose parents do not speak English.
4. Students with limited English language skills.
5. Students whose primary form of communication is American Sign Language.
6. Students whose primary language is non-standard English.

Language A Instruction

Instruction at Wilson High School is in English and at El Sereno Middle School instruction is in English, Spanish, or Mandarin. Wilson High School and El Sereno Middle School provide a comprehensive, rigorous, engaging curriculum aligned with the IB's Middle Years Programme requirements for Language and Literature and Common Core States Standards (CCSS). Teachers use best practices such as WICOR (Writing Inquiry Collaboration Organization Reading) and SDAIE (Specially Designed Academic Instruction in English) to address the needs of our diverse student population.

Identification of Language B Students

In order to provide for the successful development of language skills for our students, regardless of their prior language experiences, El Sereno Middle School and Wilson High School MYP students undertake Language B studies in Spanish or Mandarin. Due to our student profile and current funding, we offer year 1 students an "Intro to World Language and Culture" course to fulfill this requirement. Students are introduced to Spanish, Mandarin and the study of World Languages and Cultures to determine Language Acquisition placement in subsequent years. Students are also given a diagnostic placement test to ensure proper programming of course level.

Students with advanced skills in Spanish are offered "Spanish for Spanish Speakers" to support their mother tongue. Students must continue with the language selected in year 2 to adhere to the concurrency of learning. Bilingual Spanish or Mandarin speaking students pursue an advanced course of study and are evaluated using the advanced MYP Language Acquisition criteria. The Language Acquisition curriculum is framed by the fundamental MYP concepts and the national standards.

Dual Language Program at El Sereno Middle School

The Dual language program (also known as two-way immersion program) allows English learners and English proficient students to receive instruction in English and Spanish or English and Mandarin to develop academic proficiency in both languages. 50 percent of instruction is conducted in each language, with at least 2 content classes such as Math or History being taught in a language other than English. Currently 50 MYP year 1 students, who hailed from Farmdale Elementary School's Dual Language Programs, are participating.

The goals of the program are to develop communicative and academic second language proficiency, primary language proficiency, academic achievement in all subject areas, and instill an appreciation for cultural diversity.

English Language Development (ELD) Program

At Wilson High School and El Sereno Middle School, non-English speaking students are assessed and placed in the appropriate ELD course. The ELD courses are required by the district to utilize particular curricular frameworks depending on the length of time students have lived in the United States. Students who have lived in the US for more than 5 years without meeting certain benchmarks to reclassify are identified as Long Term English Learners and receive additional supports.

Students in the ELD program are assessed annually with the California English Language Development Test (CELDT) to evaluate yearly adequate progress in the reading writing, listening and speaking of the English language. Additionally students take the Reading Inventory (RI) Test to measure students' lexile level. These tests are the basis for reclassification from the ELD designation when a student earns a "C" or above in their Language and Literature class.

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Assessment

Teachers regularly use formative and summative assessments to assist them teaching languages. Students and parents are informed of student progress through informal meetings, formal conferences, progress reports and report cards.

Assessment and evaluation in Language Acquisitions courses address the appropriate level IB objectives and criteria. Rubrics and assessments are constructed collaboratively by teachers in order to ensure that all students are supported in reaching the highest possible levels of achievement via a viable and guaranteed curriculum and ensuing common formative and summative assessments.

There are five forms of assessment, which are common practice at both El Sereno Middle School and Wilson High School:

- **Diagnostic Assessment** – This form of assessment helps both teachers and students identify learning needs and plan what approaches to learning require closer focus to help the students achieve.
- **Formative Assessment** – This is assessment for learning. It occurs during the learning process. It provides descriptive, timely feedback for teachers and students to monitor their efforts to make adjustments that lead to enhanced learning, and work toward successful achievement.
- **Student reflection and Self-assessment** – Providing students the opportunity to reflect and self-assess helps them become self-directed learners who are able to set, work toward, and monitor their own goals. These are meant to be diagnostic or formative.
- **Peer Assessment** – Being assessed by peers helps students gain insight into how others perceive their performance. It provides valuable feedback that students can use to monitor their efforts. Learning to assess others and provide positive constructive criticism while still being sensitive to the feelings of others is an important skill. These are meant to be diagnostic or formative.
- **Summative Assessment/Culminating Task** – This is assessment of learning. There are also three to four common summative assessments per each subject specific class. These assessments provide equity across all subject-level classes through clear and common expectations, wherein students demonstrate and document their achievements, and share them with parents and guardians to ensure continued learning.