



Language Policy

Purpose

The Language Policy is a working document developed by a committee of teachers, staff members, parents, and administrators from Eich Middle School. This document provides an overview of Eich's beliefs and practices that support language acquisition.

Language Philosophy

Eich Middle School believes that all teachers are language instructors and all students are language learners. Every person at Eich Middle School contributes to the development of language. Language learning includes reading, writing, speaking, and listening. Accordingly, stakeholders in Eich Middle School

- Support the development of students language learning
- Facilitate proficiency in English and the pursuit of competency in language other than the mother tongue
- Create a community that demonstrates an opportunity to multi-culturalism and global awareness.

The achievement of these goals will ensure that refinement of language and knowledge and support student membership in the global community. We believe that students must be able to communicate. Becoming a communicator includes the ability to speak, read, write, listen and present language and content on an academic level in more than one language. At Eich Middle School we currently provide language course in English (Language and Literature) and Spanish (Language Acquisition).

Mother-Tongue

Students enter Eich Middle School with a variety of language abilities. Sixty three of our students come from homes where Spanish is the mother-tongue. Most of these students, however, have not received instruction in Spanish, so they do not have an academic base of mother-tongue knowledge needed to read, write, or analyze at the academic level. In addition we have a small number of students who come from homes where the following language are spoken: Albanian (1); Arabic (3); Cantonese (2); Farsi (5); German (1); Gujarati (2), Hindi (1); Hmong (1); Korean (1); Lao (1); Mandarin (1); Mien (2); Other Non English (5); Pilipino (4); Punjabi (1); Romanian (2); Russian (8); Thai (2); Serbo-Croatian (1); Ukrainian (11); Vietnamese (3)

Students have access to free literature in their mother tongue through our school library web site page. This literature is from The International Children's Digital Library Foundation. This digital library states that it "promotes tolerance and respect for diverse cultures by providing access to the best of children's literature from around the world."

Second Language or Language Acquisition

We currently offer Spanish to our non-native Spanish speakers and Spanish-speaking students in need of academic Spanish instruction. We offer a variety of other languages such as Italian and German during our Enrichment and Intervention time so that students can get a chance to listen, speak and learn about other cultures and languages.

English Language Learners (ELL)

EL Support Class

All EL students in 6th grade will be placed in an EL support class and will be enrolled in VAPA courses on the wheel. If a student gets reclassified during their 6th grade year, they will be enrolled in two VAPA courses. The 6th grade EL support class will be inline with the 6th grade VAPA elective wheel courses in order to make movement into a VAPA course possible and easy.

All EL students in 7th grade will be placed in an EL support class and will be enrolled in VAPA courses. If a student gets reclassified during their 7th grade year, they will then be enrolled in two VAPA courses. 7th grade EL support class will be in line with 7th and 8th grade VAPA elective wheel courses in order to make movement into a VAPA courses possible and easy.

All EL students 8th graders will be placed in an EL support class. Those 8th graders that have scored Advanced or Early Advanced Overall on CELDT will be placed in the EL support class as well as a Spanish 1 class. For the 2015-2016 school year students fitting this criteria will either be placed in a Spanish 1, Spanish 2 or Heritage Spanish Speaking class depending on the level of Spanish that they have already received.

All 8th grade EL students that have scored Intermediate, Early Intermediate, or Beginner Overall on CELDT will be placed in the EL support class along with a VAPA elective course. This is a small number of students, for the 2015-2016 school year, no more than 10 students, will no have received any courses in Language Acquisition. If an 8th grade student gets reclassified in their 8th grade year, then they will be placed in a second VAPA course.

Primary Language Instruction – Language and Literature

The primary language of instruction at Eich Middle School is English. Based on California Common Core Standards (CCSS), we provide a rigorous program for all our students with the expectations that they will meet or exceed grade level. The development of Language and Literature is crucial as it allows students to make connections within and across subject areas. Therefore, all students are required to take Language and Literature in grades, six, seven and eight. Language and Literature courses support both the California Common Core State Standards (CCSS) and the IB MYP Language and Literature objectives.

Language Placement

Any student that lives in a home where a language other than English is spoken must take the California English Language Development Test (CELDT) within 30 days of his/her first date of enrollment in school to determine whether the student is fluent English proficient or an English Learner. The results are then used for placement. The CELDT is then administered each year to English Learners until they are reclassified as fluent English proficient. CELDT results establish one of five proficiency levels for each student: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced. The CELDT enables the district to monitor student progress in learning English and helps teachers diagnose students' instructional needs.

Based on proficiency level, students are placed in one of two appropriate programs:

1. Structured English Immersion (SEI) includes those students whose proficiency level on CELDT are Beginning, Early Intermediate and Intermediate. These students receive support in their Language A classes through the use of Specially Designed Academic Instruction in English (SDAIE) practices, checking for understanding and scaffolding of Common Core and MYP Language A criteria curriculum. These students also receive support in an English Language Development (ELD) self contained classroom and through our schools Enrichment and Intervention program. The focus of this class is to teach ELD standards in order to meet the rigorous demands of the common core standards in English Language Arts. As well as to assist the students in achieving a level of proficiency in order to test out of the EL program. Once students reach a level of Early Advanced or Advanced on CELDT, they then have the opportunity to enroll in a Language Acquisition course.
2. English Language Mainstream (ELM) includes those students whose proficiency level on CELDT is Early Advanced and Advanced. These students receive support in their Language and Literature classes through the use of Specially Designed Academic Instruction in English (SDAIE) practices, checking for understanding and scaffolding, when needed of Common Core and MYP Language and Literature criteria curriculum. These students also receive support through our schools Enrichment and Intervention program. Depending on the need of the student they will be placed in a Language Acquisition class or a Heritage Spanish class. Once a student has meet the required criteria to be reclassified, that student will then be placed into the appropriate Language Acquisition class. Currently this criteria is Advanced or Early Advanced overall on CELDT with no subcategory (Speaking, Listening, Writing and Reading) below Intermediate and meeting the District set score on RenLearn for each trimester.

Current Benchmark Performance Expectations for RenLearn for EL Students

	6th Grade	7th Grade	8th Grade
Trimester 1	632+	774+	877+
Trimester 2	671+	805+	842+
Trimester 3	877+	905+	932+

Academic Support in Language of Instruction

All W.T. Eich students are given support through our Wildcat Enrichment and Intervention (WEI) weekly program which provides students with small group specific instruction, intervention, and re-teaching. Students are identified through classroom formative/summative assessments, Math & Language Arts RenLearn assessments, District Trimester Writing Prompts/lead-up activities, and District Benchmark assessments.

All W.T. Eich teachers will utilize SDAIE strategies in their daily instruction to meet the needs of our ELL students. All EL students will receive ELD strategies integrated within their Core Subject areas through the use of the following instructional methods:

- a. Sentence Frames in writing and speaking
- b. Pair/Share
- c. White Boards
- d. Critical Reading Skills (Marking the Text)
- e. Small Group Interactions
- f. Partner Read
- g. Use of Academic Vocabulary
- h. Graphic Organizers
- i. RenLearn
- j. AVID Strategies (Cornell Notes, SLANT, Interactive Notebooks, Reflections)

Heritage Language Support

Heritage Spanish speaking students are offered support in their mother tongue with a daily class which offers them a higher level of instruction in Spanish grammar, reading, and writing. Students also research and present projects based on Hispanic Literature, Art, and History.

Our W. T. Eich Roberta Wolff Library contains a collection of books in Spanish for our students to borrow to become proficient in Spanish. We have also ordered DVDs in Spanish that portray daily life, customs, traditions and holidays observed in the Spanish culture.

Parent Support

Our ELL parents are supported with parent informational nights held throughout the year with staff who can assist in translating the information in the parents' language.

We hold monthly meetings for our ELL parents in order to have an input in our school culture and to have knowledge as to what we are doing to ensure that our English Learner population needs are being met.

