



Albert Einstein Academies Charter School

Language Policy

Teaching our children today to advance our shared humanity tomorrow

What is the Purpose of the Language Policy?

- Achieve a common understanding of our aims and objectives for language learning and teaching
- Explain how to meet the diverse needs of our students in their language acquisition
- Create a working document that will help guide staff in their practices
- Clearly communicate the language programs offered at AEA in both the PYP and MYP programmes.

Language Philosophy

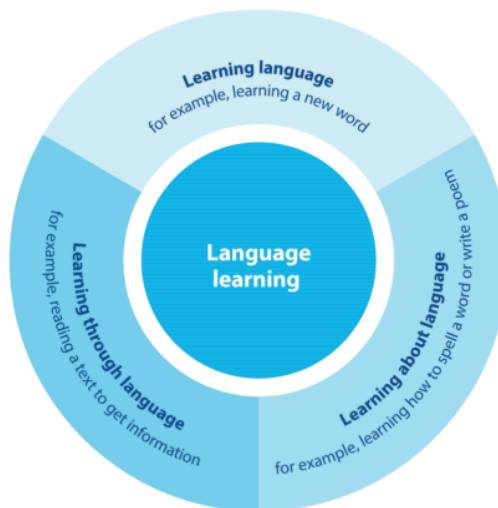
At AEACS, all teachers are language teachers and all students are language learners.

Each student has his or her own linguistic background making unique contributions to our learning community as a whole, and recognizing this is crucial for defining cognitive development and maintaining cultural identity. At AEACS we commit to provide a learning community that promotes and supports language development in a multilingual environment. Our goal is to foster international-mindedness while learning a new language and valuing the student's home language.

We support the IB belief that:

"All students bring a significant body of language knowledge to school with them; knowledge about language and the way it works, knowledge about learning language, and knowledge of the social role of language."

We welcome and recognize each student's unique identity as a language learner and embrace the aspects of language learning as shown in the infographic below.



(Adapted from Halliday 1985, "From Principles to Practice" 2019. IBO)

Support for Home and Family Languages and Support of Regional Language and Culture

In all programs, initiatives and events, AEA is conscious of and responsive to our diverse community. We recognize the importance of supporting students' home language as well as the regional languages and cultures that enrich our society. This commitment to community and language is evidenced in the following:

- We encourage the maintenance and development of home languages
- We provide free simultaneous Spanish interpretation at all community events
- All written communication to parents and community is translated into Spanish and some into German
- Translators for conferences, SST, 504, and IEP meetings
- Multiple Spanish/English bilingual teaching and support staff
- Multiple culture events and celebrations take place in our community
- Libraries at both sites provide a variety of resources in Spanish and German
- Middle school students are provided Ipads to support their translation needs

District English Learner Advisory Committee (D)ELAC: As per California Ed Code, AEA has both a DELAC and ELAC committee, but since we operate as our own district, ours is a combined committee, meeting all DELAC and ELAC legal tasks:

Article I: (D)ELAC Duties:

The purpose of the Albert Einstein Academies District Learner Advisory Committee /(D)ELAC is to provide guidance and input to the Board of Trustees, School Site Council/SSC, and staff on the needs of Multilingual Learners who are learning English. We, the members of the (D)ELAC, do hereby acknowledge that it is our responsibility to review and advise on the following:

- Development of a district master plan for education programs and services for English learners.
- Conduct a district wide needs assessment.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.

Revised October, 2024

- Review and comment on the LEA's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Identify Ways to make parents aware of the importance of regular school attendance.
- Review site based English Learner data.
- Review site based English language programs.
- If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

Language Learning in the Elementary School Setting TK-5

AEA emphasizes learning through language. Language is fundamental to learning, thinking, and communicating, and plays a central role in the curriculum. To create a unique, multilingual learning environment and to foster global awareness and understanding, we introduce a second language in the primary grades. Students K -5th in AEA's Primary Years Programme are immersed in the German language for up to fifty percent of their school day. Grade level teams work together to ensure that the amount of German instructional minutes is equitable across classes.

The amount of German instruction provided enables students to participate in learning, while gaining confidence in a new language. Students are given the opportunity to engage with the core curriculum while developing proficiency in the new language.

Student Support for German Language Learning:

To support German language learning, AEACES provides a variety of programs and resources.

- German tutoring program during school hours
- German intern program to support German language instruction
- Summer school opportunities for students new to the German language or in need of additional support
- Grade level websites
- German resource website with resources for students and families.
- School library German resources
- German language instruction is targeted to students' skill levels in a differentiated instruction model.
- Oral language practice is an important part of the language learning process and students are provided with multiple opportunities for listening and speaking.
- Teachers approach language instruction through a balanced literacy model, including: speaking, listening, reading and writing.
- Cultural celebrations and events are organized to foster exposure to the German language
- German language acquisition is supported weekly through music in grade TK-3.
- Instruction focuses on exploring culture and building language skills through speaking, listening, reading, writing and visual interpretation activities.
- Students learn through German songs, games, and role plays as well as through individual and group projects.
- Anton program supports varying levels of German language learning
- Fifth grade students are offered the opportunity to take the DSD in the spring of 5th grade.

Student Support for Multilingual English Language Learners for English Learning:

To support Multilingual English Language Learners, AEACES provides the following resources:

- Guided Language Acquisition Design (GLAD) strategies to support English Language Development and provide access to curriculum content
- Integrated English language instruction for all students
- Daily designated English language instruction for English language learners
- Classroom differentiation
- Small group tier 2 pull out support provided by Literacy Specialists for students scoring 1 on the ELPAC

Staff Support:

- Teachers participate in English Language Development professional development
- Guided Language Acquisition Development training is provided
- German Team Meetings
- Collaboration about Language Continuum with Elementary and Middle School language teachers with respect to language curriculum, assessment, and preparation for language exams.
- English and German language teams meet regularly to discuss and plan for instruction in subjects taught in both languages.

Assessment:

The purpose of assessment in language acquisition is to determine students' strengths and growth areas, guide meaningful instruction, improve student learning, and inform stakeholders.

- Students are given the opportunity to creatively demonstrate their language knowledge via a variety of mediums: oral presentations, exhibitions, performances, and multimedia presentations in both languages.
- Multiple standard measures to assess student language proficiency are used in grades K-5
- At the end of 5th grade, immersion students participate in the German language diploma A2 level, and non-immersion students participate in the German language diploma A1 level. These exams assess German language proficiency and cultural understanding.

Language Learning in the Middle School Setting 6th-8th grade

We offer students the opportunity to learn German or Spanish, realizing that each student is on an individual language journey. Our goal is to help every student reach their highest possible IB phase of second-language acquisition during their time at AEACMS. We use language as a tool to help the learner interpret the world around them. Language fosters inquiry, global thinking, and communication.

All Teachers as Language Teachers

Tier 1 Support at AEACMS means all teachers are teachers of reading and writing strategies to all students. In practice this involves the following supports and strategies in all classrooms with an unwavering focus on student success and language acquisition and mastery:

- All teachers have access to student data: MAP scores, SBAC, ELPAC and teacher narratives.
- Teachers are given support in identifying those students in their classrooms who need additional support
- Commonly practiced EL teaching strategies include: sentence frames, graphic organizers, emphasis on student dialogue, student groupings selected strategically dependent on the task required (either heterogeneous or homogeneous), explicit teaching of collaborative group communication skills in math classes, explicit teaching of English grammar rules in Language and Literature classes, using text to speech features, providing the audio for texts, word walls
- Support for academic student conversations in home language
- Bilingual staff and or AI platforms to translate academic content as needed
- Feedback for differentiation is embedded in administration's bi-annual observation

Students Who are Not Yet Proficient in English

Students who have not yet reached proficiency in English receive additional support outside of the classroom.

Tier 2 Support

- English and math foundational strategies classes taught during Flex class

Tier 3 Support:

- English Language Development (ELD) courses are offered. This ELD class replaces German or Spanish acquisition classes for enrolled students. The ELD class curriculum is IB criteria-based and fully compliant with IB.

Language Acquisition Offerings and Pathways:

Language choice, either German or Spanish, is based on student/guardian preference, student proficiency and course availability. After enrollment, students take a language proficiency test that helps language teachers decide the correct language acquisition phase. The same pertains to new students enrolling mid-year.

Rising fifth grade students from Albert Einstein Academy Charter Elementary School (AEACES) will take a proficiency assessment at the end of the 5th grade in order to be placed in the correct level. There is open communication between middle and elementary school foreign language teachers to ensure accurate placement.

AEACMS offers three distinct pathways for students joining us from various different language backgrounds. **To support the unique needs of each of these pathways** AEACMS has developed the following Language Continuum:

German

- **Beginner:** New to German.
- **Advanced:** Students matriculated through our elementary program, which provides up to 50% instruction in German. Students having previous German language experience and knowledge.

German Pathway	6th	7th	8th
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Beginner and Non-Immersion	Phase 1	Phase 1/2	Phase 2/3 Pending Progress*
Coming from AEACES Immersion or fluent speakers	Phase 2	Phase 2/3	Phase 3 Pending Progress*

*Note: Students progress at different rates. Moving from one phase to the next is dependent upon fulfilling all of the IB criteria for that phase. Students may remain in the same phase for multiple years if necessary.

Spanish

- **Beginner:** New to Spanish.
- **Spanish as a Foreign Language:** Students have studied Spanish as foreign language during elementary school.
- **Immersion or Fluent Speakers:** Students for whom Spanish is their native language and/or students who have studied in a Spanish immersion program.

Spanish Pathway	6th	7th	8th
Beginner	Phase 1	Phase 1/2	Phase 2 Pending Progress*
Spanish as a Foreign Language (SFL) or Fluent Speaker with or without formal instruction	Phase 1/2	Phase 2	Phase 2/3 Pending Progress*

*Note: Students progress at different rates. Moving from one phase to the next is dependent upon fulfilling all of the IB criteria for that phase. Students may remain in the same phase for multiple years if necessary.

AEACMS offers students studying German the opportunity to take part in the official language diploma test of the German government, level A2 and B1.

The AVANT test is offered in both Spanish and German to 8th graders in the spring of 8th grade.

The AEACMS Spanish program prepares students for Spanish 3/4 or higher in high school.

Both the Spanish and German programs prepare students to earn the IB diploma in high school if students matriculate to a high school offering the IB diploma.

The Continuation of Language in High School

- Phase 1: Beginner
- Phase 2: Intermediate
- Phase 3 and 4: Advanced

Middle school language acquisition is enriched through multiple exchange opportunities throughout the year, to include exchanges to Germany, Mexico, and Spain.

Policy Review

Albert Einstein Elementary Charter's Language Policy will be reviewed by the learning community annually.