

Fullerton Union High School Language Policy

Philosophy

As language is the key to all learning, all teachers at Fullerton High are language teachers. Language learning at Fullerton High refers not only to the learning of a specific language, but it includes all activities that bring about learning. Through language, our students acquire the ability to think and to learn, to develop social skills and values, and to acquire knowledge. English is the language of delivery for all curriculum except our French and Spanish World Language classes and our social science dual immersion classes.

Second Language Acquisition

Second language acquisition encompasses the process by which a student learns elements of a new language, such as vocabulary, phonological components, grammatical structures and writing systems. Learning a second language enables the student to communicate with, appreciate, respect, and accept other cultures thus developing international mindedness in the student.

English Language Learners

Students who do not possess the necessary English skills in the areas of Listening, Speaking, Reading and Writing are placed appropriately and accordingly into support classes. Students who are at the beginning stages or at the fundamental level of English are enrolled in English Language Development (ELD) classes. These students are English Learners or Limited English Proficient (LEP). Students who have been English Learners for more than 5 years are Long Term English Learners (LTEL). All students identified as LEP and LTEL students are supported in all areas, subjects and classes by qualified staff certified in Specially Designed Academic Instruction in English (SDAIE) strategies and/or who hold a Bilingual Cross-Cultural Language and Academic Development certificate. All English Learners must take the English Language Proficient Assessment of California (ELPAC) every year. Students who reach the highest level in the ELPAC and meet the state and district criteria will reclassify as Reclassified Fluent English Proficient (RFEP) and continue to be monitored for 4 years after their reclassification date.

English Learner Family Liaison

The English Learner Family Liaison serves as a bridge between school and home for families of other languages, mainly Spanish. The position provides various services in communication, parent involvement, and English Learner Coordinator responsibilities. The goal is to maintain a continuous, consistent flow of information, resulting in student achievement and success. The liaison provides various interpretation and translation services to improve communication with Spanish-speaking families, as follows: translation standard school documents and periodic informational letters sent to parents via postal mail and emails, simultaneous interpretation with the use of headsets provided at Parent Informational Meetings, Parent Workshops, Back to School Night, and Open House. The liaison interprets/facilitates parent conferences with teachers, counselors, and administrators and IEP meetings. At the parent or teacher's request, the liaison sets up parent conferences and calls parents of students with multiple Ds and Fs or chronic absentees. In addition, she manages the EL page on the school website as another resource for parents seeking information. In addition to the aforementioned, the liaison also facilitates and encourages parent involvement in the following forms: facilitates parent involvement by planning ELAC meetings, informational workshops, and being available for parent drop-ins. ELAC is the English language advisory committee. This committee advises the

principal and school on the programs, services, and needs of English learners and provides parents the opportunity to take part in the decision-making on issues that pertain to their students. The liaison also plans and teaches Parent University classes with special guests in English and Spanish on various school-related topics throughout the year.

Language Programs at Fullerton High School

Our World Language Department offers a language continuum scope and sequence that offers beginning, intermediate, and advanced classes in French and Spanish. As part of the IB Diploma Program we offer English A HL, Spanish B SL and HL, and French B SL and HL. We also offer AP Spanish Literature, AP Spanish Language, and AP French Language in addition to our dual immersion program and our Spanish for Spanish speakers program. Choice of language level depends upon the student's preference, level of proficiency and literacy in that language and his/her overall DP program.

Language Choices in the IB Diploma Program

Group 1

English A HL

Is for a fluent English language user:

- normally this is the language of the environment to which the student has been exposed from an early age or for an extended period

Group 2

Spanish B HL and SL and French B HL and SL

High Level

Is for a language learner who:

- has three or more years of experience in the language
- will learn to communicate effectively in several situations, from everyday exchanges to literary texts
- will develop mastery of language skills

Standard Level

Is for a student who has two or more years of experience in the language.

Multilingualism

To promote multilingualism we offer the dual immersion program. This program is designed to enhance bilingual proficiency and cultural competence over two years. The program will operate as follows:

Course Integration: The program will integrate Social Science and Spanish courses. Students will study Social Science in Spanish, providing an immersive experience that promotes language acquisition alongside academic content.

Language Distribution: Instruction in Social Science will be conducted in Spanish, while Spanish language courses will focus on advanced language skills and cultural studies. This approach ensures students develop academic proficiency in Spanish while deepening their understanding of Social Science concepts.

Grade Level: The program is targeted at Freshmen and Sophomore students, preparing them for bilingual proficiency before graduation.

Cultural Competence: The curriculum will include cultural studies to enhance students' cultural awareness and sensitivity, preparing them for diverse environments in higher education and future careers.

Teacher Training: Educators involved in the program will receive specialized training in dual immersion teaching methods and strategies to effectively support language development and academic success.

The High School 2-Year Dual Immersion Program aims to produce bilingual, bi-literate, and culturally competent graduates, equipping them with valuable skills for their academic and professional futures.

Mother Tongue Support

The reasons for supporting the preservation and development of a person's first language are many, and we support the acquisition of the primary culture language. English and Spanish are by far the most prevalent home languages spoken in our school community. Fullerton High School offers a Spanish for Spanish speakers program in order to provide mother tongue support. Our Spanish for Spanish Speakers program offers the Spanish speaking students opportunities to study the Spanish language formally in an academic setting in the same way that native English speaking students study English language arts. Through their study, the language skills that the students have acquired in the past are reactivated and developed further. Students also have opportunities to learn more about their cultural heritage.

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