



CNUSD DP/MYP 0872/5195

IB Language Policy

Philosophy

The IB department at CNUSD views the development of language for our students as an imperative and ongoing process. We realize students require a variety of support structures to ensure their success. Together we are responsible for supporting language acquisition to ensure students use L1 in an academic setting. Context is taught through text in the IB program, and is related to prior knowledge. At CNUSD English is the language of instruction. There are requirements students need to meet in order to be admitted to the IB program. The assessments given determine whether the student is capable of excelling in the curriculum. Therefore all students in the program are required to take English A1 in order to develop their understanding of English and English studies.

In order to prepare for students' higher education we require students learn another language. This provides significant development in international education for the student, thus enabling students to understand the background and culture of other people. Through mastery in another language students gain sensitivity and understanding of other cultures, which allows them to gain a global perspective. This also allows students to have a multilingual experience in their community and beyond. To facilitate global understanding and cultural sensitivity IB diploma candidates are required to take four years of Language B and test in either HL or SL.

Languages on Campus

CNUSD serves a diverse student population (51.42% Latino/Hispanic, 27.74% White, 9.81% African Am., 7.16% Asian, 2.68% Filipino, 1.19% other). These percentages vary slightly by specific schools. CNUSD serves bilingual and bi-literate students with English only backgrounds. The CNUSD offers K-8 dual immersion programs. We serve bilingual students from Hispanic, Asian, Middle Eastern, African, Indian, Indonesian, Pacific Islander, and European backgrounds who have acquired both languages simultaneously from birth. We also serve students from these backgrounds whose parents do not speak English, although the student is proficient, or is gaining proficiency.

Language B

MYP students in the middle schools currently complete Spanish Phase 1 during the course of their MYP at intermediate school. MYP students enter the 9th grade at varying levels of Language B. Students taking French begin at French 1 and continue through the diploma program to French 4 where they are able to test either SL or HL as a diploma candidate their senior year. Students entering at Spanish 1 in the 9th grade pursue a similar course where they will be able to test either SL or HL as a senior. Some 9th graders are given Spanish instruction in the middle schools and frequently begin Spanish 2 as a 9th grader and then progress to Spanish 4 by their junior year enabling them to test SL that year.

Every IB diploma candidate is required to take one subject from Group 2, where we offer Language B Standard Level or Higher Level in French or Spanish.

Home Language Support

Centennial High School acknowledges the importance of home language support in recognizing and appreciating students' cultural diversity and identity. We offer Spanish for native speakers and AP Spanish Literature to sustain home language support. We also offer language tutoring support. We recognize various cultural backgrounds through our various clubs such as: Islamic Student Union, Asian Student Union, MECHA, HOLA, Puente program, French club, and Black Student Union. Families are also encouraged to develop home language support through English classes offered at Centennial to Spanish speaking parents. Teachers are required to be CLAD (Cross Cultural Language and Academic Development) certified.

Corona-Norco Unified School District Policy

English Learner Identification

The Home Language Survey (HLS) is the first step in the registration process. It is a state mandated document that is used to determine the primary language of the student. All students registering in any public school in the state of California must have a completed Home Language Survey on file.

If parents indicate on the HLS that the child speaks a language other than English, students will be assessed in English within the first 30 days of enrollment. Students whose HSL is Spanish will be assessed using the IPT-Spanish within the 90 day period. Students whose home language is not Spanish will be given a Primary Language Survey. Students are assigned to classes according to the results of the CELDT (California English language Development Test). Copies of the HLS and Preliminary CELDT results are sent to the school where they are placed in the blue English Learner folder.

Classifications

Level 1 – Beginning and very limited ability in the reading, writing, listening and speaking.

Level 2- Early Intermediate and basic fundamental knowledge in reading, writing, listening and speaking.

Level 3- Intermediate and expanding knowledge in reading, writing, listening and speaking

Level 4- Early Advanced skills and knowledge in reading, writing, listening, and speaking

Level 5- Advanced and skilled in reading, writing, listening and speaking

Reclassification Criteria and Procedures

Once students demonstrate proficiency at 4 and 5 levels they are reclassified as FEP (Fluent English Proficient) and may be enrolled in regular academic classes. When the student meets the reclassification criteria, the information is to be submitted to Curriculum and Instruction for approval. Once it has been officially approved, the site is to secure the parents signature. The newly reclassified student is then to be monitored for a period of two years to ensure that he/she continues to be successful. If the student is struggling, Centennial provides the Pyramid of Interventions as soon as possible.

Follow-up Monitoring Procedures for Reclassified Students

One year after reclassification teachers will assess student progress by completing the "Monitoring of Academic Achievement of Reclassified Student " form (#592-42). Reclassified students will continue to be monitored for one additional year for a total of two years. If the student is continuing to do well, there will be no further monitoring after year 2. If the student is falling behind in any area, the Centennial's Pyramid of Interventions will be provided. The Pyramid of Interventions will be recommended for those students who are not performing at the expected levels.

Future Considerations

We have considered expanding Language B offerings, but at this time due to budget constraints and the difficulty finding qualified language teachers we are limited to Spanish and French.

IB CNUSD Language B Policy Committee

_____	Assistant Principal for IB program
_____	IB coordinator/s
_____	Teachers

