**MVHS IB Language Policy**

**Language Profile**

Students attending MVHS fall into one of the following language categories:

* English background (both parents are fluent in English) with no proficiency in a language other than English
* English background (both parents are fluent in English) with some proficiency in a language other than English as a result of previously living in another country or studying that language for educational purposes
* Bilingual students (one or both parents are fluent in a language other than English) who acquired both English and a second language simultaneously from birth, but only demonstrate proficiency in one of the languages (either English or the second language)
* Bilingual students (one or both parents are fluent in a language other than English) who have demonstrated proficiency in both English and a second language simultaneously from birth
* English Language Learners (Limited English Proficient, Redesignated Fluent, Initially Fluent) who are proficient in a language other than English and vary in their level of English proficiency
* Foreign Exchange Students who are proficient in a language other than English and vary in their English proficiency

The majority of students at MVHS are proficient in English and it is the primary language of instruction.

**Statement of Philosophy**

All students will benefit from a shared commitment to language acquisition in all classes and across all subjects, and all teachers, faculty members, administrators, staff, parents and community members are considered teachers of language. American Standard English is the primary language of instruction.

Development and maintenance of language skills, both spoken and written, is critical to strengthening communication and is an expression of culture, and emphasis and enrichment will be encouraged in the home. We value the linguistic diversity of our school community and are dedicated to supporting first-language development, as well as the acquisition of additional language. As multilingualism increases cognitive abilities, including problem-solving, creativity and memory, as well as a learner’s ability to communicate in diverse environments, all IB Diploma students will engage in language acquisition courses to meet at least a fourth year level, while non-full DP students are encouraged to complete four years but are not required. This philosophy is demonstrated through our school-wide learning objectives.

**Current Language Situations and Practices**

The primary language of instruction in the DP is American Standard English. All teachers/staff/adults are considered language teachers.

* Teachers model proficient literacy behaviors.
* Teachers and students work together to practice and develop reading, literacy and communication skills.
* Students are expected to demonstrate reading, literacy and communication skills both independently and in group settings.

Within this structure, students work to meet grade-level standards in reading, writing, speaking, listening and media literacy. The scope and sequence of specific skills is prescribed by the California State Standards and Common Core curricula and high school, college and career-readiness expectations. Teachers/administrators and staff will continue current appropriate staff development in language learning pedagogy.

The Murrieta Valley Unified School District requires all high school students to take at least one year of a language other than English for graduation requirements. Facilitation of student learning in language B includes:

* Students are encouraged to enroll in a second language course in the 9th grade to meet the one-year high school graduation requirement.
  + Parents and students plan their language profile and development through bi-annual guidance lessons and one-on-one meetings with their counselors.
* Students who want to meet UC/CSU A-G college requirements complete a second year.
* Students who want to complete the IB Diploma Program will continue their language education for a total of four years.
  + If they do not have the required language instruction before entering the IB Diploma Program, the counselor provides students with alternative options to enroll in outside language courses prior to entering the program.

**Implementation of IB Languages for the IB Diploma Program**

1. **Primary Language Instruction**: The primary language of instruction in the Diploma Program is English (Language A). All teachers in the Diploma Program are language teachers and are responsible for fostering communication skills. The course offered is English A1: Literature HL.
2. **Language B Instruction**: We currently offer Spanish B at both the Higher and Standard Level and French B at the Standard Level. These choices are made based on the number of students who enter MVHS with prior knowledge in these languages.

**Home/Personal Language Support**

Language learning and teaching is an ongoing partnership between our schools, students and parents. Since Murrieta Valley High School has an English Language Learner population, there is a need for home/personal language instruction and/or support. For those students who are English Language Learners, there are reading classes, diagnostic tests, computer programs (READ 180), and tutoring sessions available to assist them. Parents of ELL’s are included in conferences about the students’ progress. There is also a designated coordinator who is the liaison with the school district on behalf of the ELL student. For Spanish or French languages, students can access advanced level courses. In all courses, teachers utilize SDAIE strategies to support and value the home/personal languages other than English.

The Murrieta Valley Unified School District supports families whose native language is not English, and we encourage our parents and students to speak and develop their personal languages at home. This strengthens the child’s language skills while instilling a sense of importance in his/her culture.

* A few resources are available in the library in non-English, but mostly in Spanish. An expanded subscription to EBSCO Databases, Encyclopedia Britannica and ProQuest has been purchased across the district to enhance our non-English resources.
* Our district follows federal law - Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, where public schools must ensure that EL students can participate meaningfully and equally in educational programs. Every teacher in our district is “highly qualified”, which means each is capable of and responsible for providing Integrated and Designated English language development to every English learner. California state law requires Local Education Agencies (LEA) to continue to provide additional and appropriate educational services to ELs until they have demonstrated English language skills comparable to that of the LEA’s average native English speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum while learning English.
* All secondary teachers are CLAD (Cross-cultural, Language, and Academic Development) certified as part of their credentialing process in California. In MVUSD students are identified through Initial ELPAC testing. Students will be labeled as one of the following in our school database: IFEP, EL or RFEP. If students are EL, then they may need more support in all content area classrooms with providing Integrated ELD and/or ELD support class which will provide Designated ELD.  Students are served in the general education courses, and the general education teacher is responsible for implementing necessary language instruction and accommodation to meet the students’ needs.

**Access and Inclusion Policy**

Per our IB Inclusion policy, language learners additionally can receive inclusive access arrangements in their IB courses and assessments if they meet the eligibility criteria and have supportive documentation. However, this will not apply to oral or written examinations in language and literature and language acquisition but can apply to all other subject areas. “Eligibility is based on standardized scores on a standardized language test [that measure speaking, listening, writing and reading] – conducted not earlier than one year before the intended examination that the request relates to – and the educational evidence submitted.” (*Access and inclusion policy,* 2022, p.24) The test scores of language assessments will need to be submitted to IB as supporting documentation during the request for access arrangements.

**Supporting Multilingualism**

At MVHS, high quality teachers are employed who are proficient in multiple languages for language B and meet the CLAD requirements for all California teachers. Regardless of their language background, all students have access to the same educational resources and opportunities. Peer tutoring and language clubs provide additional support and practice opportunities. Cultural representation has been increased through several school activities, such as: Day of the Dead, cultural rally, Ballet Folklorico, Hispanic Heritage community festival, culture clubs’ celebrations during office hours.

This will support multiliteracies through increased cultural awareness, enhanced communication, fostering critical thinking, and accessing diverse knowledge. This will help develop more empathetic and caring students, who are prepared to navigate a more interconnected world.

Students who started high school as an English learner and are reclassified (RFEP), are recognized with a cord to wear at graduation. Students can earn the biliteracy seal on their diploma if they pass an AP or IB exam for a language we offer. For languages we may not offer, students can earn the biliteracy seal if they pass the AAPL/ACTFL or SOBL assessments through an outside online testing company called Language Testing International.

**Community involvement**

The English Learner Advisory Committee (ELAC) – creates opportunities to increase family involvement and increase the success of the relationship between home and school. Each California public school with 21 or more English learners must form an English Learner Advisory Committee. The ELAC shall be responsible for the following tasks:

* Assist in the development of the schoolwide needs assessment and submit recommendations to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
  + Topics include placement, monitoring, reclassification, EL Data, curriculum, and program options
* Make parents aware of the importance of regular school attendance.

This fosters a wider community of languages that are respected and promoted. It involves parents in planning children’s language profile and development, and it addresses the sociocultural circumstances of the school.

Additionally, our Latino Parent Advisory Committee (LPAC) is a group who are dedicated to helping Latino families and their children succeed in school and life. The goals of this group include:

* To be the voice for Latino families with concerns regarding the school environment.
* To create a meaningful dialogue between families, schools and the district.
* To educate students and families about career and college readiness.
* To provide tools and support for students who need additional support.
* To bridge the gap of cultural awareness within our community.

MVHS offers several cultural clubs on campus that provide experiences to promote multiculturalism within the student and local community. Each semester a cultural fair and/or rally is held to celebrate the cultural diversity of the student body. This cultural exchange creates awareness of the variety of cultural customs, history and languages. The hope is to foster inclusivity and respect while partnering with other cultural clubs and community organizations in executing these cultural celebrations.

Our community is involved in several cultural celebrations throughout the year. Our Native American Heritage Month celebration features traditional music and dance, storytelling, and guest speakers who discuss the importance of Native American heritage. Our Hispanic Heritage Festival celebrates Hispanic culture by inviting community members to join in food, music and games. Our Latino Student Union and Ballet Folklorico host the Dia de los Muertos where students and staff are encouraged to bring photos or mementos of the memories of their loved ones to share in their honor.

**Review Committee**

This policy was developed by the IB Coordinator, English Learner Coordinator, and teachers from the Language A and Language B subjects. This policy is reviewed annually by the IB staff. Last reviewed on February 5, 2025.