IB Candidacy Statement *Newbury Park High School is a candidate school for the International Baccalaureate (IB) Middle Years Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education—which we believe is important for our students.*

Newbury Park High School MYP, Years 4–5

Language Policy

Introduction and Philosophy

Language is central to learning, thinking, and communicating. At NPHS, all teachers are language teachers, responsible for supporting students' language development in every subject.

We value multilingualism as a cornerstone of international-mindedness. Developing one's mother tongue strengthens cultural identity, while learning additional languages fosters intercultural understanding, intellectual flexibility, and critical thinking. Consistent with the CVUSD Multilingual Learners (MLL) Master Plan, NPHS utilizes an Assets-Based Learning model.

English is the primary language of instruction, but the diverse range of languages spoken by students enriches our learning environment. Home languages, culture, and thought are deeply intertwined, broadening perspectives and supporting holistic development.

NPHS ensures that general school communications are accessible in both English and Spanish.

Language Profile

- **Language of Instruction:** English
- **Language Acquisition (MYP Years 4–5):** Spanish, with English Language Development (ELD) available for students needing additional support
- **Languages of Communication:** English and Spanish
- **Mother Tongues:** Students speak a variety of languages at home, reflecting cultural and linguistic diversity. Support is provided for maintaining and developing these languages.

NPHS serves students from our MYP-partner school--Sequoia Middle School, other district schools, and outside schools. Our language program ensures equitable access and meaningful participation for all students, regardless of prior schooling or home language.

Mother Tongue Support

NPHS recognizes the importance of maintaining and developing students' mother tongues. Multilingual instruction and school-wide cultural celebrations promote appreciation of California's host community and regional heritage, while also honoring the diversity of students' ethnic backgrounds and home languages. Support includes:

- Clubs and activities that promote the use of home languages
- Library resources in multiple languages
- Opportunities for students to use their mother tongue in academic tasks (e.g., research, presentations, cultural analyses)
- Peer partnerships and group projects that leverage linguistic diversity
- Access and preparation for enrollment in IB DP courses

Language Courses

Language A (English):

- English is the primary language of instruction in MYP Years 4–5.
- Multilanguage learners whose mother tongue is not English receive ELD support while continuing to develop their mother tongue.

Language Acquisition (Language B):

- Spanish is offered as the primary Language B option.
    - The DP programme also offers French and Chinese (Mandarin), and students can add ASL as an additional language of study.
- Placement is determined based on assessment, previous schooling, and proficiency to ensure appropriate challenge and support.
- Language acquisition classes (ELD) use district adopted curriculum to support development of language and writing skills. Students are given opportunities to acquire language skills but also receive instruction at grade level, allowing them to be assessed with appropriate grade level and MYP subject objectives.
- Students are encouraged to take Language B classes that allow them to further develop a language in which they can meaningfully engage.

Library and Resource Support

The NPHS library supports language learning by:

- Offering multilingual resources for Language A, Language B, and mother tongue development.
- Promoting literature from diverse cultures and authors.
- Consulting students and families to ensure library resources reflect community needs.

Language Learning and Support

MYP Years 4–5 students develop communication skills in listening, speaking, reading, writing, viewing, and presenting. Teachers provide language scaffolds across all subjects, including:

- Visual aids and graphic organizers
- Pre-access to readings and task instructions
- Small-group and peer-supported learning
- Adapted tasks for students with varying language proficiency
- Checks for understanding beyond yes/no responses
- Use of mother tongue for clarification and deeper understanding where appropriate

These strategies benefit all learners, including those whose mother tongue is English, particularly in mastering subject-specific terminology.

The Role of the ELD Faculty

The ELD faculty and staff at Newbury Park High School serve as specialized instructional leaders and advocates who oversee the linguistic development and academic progress of Multilingual Learners. Their role is twofold: providing Designated ELD instruction and facilitating Integrated ELD across the curriculum. ELD teachers design and deliver targeted lessons focused on the California ELD Standards to accelerate English proficiency. Furthermore, the ELD staff and faculty monitor the progress of Reclassified (RFEP) students and serve as primary liaisons for the English Learner Advisory Committee (ELAC). Newcomer students who have been in the country three years or less have a designated bilingual social worker.

Parent and Community Engagement

As the site of the CVUSD Newcomer Academy, NPHS provides an inclusive service model that extends beyond traditional academics. This model is designed to support the unique social, emotional, and logistical needs of newly arrived students and their families.

- Bilingual Social Worker & Newcomer Counselor: This counselor serves as a primary point of contact. This role provides crisis intervention, social-emotional learning (SEL) groups, and direct counseling.
- Bilingual EL Counselor: This counselor specializes in academic planning for English Learners, ensuring they are placed in appropriate MYP Language Acquisition phases and understand graduation pathways (including AB 2121 credit reductions).
- Bilingual Paraeducators & Teachers: Instructional staff within the Academy are specifically trained in SDAIE (Specially Designed Academic Instruction in English) and provide native language support in core subjects.
- Community Liaison: Connects families with essential "basic needs" services, including housing assistance, medical/dental referrals, and food or clothing resources.

We also recognize that student success is deeply rooted in family partnership. NPHS actively includes parent and guardian stakeholders through a variety of opportunities and supports:

- English Learner Advisory Committee: Parents are invited to attend, contribute, and lead via this district committee, where they directly influence school-wide decisions and the School Plan for Student Achievement (SPSA).
- Accessible Communication: To ensure full community integration, all vital school communications, parent-teacher conferences, and teacher communications can be facilitated in both English and Spanish.
- Parent Workshops: The Newcomer Academy hosts targeted workshops for guardians on navigating the American school system, digital literacy, and college pathways.

Policy Alignment with IB Philosophy

- **Learner Profile:** Supports development of knowledgeable, communicative, and internationally-minded learners.
- **Academic Integrity:** Clear guidelines and explicit instruction help language learners understand the concept of plagiarism and cultural norms for academic settings.
- **Inclusion:** Ensures all students can participate fully, including those entering from Sequoia or other schools.
- **Assessment Policy:** Adjusted to account for students' language backgrounds and support equitable demonstration of learning.

Policy Review

Reviewed annually by MYP teachers as well as the administration and pedagogical leadership team. Community, parent, and student feedback is encouraged via the IB Coordinator.

This version aligns with Sequoia's MYP policy while keeping the NPHS context, language acquisition pathways, and IB DP expectations in mind.

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