

San Clemente High School IB Diploma Program Language Policy



The infographic features a silhouette of a person's head in profile, facing right. The interior of the head is filled with a word cloud of the 10 IB Learner Profile attributes. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' and a smaller silhouette of the same head. Below the head, the title 'IB learner profile' is written in large, bold, blue letters. Underneath the title is a paragraph stating the aim of all IB programmes. This is followed by a section titled 'As IB learners we strive to be:' which lists the 10 attributes in two columns. Each attribute has a brief description. At the bottom, a paragraph states that the profile represents 10 attributes valued by IB World Schools. The footer includes the IB logo and copyright information.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Introduction

“A language policy is derived from the school’s language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is constructed around pedagogical and learning beliefs and is therefore also a statement of action describing practices for achieving and evaluating goals”.

Language and Learning in the IB (2011)

San Clemente High School – IB Language Policy Overview

Language Policy and Philosophy

International Baccalaureate (IB) World Schools are required to have a written language policy

that outlines support for second-language acquisition and home or personal language development. This policy must meet the needs of all students and reflect the program's core principles. At San Clemente High School (SCHS), the IB Diploma Program Language Policy reflects our commitment to effective language teaching and learning. Prospective IB students and their guardians are introduced to the language policy during informational meetings held before the student's junior year. The policy is also accessible on the school's website.

Our district recognizes that all teachers are, in fact, language teachers. Academic success is built on students' ability to understand and use language, including the subject-specific terminology of each discipline. Therefore, all teachers are responsible for developing students' communication and language skills across the curriculum.

Great First Instruction (GFI)

Capistrano Unified School District and SCHS have developed and implemented *Great First Instruction* (GFI), a framework co-created by teachers, administrators, and union representatives. GFI outlines research-based strategies designed to help all students achieve disciplinary literacy at a Depth of Knowledge (DOK) level three or higher. These strategies are central to our professional development efforts.

All italicized content below is taken from the district's Great First Instruction Handbook, which is distributed to all staff.

All teachers receive training in GFI, and ongoing staff development reinforces its core practices.

Key GFI Components:

- Content and Language Objectives: Posted daily to clarify key concepts, define required language skills, and promote critical thinking through reading, writing, speaking, and listening.
- Scaffolding Techniques: Used to support student independence in learning.
- Higher-Order Thinking Skills: Encourage deeper understanding and support language development.
- Interaction and Discussion: Provide frequent opportunities for communication and collaborative learning.
- Formative Assessments: Used frequently to monitor student progress and guide instruction.

Language Offerings at SCHS

San Clemente High School offers three world languages: American Sign Language (ASL),

French, and Spanish. While ASL is not part of the IB curriculum, students pursuing the IB diploma or course certificates must enroll in either French or Spanish.

French Language Program

We offer both Standard Level (SL) and Higher Level (HL) IB French. Students interested in HL must complete our accelerated track, which involves skipping a level due to the absence of middle school French in our district. We also support heritage French speakers with appropriate placement.

- IB French SL Enrollment: 27 students
- IB French HL Enrollment: 5 students

Spanish Language Program

Given our Southern California location, the SCHS Spanish program is extensive and serves a diverse range of learners—from beginners to heritage speakers and native speakers with academic experience in Spanish. Students may begin Spanish in 8th grade or high school.

Pathways for Spanish Learners:

- Spanish 1–3: For students new to the language.
- Spanish IV: A site-developed course exploring global Spanish-speaking cultures and academic vocabulary.
- IB Spanish SL or AP Spanish Language and Culture: Available to students after completing Spanish 3 or 4.

Two-Way Immersion (TWI) Program

SCHS participates in a Two-Way Immersion program that begins in kindergarten at Las Palmas Elementary. Currently, 283 students (9.67% of our school population) are enrolled in TWI. These students typically start high school in TWI Spanish 3 or Spanish IV, based on teacher recommendations. As freshmen, they also take TWI Honors World History, taught in Spanish. The TWI program aims to foster biliteracy in students from English- and Spanish-speaking homes. TWI students may complete AP Spanish and up to two years of IB Spanish, deepening their cultural and linguistic proficiency.

Spanish for Spanish Speakers

Hispanic students make up 27.13% of the SCHS student population, with varying degrees of Spanish proficiency. Our Spanish for Spanish Speakers program allows students who speak Spanish at home—but have not formally studied the language—to strengthen both cultural identity and academic skills. We offer:

- Spanish for Spanish Speakers I and II
- Pathways into Spanish IV, AP Spanish, or IB Spanish, depending on student readiness and interest

Spanish-speaking freshmen and sophomores may also take TWI Honors World History to further develop academic Spanish and critical thinking skills.

- IB Spanish SL Enrollment: 99 students
- IB Spanish HL Enrollment: 46 students

Support for English Language Learners (ELLs)

SCHS currently serves 160 English Language Learners, comprising 5.47% of the student body. Most ELLs come from Spanish-speaking homes, but multiple home languages are represented.

We use a comprehensive support system based on district placement criteria, which considers:

- English Language Development (ELD) level
- Years in the ELL program
- GPA and current English course grade

All SCHS teachers hold CLAD credentials and are trained in SIOP/GFI strategies for supporting English learners.

ELL Program Structure:

- Advanced ELLs: Placed in general education and monitored for progress.
- Intermediate or Struggling ELLs: Enrolled in ELD classes focusing on reading and writing.
- Newcomers (in the U.S. for less than one year): Receive intensive support in language development, academics, and cultural adjustment. Spanish-speaking newcomers may take content courses taught in Spanish (e.g., Honors World History, Spanish for Spanish Speakers I/II, Spanish IV/AP).

An ELD Advisor monitors each ELL's academic progress, working closely with teachers, Academic Advisors, and the Bilingual Community Liaison. We also engage parents through ELAC and PIQE, fostering collaboration to enhance student outcomes.