



Castle Park High

IB Diploma Program

Language Policy



The student body of Castle Park is more than eighty-percent Hispanic. As such, all of our teachers are language teachers and must implement language strategies into their curriculum. This language characteristic is common among California schools and many of our teachers possess a CLAD (Cross-cultural Language and Academic Development) certificate attached to their teaching credential. The California State policy for requiring specially credentialed teachers continues and in 2006 the CLAD examination was replaced with a CTEL examination (California Teacher of English Learners). This emphasis at the state level underscores the need for all teachers to implement language development and communication strategies in the classroom.

The language of instruction at Castle Park is English. To determine the language background of incoming students and their ability to perform in English-only classrooms, all registrants complete a Home Language Survey. If any language other than English is listed within this survey, the student will be given the CELDT (California English Language Development Test). Their English proficiency classification is categorized based on the CELDT scale of 1-5. Students who score 1-4 on the CELDT are placed in English Language Development (ELD) classes as follows:

CELDT Scores

1 = Beginning	Scheduled for ELD 1/2
2 = Early Intermediate	Scheduled for ELD 3/4
3 = Intermediate	Scheduled for ELD 5/6
4 = Early Advanced	Scheduled for ELD 7/8
5 = Advanced	Mainstreamed into English-only courses

As students progress through the ELD courses they are designated as English Learners (EL). Upon completion of the ELD coursework and achievement of English proficiency, students are retested and designated as Reclassified Fluent English Proficient (RFEP). The language assessment data is available to the faculty through our information system, Infinite Campus. Parents are briefed by our Testing Coordinator throughout this process and receive all data concerning the testing and placement of their students. Updates are issued annually and when the language classification of their student changes during the academic year. Students identified as proficient in English are mainstreamed into English-only courses and, depending on their proficiency in their native language of Spanish, may enter World Language courses in Spanish. Students who possess a native mastery in Spanish may also choose Spanish-for-Spanish-Speakers courses to continue their language development and increased proficiency in their native language.



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The inclusion and equity of access to our Diploma Program is a requirement of California Law called the Open Enrollment Act. This legislation requires that all programs be open and available to all students. As a result, the Diploma Program at Castle Park does not have an application process that requires academic standards or prerequisite courses. Students are given equal access regardless of their academic background. The Diploma Coordinator meets with each student who shows interest in our Program. During the interview, students are given IBO guidelines, sample class schedules, and the philosophy of IB is thoroughly discussed. The goal of this connection is to prepare students for the academic rigor, character development, and international theme of IBO. By introducing candidates to the expectations and mission statement of IB, students understand that the Diploma Program is more than a series of college level courses; it is a Program meant to enrich their educational experience in preparation for university admittance.

Due to the open enrollment requirement of California public schools, planning must accommodate a range of learning needs and styles, as well as varying levels of competencies found in the candidates. The heterogeneous nature of the student population requires our Diploma staff to recognize that we are all language teachers needing to develop the communication skills of our candidates. Through this lens, we must discuss, plan, and implement teaching and learning strategies appropriate to the objectives of our content areas and the entire Diploma Program.

The Language Policy at Castle Park High connects strongly with the variety of student backgrounds in our classrooms; CPH is a global-school possessing a trans-border Spanish-speaking student population. In addition to this lingual character, first-generation college attendees represent more than ninety-percent of the student population at Castle Park High. As such, our IB staff supports a student population whose home language connects to their culture; the validation of culture through language exemplifies the instructional practices of the IB teachers at Castle Park. The development and maintenance of the students' home language occurs through the curriculum of the all IB courses offered at CPH. Validation of the Spanish-speaking students occurs in their IB Spanish class while the English-speaking students draw support from their IB English class; thus, both populations have the opportunity to further develop their home language.

Castle Park offers English A: Language and Literature (HL) and Spanish B (HL).

English A: Language and Literature (HL) – Lang and Lit course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and nonliterary text-types. Students will develop skills of literary and textual analysis, and also the ability to present their ideas effectively. The course also encourages students to question the meaning generated by language and texts.



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Spanish B (HL) – The IB Spanish course is designed for students with prior knowledge in Spanish. This class is focused on the acquisition of the Spanish language and the development of the four learning abilities: listening, oral, reading comprehension, and writing. These abilities must be developed through study and the use of a variety of materials, these materials go from simple oral conversations to textbooks, and must be related to the cultures related to the Spanish language. The type of material chosen must allow students to learn Spanish and must not only be for the study of certain subjects or contents.

Inclusion and equity of access to the IB Diploma Program by all learners at Castle Park occurs through the individual meetings held by the Diploma Coordinator with each potential candidate. These meetings occur in the second semester of their sophomore year to discuss the details of program participation. Each member of this candidate pool receives a copy of the [Parent/Student Guide](#). Parent involvement in this process occurs as potential candidates and their parent(s) are encouraged to ask questions about program participation and the academic development provided by the Program at Castle Park High. Once candidates enroll in the IB Program, consistent communication with the parent(s) occurs through the message portion of our grading interface ([Jupiter](#)), Google classrooms, and email.

All policies of the Diploma Program are provided to the IB staff, posted on the IB portion of the Castle Park website, and reviewed annually during IB PLC meetings.