

International Baccalaureate Diploma Programme
Language Policy
Granada High School

Mission Statement

Granada High School develops caring, knowledgeable, and active lifelong learners ready to contribute and thrive in an interconnected and changing world.

Language Profile

The Granada High School student body represents the diversity of the Livermore community. Our student body make-up is approximately 57% White, 25% Hispanic or Latino, 9% Asian, 2% African American, and the remaining 7% is made up of various other ethnic groups. Within those demographics, 5% of Granada students are classified as English Language Learners. Second to English, Spanish is the most common mother tongue language spoken by our students, representing the mother tongue language for approximately 83% of our English Language Learners. Granada students and families speak many other languages, including Mandarin, Cantonese, Korean, Farsi, Persian, Tagalog, French, Urdu, and Hindi, among others.

Philosophy

Granada High School recognizes that language is the primary vehicle for learning. The ability to communicate will be instrumental to our students' success in whatever endeavors they pursue. Their ability to effectively communicate with people from wide ranging backgrounds will impact their capacity as leaders and contributors in our global society. Language development includes all aspects of communication. It encompasses written and verbal communication skills, in addition to use of symbols, music, and artwork that is understood in its cultural and temporal context. Granada High School staff strive to promote an educational experience that values and respects diversity of expression while promoting the highest level of academic language development for our students.

Language of Instruction

The primary language of instruction at Granada High School is English. All subjects are instructed in English except World Languages, including Group 2 IB courses.

Language Offerings

Granada High School offers language acquisition courses for all students. Students can choose to take American Sign Language, French, Spanish or a combination of these. All languages are available as a full program of up to four years of instruction. A student completing four years of the same language while maintaining a 3.0 GPA will be eligible for a California Seal of Biliteracy at graduation.

Within Group 1 of the IB Diploma Programme, Granada High School offers Language A: Literature and Language and Literature, both in English. Within Group 2, we offer Spanish SL and Spanish HL. Our language acquisition offering aligns with our feeder school offerings. Mendenhall Middle School and Joe Mitchell K-8 offer Spanish language courses. Junction Avenue K-8 offers Spanish language courses in addition to having a full dual immersion English-Spanish program. Students participating in the IB Diploma Programme will be prepared by taking Spanish 1A/B, Spanish 2A/B and Spanish 3A/B courses prior to entering the Spanish SL course. Those students taking Spanish HL will also be expected to successfully complete Spanish 4A/B.

Language Support

Classroom Practices

Granada High School recognizes that language is central to learning, and since language is the primary mode of communication, all participants in the IB Diploma Programme, including parents, students and teachers, play a role developing language.

All teachers are language teachers. An important responsibility of the classroom teacher is to facilitate communication within their discipline. This will involve providing students with the language tools to communicate effectively in discipline-specific tasks, providing students with opportunities to develop language skills through verbal and written tasks, and providing feedback to students.

Granada High School teachers use a variety of strategies to support language learning for their students including: modeling, collaborative learning with purposeful pairing, checking for understanding, graphic organizers, visual aids, and teaching reading strategies for fiction and nonfiction texts, among others.

Services for all students

Granada has developed a schoolwide system of intervention that provides timely support for students. This program, Academic Support and Enrichment (A.S.E.) is offered weekly for 25 minutes. In preparation for this system of intervention, Granada teachers have worked since 2012 – 13 with the Common Core Standards, prioritizing and identifying standards for which they will assess students. Teachers to assess student progress in mastering standards and then analyze the results of those assessments, so that students can receive intervention. Students who need support are required to attend support/intervention sessions, while others can attend tutorial, open lab, reading, or enrichment sessions.

In 2014-15 Granada began offering an after school volunteer tutoring program available to all students in need of support on an on-going or drop in basis. Peer tutors work as volunteers to tutor many subjects, with a special emphasis on the sciences and mathematics based upon requests from students seeking tutors.

Our library is also known as our “Media Center” and contains books and textbooks for student check-out, in addition to computers, access to online databases, and study areas for student use. The books available are appropriate for teenage students. The library is available for students to use every day and teachers may reserve the space for use with their classes.

English Language Learner Program

Granada High School provides language instruction to English Learners in compliance with the Livermore Valley Joint Unified School District Board Policy 6174(a) and all of our teachers possess Cross-Cultural Language and Academic Development (CLAD) certification. California English Language Development Test (CELDT) results measure student progress in learning English, and guide placement in English and History courses. Granada High School offers English Language Development (ELD) courses to students with CELDT levels 3 and lower, and clusters other English Learner (EL) students in core courses. EL students are clustered in World History and US History courses, and Biology and California Environment courses, to receive additional scaffolding and support as they learn academic English while mastering content standards. Teachers of those courses have participated in and will continue to participate in additional professional development to support the needs of English Learners. Teachers use research-based SDAIE strategies in their work with English Learners.

Special Education Services

Granada High School utilizes a co-teaching program, pairing English, math and social science teachers with Special Education teachers to provide direct, timely, ongoing support for mild-moderate students with IEPs. The master schedule has been created to cluster students with their case manager and core teacher in their primary area of need. The teachers share a common preparation period to allow for planning, data analysis, differentiation, and appropriate interventions. This co-teaching model allows for implementation of Response to Intervention (RTI) at the high school level. Current research in Special Education instruction supports collaborative teaching that takes place in the general education academic classroom.

Mother Tongue Language Support

Granada High School values the diversity of languages spoken by our students and their families. We support the mother tongue of students through a variety of avenues. In terms of course offerings, we provide two levels of Spanish for Native Speakers. This course sequence prepares

students whose mother tongue is Spanish to take advanced classes in Spanish language and literature by addressing the unique learning needs that they have which may differ from non-native Spanish speakers.

The students' mother tongue development is supported through bilingual instructional materials for both students and parents, when available. In some subject areas, the textbooks are available in languages other than English. We support parents and students through the translation and interpretation of school-wide communication. English Learner Advisory Committee (ELAC) meetings are held every month throughout the school year with teachers who are bilingual. In these meetings we involve parents in different activities throughout the school. In addition, we educate and help integrate them in the United States school system to be active participants in their children's educational process.

Community / Family Communication

Granada High School uses a variety of methods to communicate with families and the community. Information is shared with families by phone calls, emails and via our school website. While most information is communicated in English, our student information system allows us to identify which student's families self-report a first language other than English and translated versions of documents are sent home whenever possible. Other than English, Spanish is the most common language for family communications. When meeting with families or calling home, district provided interpreters or bilingual staff members on site assist to ensure that information is provided in the appropriate language. The AT&T language line is an interpretation service that is also utilized within our school district.

Language Policy Review and Evaluation:

The language policy will be reviewed and evaluated each year through the authorization phase of candidacy and the first two years of the school's status as an international school. Thereafter, the policy will be reviewed and evaluated every two years by the language policy review team, which will consist of the IB coordinator, a school site administrator, three IB faculty members and three volunteer faculty members who represent the wider school site. School-wide review and evaluation will occur during WASC visitation years and IB evaluation years.

Policy Development and Implementation

This policy was developed by teachers, administrators, parents and students through several collaborative sessions. The IB documents "Guidelines for developing a school language policy" and "Learning in a language other than mother tongue in IB programmes" were used in developing this policy. Policy documents will be available to all stakeholders, including students, parents, community members and staff, through our school website. Printed copies of the policy will be made available when desired.