



Andrew P. Hill High School Language Policy

This document provides an overview of Andrew Hill High School's language policy including provisions for second-language teaching and heritage language support in relation to the principles of International Baccalaureate and the three programs at Andrew P. Hill: Middle Years Program (MYP), Diploma Program (DP) and the Career Program (CP). It also provides an overview of the school's philosophy for language teaching and learning, current available course options in MYP and DP groups 1 and 2, the AHHS English Learner Program, and support for student learning in their primary language.

As a high school in one of the largest cities in Northern California, our families speak over 40 different languages at home. Over 80% of our students speak a language other than English. AHHS values that language diversity and prides itself on the variety of ways we support language learning and acquisition in our community.

Philosophy

At AHHS, it is understood that:

- Language is a primary means of communicating and learning in all subject areas
- The acquisition of language is a life-long process and a central component of intellectual and personal growth
- Proficiency in one language is transferable to other languages, and language proficiency aids students in acquiring competencies in other curricular areas
- Language is an expression of culture and valued as an integral aspect of a student's identity
- Development of a student's primary, or heritage, language is critical for maintaining one's cultural identity and a human right
- Language learning promotes internationalism and multicultural awareness
- All teachers are language teachers
- Language learning must be fostered in all aspects of the school community
- Teachers must strive to recognize and serve the language needs of all students
- Effective written and oral communication is necessary to succeed in the 21st century workforce
- Equity of access to IB courses is a fundamental right for all students

Aims

The language program at AHHS aims to:

- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop student mastery of oral and written communication
- Enable students to develop and use language skills in a variety of contexts and purposes
- Promote the appreciation, understanding and analysis of literature
- Encourage students to explore language as a means to understand differing perspectives of people from other cultures
- Develop student awareness of the role of language in other areas of the curriculum and its connection/relation to other ways of knowing
- Provide an opportunity for enjoyment, creativity, and intellectual development through the knowledge of language, literature, and non-text based media

Andrew P. Hill International Baccalaureate: Heritage Language Offerings

The primary language of academic instruction at Andrew Hill High School is English. The school primarily serves a population traditionally underrepresented in university admissions, with our two largest language sub-groups being Spanish and Vietnamese. To ensure the greatest number of AH students have access to IB courses and programs, the school offers heritage speaker course sequences in Spanish and Vietnamese, culminating in DP language A: language and literature courses in those languages.

To meet the needs and interests of our student population, Andrew Hill High School offers three language A: language and literature courses:

- IB English Language A: Language and Literature HL/SL
- IB Vietnamese Language A: Language and Literature HL/ SL
- IB Spanish Language A: Language and Literature HL/SL

The English Language and Literature course has replaced the school's English 3 and 4 course offerings so that all Andrew Hill students are enrolled in at least one IB language A: language and literature course by the senior year. The HL curriculum is taught in all of the language and literature courses, and interested certificate students can opt to take either the HL or SL exam. All diploma candidates in the DP are required to take IB English Language A: Language and Literature HL as part of their six required diploma courses. All career program students are required to take IB English Language A: Language and Literature, but can elect to sit for either the HL or SL exam.

The heritage speaker IB language and literature courses have been developed to meet the unique needs of our Spanish and Vietnamese speakers and to encourage broader participation in IB classes from these language speakers and English Learners. Andrew Hill serves the second largest Vietnamese-speaking community in the United States, and is one of two schools in our district to offer a four-year

language program for Vietnamese speakers. In year one and two of the course sequence and as part of the MYP program, students take Vietnamese for Vietnamese speakers level 1 and 2. In the third and fourth year, students take the IB Vietnamese Language A: Language and literature HL/SL course. Members of the local Vietnamese community, site and district administration, the Vietnamese teacher, the Vietnamese counselor, the IB coordinator, and a parent representative developed the curriculum for this course, with guidance from the International School of Hanoi IB World School. Additionally, a private community Vietnamese school offers Vietnamese language classes on Saturdays for K-8 students in our local community. While this program is not directly affiliated with the school, it does provide language development support to AHHS families and volunteer opportunities for our students.

The Spanish Heritage course sequence starts at the MYP level with Spanish for Heritage Speakers level 1, followed by Spanish AP language at level 2. Students progress on to year one of the Spanish language and literature HL course in 11th grade, culminating in year two of the course in the senior year.

More advanced students in Vietnamese or Spanish can start the course further up the strand with recommendations from the teacher, consultation with the academic counselor and with the appropriate IB program coordinator if needed. Since these courses satisfy the E: “Languages other than English” requirement for University of California A-G admissions and represent a fluency well above four or more years as defined by the UC system, students are free to test at either HL or SL.

Andrew Hill also offers the Puente program, a literature and writing program developed and offered through the University of California, with an aim to increase college admissions and attendance by Latino students. This program traditionally serves ninth and tenth grade students as part of the school’s Middle Years Programme (MYP). Students in the Puente program are encouraged to continue into the DP or CP starting in the 11th grade.

The three language A course offerings provide students the opportunity to earn the IB DP bilingual diploma and the bilingual seal from the state of California. These distinctions demonstrate a student’s academic fluency and university-readiness in these languages.

Andrew Hill also offers support for students academically fluent in a language other than English, Vietnamese or Spanish with the opportunity to continue studying their heritage language privately and testing in Language A School Supported Self-Taught SL. This option is presented at all recruitment events for parents and students considering joining the DP. To support the needs of these students, the school will:

- Assign the student a staff member trained in Language A: literature as an advisor
- Make every attempt to assign a staff or community member who speaks the language A studied.
- Utilize district, local university and community resources to support languages not supported by the school

- Ensure the IB Coordinator monitors the student's progress and facilitates communication between the school, the student, the parent and any outside language support, if necessary

Andrew Hill serves a diverse community, and given the location of the school, recognizes there will always be a need to provide mother-tongue support to language-speakers outside of our two primary sub-group populations. The school has established relationships with the language departments at San Jose State University, West Valley College, De Anza College, and Evergreen Valley College to ensure interested candidates have access to appropriate academic support.

Andrew P. Hill International Baccalaureate Language Acquisition Offerings

Andrew Hill offers language acquisition courses in two languages: Spanish and French in a four-year sequence. Language instruction begins in the ninth grade year, though some students will elect to begin a modern language course in the 10th or 11th grade year. Since Andrew Hill is in a high school district with students mostly coming from eight different feeder districts within our district's attendance boundaries, exposure to language acquisition courses prior to arrival at AHHS varies greatly. To that end, all students opting to take a language B course start at level 1 unless a higher course is recommended by the teacher in consultation with the student's counselor.

While our level 1 and 2 courses participate in the common unit planning for MYP, the Spanish and French acquisition courses follow the aims, framework and assessment requirements for IB language ab initio.

Spanish and French 4 are offered as language B HL/SL courses; students have the option to register for language B HL only if they have taken four years of instruction in the course. Ab Initio language exams are offered only for students in either the DP or CP who did not take language acquisition courses in 9th and 10th grades. Ab initio and language B assessment practices are modeled in MYP courses and used as common assessments for core units where applicable. For more information on IB assessments, please refer to *The AH IB Assessment Policy*.

IB Career and Diploma Program Language Development Requirements

All IB diploma candidates are required to take a group 1 Studies in language and literature and group 2 Language acquisition course as part of their six required diploma courses. Heritage speakers can opt to take two group 1 courses in lieu of a language acquisition course. Students taking two group 1 language A courses qualify for the IB bilingual diploma.

Career program students must take two IB diploma-level courses, one of which is English language and literature. The other required course depends upon the student's specific career pathway (health and human services, legal studies, or multimedia) and the student's personal interests. All CP students must maintain and submit a language portfolio as part of the program, demonstrating a minimum of 50 hours of activities spent in developing proficiency in a second language. Students can opt to meet this requirement by taking a language B or ab initio Spanish or French course over the two years of the program. Students opting to test in the group 2 course as part of their CP course testing requirements

must demonstrate fifty hours of engagement in developing the second language that goes beyond the content covered in the group 2 class. The CP language portfolio is due to the CP coordinator in early April and presented to the community during the Andrew Hill IB Showcase event at the end of April in the senior year.

All students who take a minimum of two years of language A courses, or four years of language acquisition courses culminating in the Spanish or French language B course, qualify for the California State Seal of Biliteracy on their academic transcripts.

English Learner Program

ESUHSD and AHHS have a comprehensive, state-mandated support program for English Learners. This program meets all state and federal regulations for English Language Learners. These policies and regulations are described in detail in the ESUHSD EL Master Plan and may be found on the ESUHSD website.

All AHHS teaching staff receives training and has access to professional development opportunities related to differentiating curriculum in support of English Language Learners. This training is either held on-site, through our district office, or through the Santa Clara County Office of Education. All AHHS teachers are Cross-Cultural Language and Academic Development (CLAD) certified or have received equivalent certification as a condition of employment.

English learners with special needs receive inclusion and access support through an established IEP, 504 or health services plan. More information regarding these services can be found in the *AH Access and inclusion policy*.

Communication with Non-English Speaking Parents and Guardians

AHHS recognizes the value of effective and timely communication with parents and works to foster such communication. Our school and district have a wide variety of community liaisons and support services for parents, including:

- On-site and web-based translation support in Vietnamese, Spanish, Chinese and Tagalog
- Academic counselors fluent in Vietnamese and Spanish
- Para-education support for ELL students in Vietnamese and Spanish
- Parent organizations for Vietnamese-speakers and Spanish-speakers
- District parent organizations that support Vietnamese, Asian-Pacific Islander, Spanish, Indian and African language needs

Parents whose primary language is not supported by district or school resources have access to further language support through the ample resources provided in the greater San Jose community.

Primary Language Support

AHHS recognizes the importance of developing a student's heritage language in promoting personal identity, cultural heritage, intellectual growth and academic success. The school offers language A courses for Vietnamese and Spanish speakers, and encourages students to attempt two language A courses to qualify for the IB bilingual diploma when appropriate.

The school is also exploring offering English B courses to students in the English Learner language acquisition classes starting at the EL 3 level. This course will be offered to encourage broader participation in the full diploma program by English learners traditionally under-represented in the school's IB offerings. The school aims to launch this initiative in the 2024-25 school year.

ESUHSD Vision for English Learners

The ESUHSD vision for the English Learners program incorporates the following outcomes:

- Ensure that each English Learner (EL) is provided with an appropriate instructional program to accelerate her/his English language development while maximizing, supporting and, whenever possible, developing the student's home language;
- Efficiently and accurately identify the language support needs of students who bring a language other than English to our schools;
- Incorporate sufficient English Language Development (ELD) and Sheltered courses into master schedules to meet the language and academic needs of EL students;
- Effectively communicate with parents to ensure collaborative program placement and increase parent participation and involvement;
- Ensure proper program placement within the first thirty days of school;
- Provide quality, trained staff, fully prepared to meet the language acquisition, academic growth, and cross-cultural needs of EL students;
- Adequately support and provide resources to teaching, administrative, and support staff assigned to serve EL students and their families;
- Annually monitor the academic progress of EL students
- Demonstrate annual progress toward English proficiency;
- Set and meet annual reclassification goals;
- Encourage and support educational opportunities for students to become bilingual/bi-literate.

District Advisory Committee/District English Learners Advisory Committee (DAC/DELAC)

The District Advisory Committee/District English Learners Advisory Committee (DAC/DELAC) is a group of parents, staff, students and community members elected by School Site Committees, to provide on-going advice to the Superintendent and Board of Trustees as they:

1. Coordinate community resources in a concerted effort to address the academic needs of all students.
2. Evaluate the consolidated application programs and review information relative to the objectives of the programs to parents and the school community.
3. Oversee all state and federal programs to ensure that the needs of the specific targeted student population are met (GATE, Special Education, ELL, Economically Disadvantaged, and at-risk students).

The DAC/DELAC provides a communication forum to share interests, experiences, knowledge and concerns with each other as well as a forum to receive current information regarding programs, new initiatives, and other current issues of importance to the education of students. It is intended that the information discussed and reports provided are then shared back at each site at the respective School Site Council meetings. One of the key activities of the DAC/DELAC is its annual Parent Empowerment Conference which is a major one-day Saturday training activity which brings together approximately 1,000 parents and other community members together at one of the local high schools.

Language Policy Review

This document was initially generated in 2015 by the DP coordinator with input from IB DP teachers. The document was revised in 2018 for submission with the school's MYP authorization application, again in 2020 as part of the evaluation cycle, and in 2023 as part of the application process for the CP. Revisions from 2018 on included participation from all IB coordinators, the pedagogical leadership team, and department chairs.

The AHHS IB Language Policy is reviewed by the staff, AHHS administration, department chairs and the pedagogical leadership team every five years as part of the school's evaluation cycle. It is the responsibility of the three IB program coordinators (MYP, DP and CP) to ensure the policies are reviewed and revised periodically, and adhered to by IB faculty. Hard copies of the policy are available from all of the school's IB coordinators. The policy will be published on the school's website in the fall of 2023.

The ESUHSD Master Plan for English Learners, annually revised and approved by the ESUHSD board of trustees, is outlined in detail on the district's website: esuhsd.org Additional information regarding the district's Title III action plan, budget, and overall LEA plan are also available.