



Bannon Creek School Language Policy 2023-2024

Natomas Unified School District's Vision Statement

NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.

Bannon Creek School's Mission Statement

Bannon Creek School, in partnership with the community, is committed to nurturing our scholars to be caring, inquiring, and knowledgeable lifelong learners who have college and career options. They acknowledge and respect the global diversity and core beliefs of others while building a culture of resiliency.

Statement of Belief

In alignment with our mission statement at Bannon Creek School, we believe language and literacy development are intertwined. In order for our scholars to be successful and lifelong learners they need to develop their language and literacy skills so that they are able to express themselves and communicate their understanding. Scholars build their foundational language by reading, writing, listening, and speaking. Scholars at Bannon Creek are able to practice their language and literacy skills while participating in think-pair-share, class discussions, presentations, and visible thinking routines. Scholars communicate through different languages, including the languages of mathematics, science, and the arts.

We believe in a balanced literacy approach that includes read alouds, guided reading, shared reading, independent reading, and word study. Literacy and language development is connected throughout our units of inquiry by teacher generated questions, scholar responses and wonderings, teachers providing scholars with the opportunity to interact and collaborate, debate, and role play while promoting a love of literature.

Family/Guardian Support for Language

Bannon Creek School encourages all families to participate in their scholar's education. Families are encouraged to support language development at home through homework, working with the classroom teacher, and reading nightly with their scholar. Beyond this parents will be asked to support inquiry guided research and encourage oral communication. Parents also can be part of our English Learner Advisory Committee (ELAC) that advocates for our English learner. ELAC is a meeting place that parents can use as a platform to express their concerns and ideas to both the school and the district, with the possibility of bringing about change. Meetings take place on the second Friday of each month.

Identification of Language Needs

When scholars enroll in a California public school for the first time, the parent/guardian must complete a Home Language Survey indicating the language most often spoken in the home, as well as additional languages spoken.

If a language other than English is spoken in the home, the scholar is a Pending English Learner. If no language other than English is spoken in the home, the scholar is English Only (EO). EOs are placed in mainstream classes.

NUSD will administer the initial ELPAC, in order to determine the scholar's English Language proficiency. If the results of the initial ELPAC indicate the scholar is an Initially Fluent English Proficient (IFEP), they will not be designated as an English Learner or receive EL services and will be placed in mainstream classes. If the results of the initial ELPAC (Novice or Intermediate) indicate the scholar has

limited English proficiency, the scholar is an English Learner and will receive EL services through designated and/or integrated ELD.

Each spring, NUSD will administer the Summative ELPAC to all ELs in order to determine their English Language proficiency. Scholars who do not meet state requirements for reclassification will continue to receive EL services through integrated and designated ELD. Scholars who meet state requirements for reclassification will be considered for Redesignation as Fluent English Proficient (RFEP).

Support for Language Learners

NUSD currently serves over 11,000 scholars Pre-K through age 22. Approximately 12% of Natomas' scholars are English Learners, with 1,400 scholars speaking 55 different languages. The largest language of ELs spoken is Spanish at just over 50%. Additionally, the most common languages spoken by EL families are:

- Punjabi 10%
- Urdu 5%
- Hindi 3.5%
- Tagalog 2.5%
- Arabic 2%
- Vietnamese 2%
- Mandarin and Cantonese 1.5%

English Learners in NUSD receive English Language Instruction through SEI (Structured English Immersion) second language acquisition program. The English Learner Master Plan will provide a strong foundation for truly acknowledging that our diversity is a strength, every scholar can and will succeed, and that staff must be committed, collaborative, caring and exemplary. This foundation will be built by providing a district expectation of high-quality instruction and services for our English learners based on achievement. We also celebrate and recognize achievement through opportunities such as the State Seal of Biliteracy.

Scholars at Bannon Creek School receive Integrated ELD throughout the day with the instructional focus on content with language support as well as Designated ELD via a protected portion of the school day with the focus on language. Currently, we have one World Language Teacher and a number of staff members who speak additional languages. Bannon Creek School encourages families to continue mother tongue development at home, and support is given to these scholars whose mother tongue is a language other than English. Bannon Creek School has made it a priority to incorporate reading material in our school library that reflects the mother tongue and cultural heritage of our scholars.

Language in the Classroom

English is the language of instruction at BCS. Our faculty teams will use the California Common Core State Standards for English Language Arts to plan and facilitate instruction that supports literacy development through reading, writing and oral language instruction. These literacy skills will be embedded daily in the learning and teaching practices of our campus community and clearly identified and outlined within our units of inquiry. A few language development tools that are used within the classroom are Google Translate, Language Link, Parent Square, sentence frames, graphic organizers, thinking maps, visual support and modeling, leveled readers, SIPPS, flipgrid, digital language platforms, and district adopted curriculum.

Language and the Program of Inquiry

Language is woven throughout the Program of Inquiry. Scholars acquire knowledge by asking questions, conducting extended research, using visible thinking routines that promote higher order thinking and making connections. Oral, visual, and written language are present within the inquiry planners. Selections of literature for read alouds, guided reading, and research are chosen to promote and support the concepts in the inquiry planners.

Additional Language

At BCS, Spanish is designated as our World Language for the PYP. At least 30 minutes of Spanish language acquisition will be provided for scholars from kindergarten through sixth grade. Our World Language teacher for the PYP will use the IB PYP Language Scope and Sequence document to organize and plan instructional opportunities that support language acquisition through Oral Language, Visual Language and Written Language in Spanish. Our PYP world language teacher will work in collaboration with the PYP Coordinator and grade level teams to ensure that language acquisition is aligned throughout our program of inquiry. There will be intentionality to incorporate the experiences and cultural values of our native Spanish speakers into the learning and teaching of our world language at BCS.

Language Resources

At BCS, our goal has always been to provide additional language opportunities and resources to our scholars. Over the past few years we have increased our literacy library substantially with leveled readers, a vending book machine, and an array of fiction and nonfiction books in our library. We have been able to add a collection of books in a variety of languages and cultures to our school library. Teachers have been given classroom libraries that contain social emotional learning resource books as well as grade level science reference books.

In addition to the above resources we have online literacy resources for our scholars who need additional support. At BCS we pride ourselves in providing our teachers with the resources they need to assess and assist their scholars in their language development. We have also provided our teachers with SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) a research-based foundational skills reading program to help struggling readers.

Policy Review:

This policy will be shared on our school website for the learning community and will be reviewed and revised annually with all stakeholders in May. We have committed to aligning our policies at BCS to the philosophy of the IB Primary Years Programme and will work collaboratively with our school community to develop a foundation of support for our scholars as they learn and grow.

- At the beginning of every academic year we will review the policy with our entire faculty.
- The leadership team will review and edit the policy accordingly to ensure responsibilities are clearly outlined to support the growth and development of our school community.
- The head of school, the site coordinator, and leadership team will be responsible for ensuring that the language policy is a living document that informs the practices on our campus.

Professional Development and Teacher Certification

- All staff are required to obtain their English Learner Authorization from the California Commission on Teaching Credentialing
- Natomas Unified School District ELD Professional Development
- Sacramento County Office of Education

IB Publications used to inform this policy:

Information included in this document was inspired from the IB guides and supporting resources.

[Guidelines for developing a school language policy](#)

[Programme standards and practices](#)

[Student Language Portraits](#)