



Wallace R. Davis Elementary School Language Policy

Mission Statement

At Davis Elementary, we are committed to fostering the social, emotional, and academic growth of every student through a rigorous, inquiry-based curriculum that engages and empowers our students as globally-minded learners. The curriculum includes a commitment to develop foundational academic skills in reading, writing and mathematics, as well as developing higher order thinking skills through transdisciplinary units of study. As a community-centered school, we nurture the whole child, supporting each child's development in a safe, inclusive, and respectful environment in which all students flourish.

Language Philosophy

We recognize that all teachers are teachers of language which is fundamental to learning. We believe that from an early age, language is intrinsic to learning and central to academic achievement. Our school community brings rich linguistic and cultural assets that contribute to a vibrant culture of language learning. We are committed to honoring and supporting students' home language, diversity and multilingualism. Because a majority of our students are Spanish-speaking, we intentionally value and support the Spanish language as an essential part of students' identity and learning. We view multilingualism as a strength that enriches our community, and we strive to provide authentic opportunities for students to use, develop, and celebrate their languages.

Language of Instruction

English is the language of instruction at Davis Elementary School. The majority of our student population are English learners and speak another language other than English at home. The predominant home language of our students is Spanish. All teachers are certified to teach English Language learners in accordance with the State of California. Many teachers are trained in Learning How English Works and Guided Language Acquisition Design. We believe reading, writing, listening and speaking skills are essential to the language development of each student. We are in alignment with the SAUSD District Priorities of 1) Reading by Third Grade, 2) Reclassification by Fifth Grade and 3) College and Career Readiness. To ensure that every student learns effectively, we utilize a variety of teaching strategies to accommodate all learning styles. Language and literacy routines and strategies for English language development are integrated throughout the Programme of Inquiry (POI) including:

- Transdisciplinary integration throughout the content areas and through a variety of modalities.
- Foundational Reading Skills and Routines
- Designated and Integrated ELD

- Language and Literacy Routines
- Thinking Maps and Graphic Organizers
- Differentiated Instruction
- Visual Supports
- Digital Resources

English Learners

All parents complete a home language survey upon enrollment to determine if a language other than English is spoken at home. If a student's primary language is not English, they are assessed and classified as an English learner (EL). EL students are instructed in Designated English Language Development for 30 minutes daily within the regular classroom setting in which skills and strategies are differentiated to develop students' competence in English. Integrated English Language Development, specialized and differentiated instruction within core academic subjects, is implemented throughout the day allowing the content to be accessible to all EL students.

Spanish as an Additional Language

Davis Elementary believes that speaking more than one language is a tremendous benefit for students. Being multilingual enables students to recognize similarities, differences and connections within all cultures. In addition, it promotes empathy and global awareness. Therefore, all students in 2nd through 6th grade receive 30 minutes of weekly Spanish instruction from a qualified Spanish teacher within the school day. We seek to create a pathway to the International Baccalaureate Middle Years Programme (MYP) and Diploma Programme (DP) at Saddleback High School where students may continue their Spanish language instruction through 12th grade and earn the Seal of Biliteracy as well as their IB Diploma.

Language Assessment

All students are assessed on their development of the English language. These assessments can be formative and summative assessments conducted while teaching the transdisciplinary units of instruction. Students are assessed on their mastery of grammar skills, vocabulary and comprehension. Students designated as English Language Learners are assessed using the Part 1 - Interacting in Meaningful Ways and Part 2 - Learning about How English Works of the California ELD standards. Additionally, EL students' growth is annually assessed using the English Language Proficiency Assessment for California (ELPAC). Students' progress in English language development is communicated to families in the following ways:

- Access to scores through the Parent Portal
- Mid-Trimester Progress Reports
- Trimester Report Cards
- Parent and Teacher Conferences
- Student Success Team (for select students)

Resources for Language Support

Davis Elementary School offers the following support systems to help students in their language development.

- CA ELA/ELD Framework
- Benchmark Advance TK-5 Language Arts Program
- StudySync 6th Grade Language Arts Program
- SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- Heggerty Phonemic Awareness
- Depth and Complexity (Gifted and Talented Education)
- SAUSD Language and Literacy Routines
- Bilingual Instructional Assistants
- Newcomer Supports
- Lexia English

Communication and Review of Policy

The Wallace R. Davis Elementary School Language Policy is posted on the school website. The policy will be reviewed and revised as necessary by the staff annually. At the beginning of each school year, the policy will be reviewed and communicated with the school community.

References

International Baccalaureate Organization, "Assessment." *From Principles to Practice*: Geneva Switzerland. 2018.

International Baccalaureate Organization, "Symbolic Exploration and Expression in the Early Years." *From The Early Years in the PYP*: Geneva Switzerland. 2021.

Carl Hankey TK-8 Academy Language Policy

Running Springs Elementary School Language Policy