



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



Política de Lenguaje

Escuela Primaria Wallace R. Davis

Declaración de la Misión

En la Escuela Primaria Davis, estamos comprometidos a fomentar el desarrollo social, emocional y académico de cada estudiante a través de un currículo riguroso basado en la indagación que involucra y empodera a nuestros estudiantes como aprendices con mentalidad global. El currículo incluye el compromiso de desarrollar habilidades académicas fundamentales en lectura, escritura y matemáticas, así como habilidades de pensamiento de orden superior mediante unidades de estudio transdisciplinarias. Como una escuela centrada en la comunidad, nutrimos al niño en su totalidad, apoyando el desarrollo de cada estudiante en un entorno seguro, inclusivo y respetuoso en el que todos prosperan.

Filosofía del Lenguaje

Reconocemos que todos los maestros son maestros del lenguaje, el cual es fundamental para el aprendizaje. Creemos que desde una edad temprana, el lenguaje es intrínseco al aprendizaje y central para el logro académico. Nuestra comunidad escolar aporta una rica diversidad lingüística y cultural que contribuye a una cultura vibrante de aprendizaje de idiomas. Estamos comprometidos a honrar y apoyar el idioma del hogar, la diversidad y el multilingüismo de nuestros estudiantes. Debido a que la mayoría de nuestros estudiantes hablan español, valoramos intencionalmente este idioma como una parte esencial de su identidad y aprendizaje. Consideramos el multilingüismo como una fortaleza que enriquece nuestra comunidad y buscamos brindar oportunidades auténticas para que los estudiantes usen, desarrollen y celebren sus idiomas.

Idioma de Instrucción

El inglés es el idioma de instrucción en la Escuela Primaria Davis. La mayoría de nuestros estudiantes son aprendices de inglés y hablan otro idioma en casa, predominantemente el español. Todos los maestros están certificados para enseñar a estudiantes aprendices de inglés de acuerdo con el estado de California. Muchos maestros están capacitados en *Learning How English Works* y *Guided Language Acquisition Design (GLAD)*.

Creemos que las habilidades de leer, escribir, escuchar y hablar son esenciales para el desarrollo del lenguaje de cada estudiante. Estamos alineados con las prioridades del distrito SAUSD:

- Leer al nivel de grado para tercer grado
- Reclasificación para quinto grado
- Preparación universitaria y profesional

Para asegurar que cada estudiante aprenda eficazmente, utilizamos diversas estrategias como:

- Integración transdisciplinaria en todas las áreas
- Habilidades fundamentales de lectura
- ELD designado e integrado
- Rutinas de lenguaje y alfabetización
- Organizadores gráficos y mapas de pensamiento
- Instrucción diferenciada
- Apoyos visuales
- Recursos digitales

Aprendices de Inglés

Todos los padres completan una encuesta del idioma del hogar al inscribirse. Si el idioma principal no es inglés, el estudiante es evaluado y clasificado como aprendiz de inglés (EL).

Los estudiantes EL reciben:

- 30 minutos diarios de ELD designado
- Instrucción ELD integrada durante el día
- Apoyo diferenciado para acceder al contenido académico

Español como Idioma Adicional

Creemos que ser multilingüe es un gran beneficio. Permite reconocer similitudes y diferencias culturales y fomenta la empatía y la conciencia global.

Todos los estudiantes de 2.º a 6.º grado reciben:

- 30 minutos semanales de instrucción en español

Nuestro objetivo es prepararlos para continuar en programas IB en la preparatoria Saddleback, donde pueden:

- Obtener el Sello de Biliteracidad
- Obtener el Diploma IB

Evaluación del Lenguaje

Todos los estudiantes son evaluados en su desarrollo del inglés mediante evaluaciones formativas y sumativas.

Los estudiantes EL son evaluados en:

- Interacción significativa
- Comprensión del funcionamiento del inglés

- Examen ELPAC anual

El progreso se comunica mediante:

- Portal de padres
- Reportes de progreso
- Boletas
- Conferencias
- Equipo de éxito estudiantil

Recursos de Apoyo Lingüístico

- Marco CA ELA/ELD
- Benchmark Advance (TK-5)
- StudySync (6.º)
- SIPPS
- Heggerty
- Depth and Complexity
- Rutinas SAUSD
- Asistentes bilingües
- Apoyo a recién llegados
- Lexia English

Comunicación y Revisión

La política se publica en el sitio web y se revisa anualmente.

Referencia

International Baccalaureate Organization, "Evaluación." *De los principios a la práctica: Ginebra, Suiza*. 2018.

International Baccalaureate Organization, "Exploración simbólica y expresión en los primeros años." *Los primeros años en el PYP: Ginebra, Suiza*. 2021.

Carl Hankey TK-8 Academy. *Política de lenguaje*.

Escuela Primaria Running Springs. *Política de lenguaje*.