



Summit Charter Academy Lombardi

Primary Years Programme

Language Policy

2022-2023



Summit Charter Academy Lombardi (SCA) is committed to providing a rigorous learning environment that empowers students in and aside from school. This setting is built from relevant scaffolds, supports, extensions and assessment to ensure every child successfully learns about and through language. As global learners, it is essential that our students develop their own perspectives so they can better communicate, discuss, and compare their ideas as they consider the larger world around them.

Communication of Policy

In accordance with the Culture 4, Standard & Practice 0301-04, it is the responsibility of all SCA Lombardi teachers to ensure that a language policy is implemented and outlines best practices for supporting language acquisition. Minimally, the Head of School, PYP Coordinator, teachers and IB Leadership Team will annually review the policy to ensure alignment and appropriate revisions. The Governing Board, School Site Council and English Language Advisory Committee will be invited to contribute and the revisions will be shared each year during Back to School Night as well as on our school website.

Language Principles & Practices

- **Primary Language Instruction (English)**

- All students in grades ETK-5th at Summit Charter Academy Lombardi receive primary instruction in English from their classroom teacher. Language Instruction is guided by the CA ELA Common Core Standards and IB practices of Learning and Teaching. Instructional approaches focus on developing the communication skills of reading, writing, listening, speaking, viewing, and presenting.

Students are introduced to the English language in a variety of ways. Reading instruction, utilizing the adopted curriculum and supplemental materials, occurs on a daily basis. In addition to adopted text materials, students are encouraged to read for pleasure and interest. This receptive process supports an interactive experience that fosters meaning making. Literature is accessible both digitally and physically in classrooms and the library. Reading is also taught through explicit and systematic vocabulary, phonemic awareness, and phonics instruction alongside rich, engaging texts that reflect a range of genres and perspectives that support the central ideas of each unit of inquiry.

Writing helps students to develop, organize, and communicate their ideas during the inquiry process. Students organize themselves by utilizing journals (science, math, social studies, etc.) across subjects which allows them to record in a fashion that enhances understanding, connection and reflection. These cross-curricular connections are teacher enhanced via opportunities to respond to thought-provoking questions, connect personal experiences to texts and reflect and show knowledge of essential ideas and concepts. Vocabulary is fostered through essential language routines that include drawing attention to synonyms and antonyms, everyday and academic terminology.

Classroom discussions and partner/group collaboration provide listening and speaking opportunities.

As a part of the IB experience, students frequently view, create and present materials to communicate their ideas. Interpreting visual language enhances analytical skills and helps students learn to filter and extract meaning from visual media. Students are trained by their classroom teacher in responsible and ethical conduct using digital sources. A variety of programs are available for students to regularly communicate and present their knowledge and the 1:1 (one to world) opportunity ensures that each student has access to a variety of resources to express their ideas and creativity.

- **Primary Language of Instruction (Resources)**

- **District Adopted Materials:**

- **Core Curriculum**

- ETK/TK: World of Wonders from McGraw-Hill
- K-5: Wonders from McGraw-Hill
- K-5: Amplify Science:
- K-5: Impact Social Studies

- **Supplemental Curriculum**

- Lexia Core5
- Heggerty Phonemic Awareness (ETK-2)
- Alphabet Academy (ETK-K)
- Academic Vocabulary Toolkit for English Only students (3rd-6th)
- Nancy Fetzer Vocabulary Routines for English Only students (ETK-2)
- K-5: Amplify Science:
- K-5: Impact Social Studies

- **Curriculum Guides**

- BSD grade-level curriculum and pacing guides are provided to support the creation of the PYP units of inquiry. These [documents](#) contain information relating to state standards and adopted curriculum materials.

Additional Language Acquisition (Spanish)

- It is our belief that all students will gain the communication skills, both in oral and written language, to confidently and successfully interact in academic and social contexts. All students in grades K-5 at Summit Charter Academy Lombardi receive weekly Spanish instruction from a certificated Spanish teacher. The study of Spanish provides students an opportunity to develop cultural and linguistic awareness. The teacher researches, studies and plans real world connections and investigations relevant to their current unit of inquiry and students are motivated to discover knowledge by questioning and listening to others. They work collaboratively in groups that work towards attaining a speaking and listening objective while warranting dialogue. Receptive and expressive language is further enhanced through teaching that includes singing, and movement, rich literature, vocabulary, cultural and textbook study; all of which help accelerate the understanding and appreciation of the language.

Home/Personal Language Support

- It is the belief of SCA Lombardi that students need to learn how to exist within the context of the global community and that language helps in developing this. The staff recognizes the importance of supporting students in preserving their traditions and is working to create a more diverse environment that celebrates cultural and language connections with the broader community.

Supporting practices include:

- translated family communications
- Launch and end of unit informational letters
- interpreter available for parent conferences
- English Learner and Migrant services and support
- Multicultural and multilingual books in school library
- Schoolwide event: International Fall Festival
- Note: It is our desire to incorporate more celebrations linked to the diverse cultures within our community to promote International mindedness.

We encourage families and their children to use and develop their home/personal language. We believe that English language acquisition is accelerated when the home/personal language is promoted and developed.

Assessment and Systems of Support

- **Primary Language (English)**
 - By using a range of tools and strategies, teachers are able to determine students' knowledge, skills, understanding and attitudes towards language. A variety of formative assessments are used throughout the year to monitor student language progress and inform instruction. This includes student interviews, interest surveys and anecdotal notes on reading behavior. Additionally, SCA Lombardi utilizes a district wide, skill-based assessment to monitor progress in phonemic awareness, phonics, and writing. This assessment data is available through the program [Intervention Compass](#). Additionally, Interim Assessment Blocks (IABs), short computer-based versions of the California Assessment of Student Performance and Progress and STAR assessments, from Renaissance Place, are utilized to provide comprehensive reading assessment data that is used to inform teaching and learning. For more information regarding assessments, please refer to our [assessment](#) policy.
- **Equity & Inclusion - Tiered System of Support**
 - **Intervention:** Burton School District provides each school site with a Teacher on Special Assignment (TOSA) dedicated to supporting structured literacy instruction. Tier 2 structured literacy instruction provides explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter–sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure.
 - **Special Education:** Tier 3 support targets individualized student needs as well as grade-level appropriate content connected to units of inquiry. Specialized instruction aligns with student IEP goals while incorporating grade-level materials. Please see our [inclusion](#) policy for more information.
- **Additional Language Acquisition**

- As required by federal and state guidelines, all enrolled students must complete a Home Language Survey indicating the language most often spoken in the home, as well as additional languages spoken. For any student who is not from a home in which English is the listed primary language, testing must occur to determine level of ability in English. Intervention Compass and ELlevation are platforms that provide district and site leaders, as well as teachers, with student data from the ELPAC and IELPAC. These platforms help to ensure that targeted instruction, based on data, will be provided to our emerging bilinguals. The purpose of the ELPAC and IELPAC is to ensure proper placement of ESL students and to monitor ongoing progress toward language proficiency. While language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual. Therefore, language teachers assess all language skills (reading, writing, listening and speaking), regularly differentiating through scaffolding or extension as required. Formative and summative assessments in the classroom provide information on language growth and influence instructional approaches. Evidence of progress may include speaking, reading and/or writing effectively in the English language.

Equity & Inclusion - Supports for Students Acquiring Primary Language of Instruction

- Designated ELD: All teachers are provided with protected time during the regular school day to utilize the CA ELD Standards as the focal standards. Designated English Language Development (D-ELD) instruction is implemented in ways that build into and from content instruction in order to develop the critical language ELs need for content learning in English.
 - Designated ELD ensures daily language instruction that targets specific language needs, based on English Language Proficiency levels using district-adopted ELD curriculum (Wonders, English 3D and Reach for Emerging Bilinguals).
 - English Language acquisition for emerging bilinguals develops along a continuum with each individual student progressing
- Integrated ELD: All teachers with ELs in their classrooms use the CA ELD standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards. ELD extends across content areas with an emphasis on language objectives, essential language routines, and vocabulary routines that emphasize discussion and in-depth understanding of language.

Library Support

The library provides opportunities and space for students to learn about themselves and their relationship to the world around them. Connections are made between IB units of inquiry through teacher collaboration and books and resources are purchased to aid learning engagements. Resources include multilingual/cultural books, the "Thinker-Tinker Lab," maker-space, and exploratory stations, all which energize the learner profiles and approaches to learning via a global stance. Additionally, the inquiry based approaches exhibited in the library foster listening, speaking and media literacy skills.

Professional Development

As a dependent charter school within Burton School District (BSD), SCA Lombardi teachers receive professional development through the district and its partnerships. Evidence-based practices guide the training and support providers. In the area of English Language Arts, BSD partners with Nancy Fetzter to provide training on structured literacy routines alongside academic language development and student engagement techniques.

In the area of English Language Development BSD partners with Blanca Tolpezninkas to ensure teachers have the tools and resources they need to support emerging bilinguals in their acquisition of the English language.

In addition to district-provided professional development, SCA Lombardi teachers meet weekly in grade-level teams. This time is utilized for collaborative planning as well as professional development led by the PYP coordinator and other school or district administrators. Weekly reflections are recorded and references on the current Unit of Inquiry planner.

Contributors:

Teachers: Smotherman, Wall, Davin, Withrow, Patino, Emerson

IB Coordinator: Watson

BSD Director: Kehoe

Reviewed: May & December 2022, February 2023

Approved: December, 2022 (Watson)

Next Review Date: March, 2023