



## Dolores Huerta International Academy

### Philosophy:

At Dolores Huerta International Academy, we believe all teachers are teachers of language and strive to develop a multi-linguistic community in which all languages are celebrated. To provide opportunities for success, we structure teaching/learning situations in which oral, written and visual communication are woven throughout our IB Units of Inquiry as well as stand-alone subject areas in both English and Spanish. "Language permeates the world in which we live: it is socially structured and dependent on the number and nature of our social interactions and relationships." (Making it Happen, 2009) We have made a commitment to our students, families, and community to provide a learning environment that promotes risk-taking by students and supports language diversity. We believe that language is critical to student academic success as well as social-emotional health and cultural identity. Dolores Huerta International Academy is committed to developing lifelong language learners who can effectively communicate in a global society in both English and Spanish equally.

### Identification:

When a student enters Dolores Huerta International Academy, each parent is required to complete a Home Language Survey. All students that are listed as speaking a language other than English, will be screened for ELD (English Language Development) services. As required by the state of California, students are identified, assessed, placed, and reclassified according to state guidelines. Students are tested annually thereafter to assess progress (ELPAC). All decisions require language assessment and parental input. We recognize that parental involvement in the process is fundamental to student academic success. This information is utilized to inform teachers and staff to strengthen our learning community and integrate language in instruction.

Our Dual Immersion Language Model also has us identify students as English Only and Spanish Speaking Students (EL-Spanish). An ideal classroom would consist of 50% English Only students and 50% Spanish Speaking students. Students are initially identified by the Home Language Survey.

### Scope and Sequence:

The scope and sequence of our language program is determined by the State of California and the Fontana Unified School District's Master Plan of Services, Accountability Measures (which are used to plan and drive instruction), Procedures for English Language Learners, and Multilingual Program and Services Master Plan. We have collaborated with teachers, administration, and experts in the field to create a policy that meets both IBO, state/national standards and Dual Language Immersion best practices. Parents are informed and expected to acknowledge receipt of rules and expectations at the beginning of the year.

### Instructional Practices:

#### Dual Language Immersion Model

Grade	Spanish	English
Kindergarten	90%	10%
First Grade	90%	10%
Second Grade	80%	20%
Third Grade	70%	30%
Fourth Grade	60%	40%
Fifth Grade	50%	50%
Sixth Grade	50%	50%

We strive to implement the Common Core State Standards into each Inquiry Unit as well as stand-alone topics (listening, speaking, reading, writing and visual media skills). IB Approaches to Learning are taught throughout the day to promote language learning.

As part of the Learner Profile, students are given opportunities to become better communicators in both English and Spanish.

Our staff utilizes best teaching practices of a balanced literacy program which includes:

- \* Activating prior learning
- \* Scaffolding
- \* Inquiry and inquiry-based discussions
- \* Differentiation
- \* Direct instruction
- \* Multiple intelligences
- \* Flexible groupings
- \* GLAD strategies
- \* Technology
- \* Project-Based learning
- \* Total Physical Response Activities
- \* Songs

Students who are not meeting standards are offered support through intervention programs during the school day which includes Response to Intervention support, Intervention Specialist Teacher, Resource Specialist Support, and speech and language assistance from the Speech/Language Pathologist in both Spanish and English.

In the library, the students will listen to books being read aloud by the Librarian followed by discussions during the class weekly visit to the school library in Spanish and English.

The Student Study Team assists the classroom teacher in the identification and support of students who are not meeting the standards due to language concerns.

Individual Education Plans (IEP) are used to set and monitor goals for Special Education Students with varying language and educational needs.

Language skills are assessed through District Benchmarks (MAP). This information is used to plan and drive instruction. Language skills are embedded within all inquiry projects and are scored through teacher developed rubrics. Portfolios reflect a wide range of language activities, including student self-assessments which form an important part of language development.

**Primary Language Support:**

The school supports the development and continues use of all languages. Students are encouraged to continue reading, writing and speaking in all of the languages to which they have been exposed to in order to become inter-culturally aware. We recognize that many of our students have the potential of becoming multilingual. We realize that we need to be sensitive to students who are learning English and that it may be difficult to learn Spanish as a second language.

Students who qualify through the district ELD assessments will receive individual support and instruction in the classroom. Students are monitored for Spanish language proficiency through RTI and receive support based on fluency, MAP and classroom assessments, and STAR reading level. ((K-2: Spanish, attending intervention sessions) (3-6: SLD?), Istation (K-6) Students with the different primary language are often partnered together in order to provide opportunities to communicate and support one another using their home language.

All staff at our school site is bilingual (Spanish-English). The district provides support with interpreters who provide written and oral translation services as needed.

**Roles and Responsibilities:**

The language policy is a document in progress that involves the parents and staff. An open-door policy is in place for ongoing input. Input, recommendations, and revisions will continue to be supported by the following school and community groups:

- Dolores Huerta International Academy staff
- Our Parent Teacher Organization
- School Site Council
- ELAC (Parents of English Language Learners)
- Student Council Leadership

Through continued staff development, (school, district, seminars, IB training and articulation), teachers work to align language instruction with IB program standards. The staff will review, discuss and revise early in the school year to ensure the policy becomes a working document.

**Resources:**

Our resources include a research hub (library/media center). Reading books are available in both languages. Leveled readers are utilized in K-3 classrooms. Research is incorporated in our computer lab with a technology teacher as well as the classroom teacher. All students have 1 to 1 device.

Supplemental materials that enhance language learning and coordinate with the PYP planners are available in grade level classrooms, library, and online.

Clarify/Aclarar	I had a question about how we can incorporate research in our library, computer lab, or the classroom. Research hub?
Value/Valorar	I value that reading books are available in both languages *
Concerns/Inquietudes	I am worried that our library does not have sufficient resources (realia, computers, books aligned to IB units, library assistant, music, multimedia equipment, cameras, IB experiences-speakers, fieldtrips, review Lewis Library Resources). ?Research hub?
Suggestions/Sugerencias	

**Assessment:**

All aspects of language will be assessed based on a range of assessment strategies and tools based on our assessment policy. The Language policy will be reviewed and assessed annually by the staff to reflect any changes made to the school's language profile.

Reviewed by IB Pedagogical Team 10/13/21

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