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GLOBAL LANGUAGE ACADEMIES OF DOWNEY
CARPENTER

Language Policy

Mission Statement

At Carpenter Elementary, we cultivate a love of learning; we ignite curiosity through inquiry-based experiences while thriving in a compassionate, active, and multilinguistic environment. We foster a school community where our internationally-minded youth develop an appreciation of differences and respect for the dignity of all people.

Statement of Philosophy

We believe language is deeply connected to our identity, culture, values, and beliefs. As a PYP IB World School, we celebrate and value all languages, recognizing them as essential transdisciplinary tools for inquiry that broaden our perspectives, deepen our understanding of others, and strengthen our connection to the world. Language sparks curiosity and fosters the learner profile attributes of perseverance, open-mindedness, critical thinking, and collaboration.

As educators, we play an essential role in nurturing holistic language development—ensuring students are learning language, learning about language, and learning through language. We honor the agency of our learners by embracing translanguaging, inviting students to use their full linguistic repertoire to construct meaning.

We are committed to:

- Honoring the preservation and continued growth of each student’s home language
- Continually reflecting on and refining our pedagogical practices through ongoing development to provide meaningful, engaging, and authentic language-learning experiences.
- Ensure equitable access to rigorous, relevant, and culturally responsive instruction that empowers students and families to develop sociocultural competence, embrace diverse perspectives, and become internationally minded citizens.

Language Profile

The linguistic diversity at Carpenter Elementary is a resource, with students representing a variety of languages at home such as Spanish, Tagalog, Korean and others. Our students fall into various categories:

- Students whose primary language is a non-standard form of English.
- Student proficient in both English and their mother tongue.
- English learners who have yet to meet reclassification standards.

Language Instruction

Carpenter Elementary is a schoolwide two-way dual language program following a 90/10 model from TK- 5th grade. We provide a rigorous, culturally responsive curriculum aligned with IB PYP requirements and Common Core State Standards (CCSS).

Language Development

At Carpenter Elementary, we strive to develop students' language proficiency and biliteracy in both English and Spanish. Through intentional language instruction, rich academic conversations, interactive read-alouds, vocabulary development, and opportunities for reading and writing in both languages, we support students in becoming confident communicators. We encourage students to make connections between languages, build on their linguistic strengths, and use language to express their ideas, deepen their understanding, and engage meaningfully with others across all content areas.

English Language Development (ELD) Program

Our ELD program is designed to help students achieve grade-level proficiency in English. Students identified as English learners receive additional support including tutoring and targeted instruction. Multilingual learners (MLs) take the state-mandated English Language Proficiency Assessments for California (ELPAC) annually to determine progress and continued need for services.

Practices

- GLAD Strategies
- Kagan Strategies
- Differentiated Instruction
- Purposeful Use of Technology
- Culturally Responsive Approaches
- Translanguaging
- Multi-Tiered Systems of Support

Classroom Supports

- Total Physical Response (TPR)
- Song and Chants
- Sentence Frames
- Implicit and explicit teaching of communication skills
- Visual Aides
- Realia
- Instructional Supports
- Heterogenous and homogenous grouping to support language model among peers (listening, speaking, writing & speaking)
- Vocabulary development through language bridging

Assessment of Language Learning

Teachers use a variety of assessments to measure student progress in language learning. These include:

- IPT
- Diagnostic Assessments: Iready
- Running Records Reading assessments
- Language Progress monitoring
- Self-Assessment & Reflection
- Formative Assessments

Role of the Family

Families are encouraged to be involved in the process through different resources, educational nights, and committees that include:

- Family workshop
- School Events
- Providing families with resources to enhance classroom instruction
- Newsletters for family communication
    - Whole School Newsletter
    - Biweekly instructional snapshot
    - IB Newsletter Whole school Newsletter
- Volunteer Opportunities
- Communication Platforms
    - Parent Square
    - Email
    - Parent Connect
- Multilingual messaging
- Progress Report monitoring
- Report Card monitoring

Exemptions from PYP Requirements

While Carpenter Elementary School strives to include all students in the PYP, exemptions may apply when district, state, or national mandates conflict with PYP requirements. Examples include:

- Determinations made by an IEP or 504 team based on specific student needs
- Decisions about exemptions will involve meetings with students and families, when appropriate, to ensure transparency and respect for individual circumstances.