

Our Vision for English Language Learners

SCUSD Vision for Educating English Learners

Sacramento City Unified School District values the cultural and linguistic assets of all students and will draw on them to design and offer engaging high quality instruction that in partnership with families and community will graduate English learners college and career ready empowered to lead as global citizens.

Sacramento City's ELL Theory of Action – *WORKING DRAFT*

If we...	(Objective 1) Improve and expand the implementation of standards-based curriculum
by...	<ul style="list-style-type: none"> • Adopting the Sacramento City's Vision for English Learners (ELs) and implementing the policies and practices outlined in the CA ELA/ELD Framework for educating ELs. • Securing and creating instructional materials in English and in the target languages of our dual immersion programs that are aligned to grade level standards and provide illustrative examples of standards based content and ELD instruction • Supporting teachers and principals of ELs with sustained, high-quality professional learning, including a focus on instructional models that support unique EL population such as Newcomers and LTELs • Increasing time for collaborative planning to integrate ELD and content
and if we...	(Objective 2) Expand and improve intervention and academic support for all students in order to close the achievement gap
by...	<ul style="list-style-type: none"> • Increasing understanding and use of data to plan for ELs with diverse experiences and varying levels of English language proficiency • Building capacity to provide standards-based integrated ELD across content areas and designated ELD based on students' specific language needs • Expanding the use of intentional scaffolding to enhance academic discourse and performance • Providing flexible academic intervention for ELs that uses assessment to target need and delivers short-term support that gets students "back on track" to learning grade level content standards • Ensuring that ELs with IEPs receive instructional support to meet their language needs
and if we...	(Objective 3) Expand the continuum of learning opportunities
by...	<ul style="list-style-type: none"> • Creating, implementing and monitoring coherent instructional program models and supports for ELs aligned to their aspirations and needs

	<ul style="list-style-type: none"> Leveraging and increasing extended learning opportunities to provide additional supports for ELs based on the needs of the school community
and if we...	(Objective 4) Hire, support, and retain high quality teachers and leaders, reflective of the diversity of our community, and improve teacher and leader practice
by...	<ul style="list-style-type: none"> Developing a cadre of ELD teacher mentors to support implementation of integrated and designated ELD Ensuring that site-based Instructional Leadership Teams include an ELD teacher mentor Creating incentives to hire staff who are bilingual in languages represented in the school Including ELD as an integral part of professional learning for new teachers and instructional staff who are new to the district
and if we...	(Objective 5) Support all students to navigate the path to college and career
by...	<ul style="list-style-type: none"> Developing and implementing policy and supports that address EL enrollment in GATE, Advanced Placement, Linked Learning and college preparatory courses Providing high school credit for past schooling experiences and language skills Developing a parent education component in support of college and career readiness
And if we...	(Objective 6) Provide students and staff with culturally relevant social, emotional, and health support to ensure positive school climates
by	<ul style="list-style-type: none"> Promoting culturally responsive schools and teaching practices Creating school and classroom cultures and curriculum with an asset-orientation and growth mindset Ensuring that schools are welcoming to students, parents and all members of the community Determining parents' preferred languages and means of communication, and increasing translated information and access to interpreters
Then...	<ul style="list-style-type: none"> We will have ELs who have a sense of belonging, validation, and agency We will have all ELs engaged in rigorous learning at grade level and beyond. We will graduate ELs who are prepared for college and careers.