

SSD Roadmap for English Learners

California schools affirm, welcome and respond to a diverse range of English learner strengths, needs and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

-California English Learner Roadmap

Our shared commitment is that every Sunnyvale School District English Learner fully and meaningfully accesses and participates in a 21st-century education from early childhood through grade eight that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages (adapted from the CA EL Roadmap).

Students who are English Learners receive engaging, rigorous, and targeted language instruction connected to content areas as they develop and refine their skills through purposeful, engaging, and authentic speaking, listening, reading, and writing. Instruction includes opportunities for student choice, collaboration, and interaction with relevant and diverse texts as students use language skills to explore their world. We create culturally sustaining classrooms that celebrate student diversity, culture, and assets.

Sunnyvale English Learners will:

- Be recognized for their cultural and linguistic assets
- Develop their English language proficiency and be reclassified as English Proficient
- Communicate effectively for a variety of purposes and audiences
- Think and respond critically and creatively

In a classroom:

Students are...	Teachers are...	Instructional Leaders are...
<ul style="list-style-type: none"> ○ Engaging in rigorous activities with time to explore, struggle, and make sense of ideas ○ Building their understanding of how language works, both English and Home Languages ○ Constructing meaning through reading, writing, listening, and speaking ○ Making intentional language choices when speaking and writing ○ Regularly participating in productive discourse to build and communicate understanding ○ Proud of their cultural heritage and background 	<ul style="list-style-type: none"> ○ Building relationships with students and families ○ Facilitating language development across all subjects ○ Modeling literacy strategies, fluent reading, and writing throughout the day ○ Emphasizing the important of mistakes in learning and modeling perseverance ○ Adjusting instruction by responding to student needs ○ Seeking out culturally responsive texts across genres to increase engagement and expression ○ Encouraging metacognition and independence ○ Establishing relationships with students and building upon their experiences, strengths, and interests ○ Regularly engaging with the California State Standards for English Learners and in all content areas to strengthen their practice ○ Creating supportive and culturally sustaining classroom communities 	<ul style="list-style-type: none"> ○ Building connections within the wider community to support student learning and family engagement ○ Supporting teachers and staff with time and resources to collaborate, deepen practice, and align instruction ○ Advocating for resources and opportunities to deepen teacher practice ○ Responding to challenges that interfere with learning ○ Encouraging and facilitating ongoing conversations to analyze data to positively impact instruction ○ Providing families with opportunities to extend learning at home ○ Consistently communicating with families about literacy activities and resources ○ School community cultural assets are recognized and celebrated

<p>Designated ELD</p> <p>A protected time during the regular school day, in which teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English. — ELA/ELD Framework, p. 106</p>	<p>Integrated ELD</p> <p>Integrated ELD, in which all teachers with ELs in their classrooms use the CA ELD standards in tandem with the focal CA CCSS for EL literacy and other content standards. — ELA/ELD Framework, p. 106</p>
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Key Instructional Practices in the Sunnyvale School District

- Clear language outcomes and objectives
- Explicit language learning strategies
- Oral language production and discourse by students
- Oral to written application by students
- Language frames, visuals, graphic organizers
- Modeling processes and strategies to understand and produce language
- Making thinking visible
- Integrated and ongoing formative assessments to check student understanding and drive lesson design
- Connecting to and building on literacy
- Connected to and from content learning
- Use of targeted mini-lessons and small group instruction
- 40/60% teacher to student talk ratio
- Capitalizing on cultural wealth with sustaining and celebratory practices