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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
 Vanessa Sifuentes, High School Network Superintendent
 Nicole Knight, Executive Director of English Language Learner & Multilingual Achievement
 Julie Kessler, Director of Newcomer Programs

Board Meeting Date May 27, 2025

Subject Newcomer Instructional Framework

Action Review and Discussion of the Newcomer Instructional Framework

Background Newcomer students are a large and growing population in OUSD, representing about 10% of the overall population and 28% of our English Language Learners. Over the past ten years, OUSD has opened over a dozen formal newcomer programs in middle and high school to respond to the unique needs of our newly arrived immigrant youth and families. Due to the fast growth in programming, we have seen wide variation of experience for students and quality in programming and instruction.

The High School Linked Learning Office, the English Language Learner and Multilingual Achievement Office, and the Secondary Academics team have worked over the course of the 2024-25 school year to better understand the assets and challenges across newcomer programs and to identify areas for improvement. The result is the Newcomer Instructional Framework. This framework offers a set of expectations and best practices that should be implemented across all middle and high schools to provide the equitable and excellent education our newcomers deserve.

Discussion

Staff will present the Newcomer Instructional Framework for discussion and review to ensure parity of quality in services for newcomer students. The framework will be one important component of the newly revised ELL Master Plan, which will be presented to the Board for adoption on May 27, 2025.

Fiscal Impact

Requires continued investment in central and site staff. Additionally, staff recommends the hiring of two Teachers on Special Assignment to support school sites in the implementation of the framework should funds become available.

Attachments

- Newcomer Instructional Framework
- Newcomer Demographic Snapshot
- Presentation

Oakland Unified School District

Newcomer Instructional Framework

For Secondary Newcomer Programs



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Part One: Context

Why Newcomer Program Design Matters

OUSD has dramatically changed in composition, demographics, and density over the past decade. OUSD saw a greater number of newcomers enter our system in the 2023-24 school year than in any other time in our records. In the 2024-25 school year, those numbers fell by almost half. Having a system that is nimble enough to adapt to widely varying numbers of incoming newcomer students is critical to maintaining program quality. Far too many secondary newcomers leave our schools prematurely. Often, they do so to work, support their families, or pursue paths that feel more connected to their immediate needs and realities. Our charge in meeting our promises to our students and families is providing all of our secondary newcomer students with access to a newcomer program that is rigorous, language-rich, and, in our high schools, connected to the Linked Learning pathway experience.

This Newcomer Instructional Framework directly supports OUSD’s LCAP goals by promoting equity, academic achievement, and student engagement for one of our most vulnerable populations. By ensuring that newcomer students have access to rigorous, language-rich instruction, comprehensive support services, and inclusive learning environments, the framework advances key priorities around closing opportunity gaps and increasing graduation rates. It also aligns with our goals for family and community engagement by embedding culturally responsive practices and expanding access to mental health, legal, and wraparound services. Through intentional design and implementation, this framework helps ensure that all students—regardless of when or how they enter our schools—are positioned to thrive.

A Spectrum of Models

OUSD boasts a spectrum of models for newcomer programming that allow options for students and families looking for differing program types. There is great value in having different levels of integration in different programs, but ALL of our newcomer programs must consider how they are removing scaffolds over time within their program.

More Mainstreamed

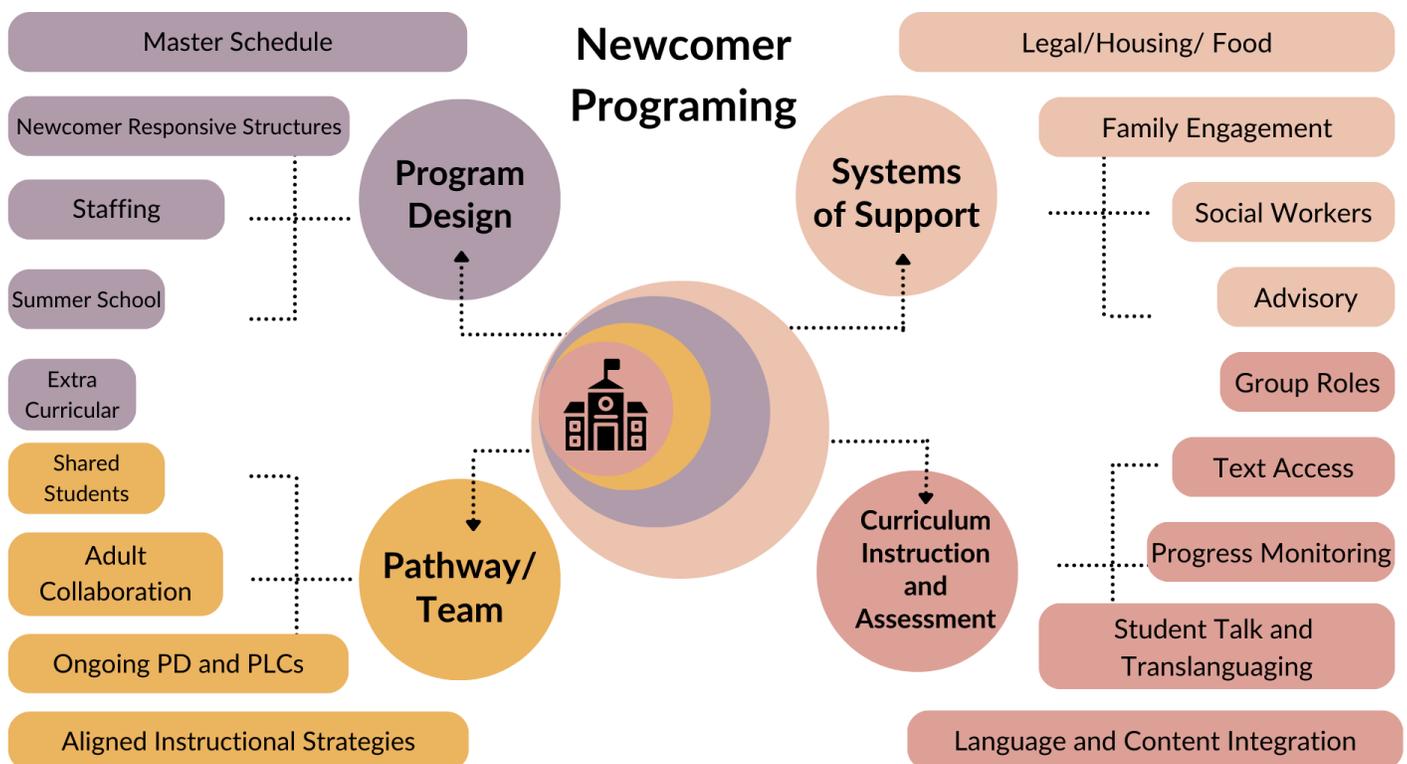
More Separate

Inclusion Supports	SEI Newcomer Programs		Newcomer School	
1) Mainstream + ELD Fully integrated in a comprehensive middle or high school while taking leveled ELD instead of an elective	2) One Year + Newcomer Program/Academy within a larger comprehensive High School, beginning to gradually mainstream after 1 year	3) Two/Three Year Newcomer Program/Academy within a larger comprehensive school for 2-3 years	4) Newcomer HS Stand-alone newcomer A-G high school (International’s model or otherwise)	5) Newcomer Continuation Stand-alone newcomer continuation high school
6) Accelerated Program (AB2121) - Can merge with version of 2-5 above at the high school level				

A Flexible Approach

In looking at our district's newcomer programs, we recognize that there is no single model that will work for every school context. At the system level, partnerships for meeting student and families' basic needs and SEI support should align with the needs of immigrant and refugee students. At the school level, the program must consider scheduling, grouping, course sequences, and program integration.

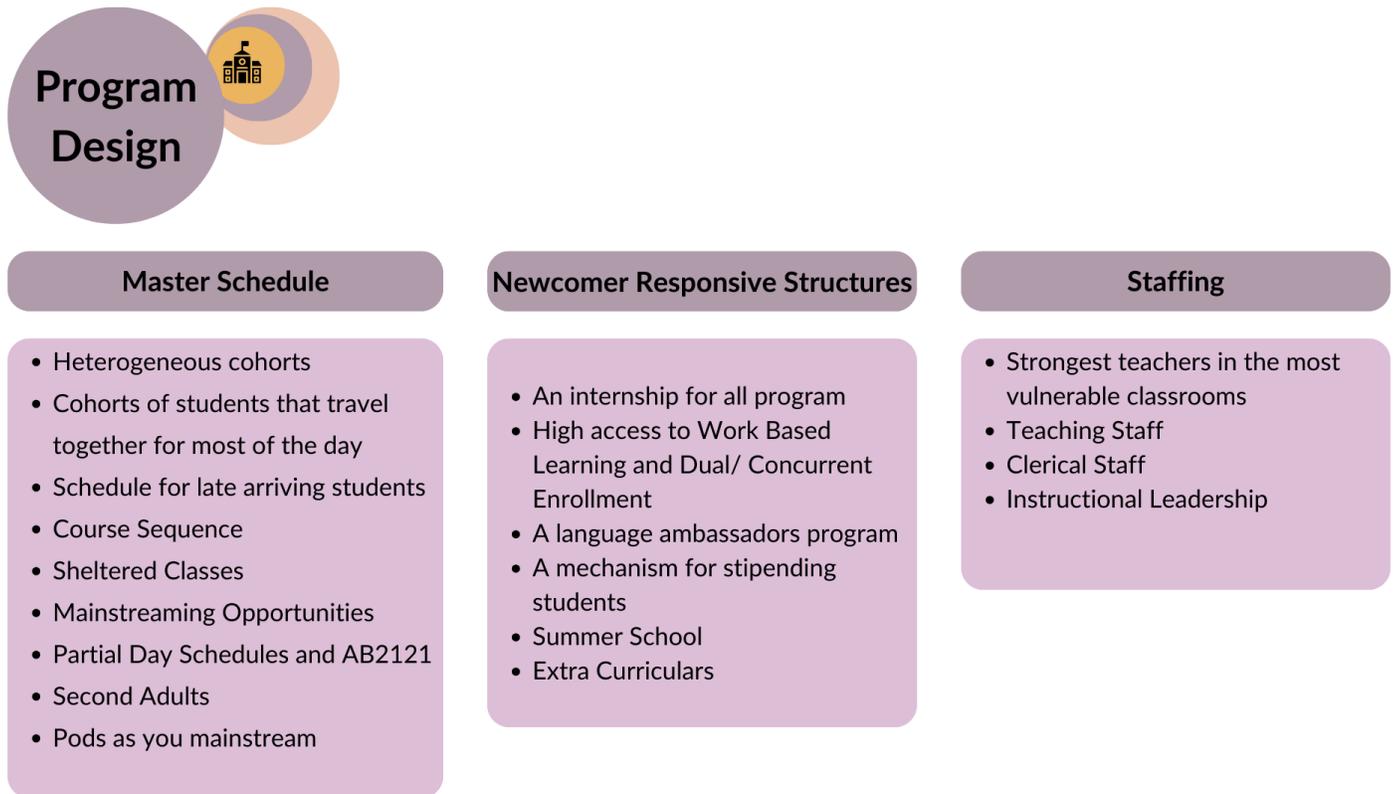
At the system level, partnerships for meeting student and families basic needs and SEI support should align with the needs of immigrant and refugee students. At the school level, the program must consider scheduling, grouping, course sequences and program integration. The pathway or team level focuses on ensuring that students have a clear course sequence and support system connected to their linked learning experience and experience aligned instructional strategies across their day. Finally, at the classroom level, instruction must be tailored to meet the diverse language, cultural, and academic needs of newcomers. By pulling design elements from each of these levels, our programs can meet high levels of quality, while also being able to adapt to fit in their own school community.



Part Two: Program Design

Designing a comprehensive high school newcomer program within a larger high school program is complex and requires deep engagement between the person responsible for the program (typically a teacher on special assignment, newcomer lead, or assistant principal), the school counselor or other

master schedule lead, and site leadership. There are multiple levels at which program design needs to be considered.



Master Schedule

Heterogeneity

Research on second language learning points to heterogeneity as a key element in newcomer program design. Students who have stronger English language skills benefit from working with beginning language peers by reinforcing their knowledge through peer teaching. Beginning English students benefit from more fluent models of the language when they learn alongside peers with more advanced English levels. Because of this mutual benefit, master scheduling within newcomer programs is recommended to intentionally include heterogeneity within classrooms. Heterogeneity may include: different native languages when possible, different levels of English language acquisition, and varied prior educational experiences in the U.S. and abroad. Through intentional heterogeneous grouping, students benefit from peer modeling, collaborative problem-solving, and diverse perspectives that accelerate both language and academic growth. It is the specific guidance of the ELLMA office that SIFE students are not isolated for the majority of their school day, although 1-2 periods of supplemental literacy instruction targeting SIFE students may be appropriate.

Course Sequence

High school newcomers in all comprehensive OUSD high schools receive access to a course sequence that will allow them to meet A-G requirements upon graduation, as with other high school students. The middle school newcomer sequence mirrors high school, but without the A-G requirements. The precise sequence of courses that each school offers differs depending on their program, but in general newcomers take the same core classes as their non-newcomer peers, just in a Structured English Immersion (SEI) setting for their first 1-2 years.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
PE (2 Years)	PE (Mainstreamed)	PE (Mainstreamed)	Elective/Pathway (Mainstreamed)	Elective/Pathway (Mainstreamed)
Electives	Elective (Mainstreamed)	Elective/Pathway (Mainstreamed)	Elective/Pathway (Mainstreamed)	Elective/Pathway (Mainstreamed)
Science (3 Years)	Biology (SEI/Mainstreamed)	Physics (Mainstreamed)	Physiology/Chemistry (Mainstreamed)	Elective/Pathway or mainstreamed higher level science
Math (3 Years)	Algebra I (SEI)	Geometry (SEI/Mainstreamed)	Algebra 2 (Mainstreamed)	Elective/Pathway or mainstreamed higher level math
Social Science (3 Years)	Ethnic Studies (SEI)	World History (SEI)	US History (Mainstreamed)	Government/Econ (Mainstreamed)
English (4 Years)	Eng 1 (SEI)	Eng 2/3 (SEI)	Eng 3/4 (SEI/Mainstreamed)	Eng 4 (Mainstreamed)
ELD	ELD	ELD	ELD	ELD
World Language (2 Years)	Principal Certification			

SEI Classes

During newcomer students' first 1–2 years in U.S. schools, they may need to take core content classes—such as history, math, and science—in a Structured English Immersion (SEI) setting, where language support is embedded into content instruction to ensure access to rigorous, grade-level learning. While students with beginning levels of English may initially find mainstream content classes inaccessible, it is essential that secondary newcomers remain on track to graduate by engaging with standards-based instruction.

To support a successful transition, schools should adopt a phased approach to mainstreaming over a student's first three years in the U.S. Generally, students may begin with approximately 0–25% mainstreamed coursework in Year 1, increase to 50–60% in Year 2, and reach 80–100% by Year 3, with the exception of designated ELD. By Year 4, students should be fully mainstreamed in all areas unless there are documented extenuating circumstances—most commonly in the case of SIFE students. This gradual integration ensures that students access peer language models and rigorous instruction while still receiving the support necessary for English development. Schools are encouraged to plan intentionally for this progression and to begin mainstreaming at least one content class by Year 2, aligned with each student's readiness and support structures.

Mainstreaming Opportunities

After newcomer students have been in U.S. schools for one year, they should begin structured integration with fluent English-speaking peers to promote language acquisition, academic engagement, and a sense of belonging. Research on newcomer English language acquisition in secondary schools has found that one year of isolated support in a newcomer program setting is sufficient, and that isolation of newcomer students beyond one year may be detrimental to academic progress. For this reason, and in the absence of other extenuating circumstances, such as many years of interrupted schooling or lack of native language literacy, newcomer students should be mainstreamed as quickly as possible.

Intentional Grouping of Newcomer Students in Mainstream Classes

In many schools, guidance counselors and site teams coordinate to strategically cluster newcomers in mainstream classes. This clustering involves choosing a small group of newcomer students who will share at least three core classes. The rationale behind this practice is to afford newcomer students peer support including a shared home language for meaning-making as well as socio-emotional support and a sense of belonging. Crucial to this practice is a teacher support mechanism including communication around ways to integrate students (i.e., not putting newcomer students together in one corner of the classroom), supporting newcomers to access the curriculum and not provide alternate activities, and ongoing teacher support and check-ins. This clustering should be flexible and revisited quarterly. In addition, while we recommend clustering a pod of newcomers for several courses, we do not recommend putting them together all day, so that they can also practice the skill of enlisting non-newcomer peers for support and have opportunities for greater integration with non-newcomer peers.

[Seating Chart Examples](#)

Determining Teachers for Newcomer Heavy Sections

When creating the newcomer pods mentioned above, administrators will need to consider which teachers to assign to the classes with those clusters of newcomers. We recommend choosing teachers who have a strong practice around creating linguistic access points to grade-level content as well as a strong practice around supporting students in productive group work. It is crucial that the teachers of newcomer pods are those teachers who are invested in the success of their newcomer students and want to explicitly support students in a classroom where content and language are integrated. It is important that these teachers feel an affinity with newcomer students and take on as part of their teacher identity the role of “newcomer teacher.”

Courses and Placement

- Allow for partial day attendance if work is an urgent factor
- Consider 1:1 scheduling consults “What would it take” to stay
- Consider paying students as TA’s, Language navigators, etc.
- Consider keeping students at your site and offering an AB2121 pathway as an alternative to moving to a continuation school if they are connected to the school community and just need an accelerated course of study
- [Accelerated AB2121 schedule options](#)

Key Master Scheduling Resources

- [Base Course Sequence](#)
- [Newcomer Entry and Exit Criteria](#)
- [ELL Scheduling at a Glance](#)
- [Paths to graduation with exemptions](#)
- [Master Schedule Guidance](#)
- [Instructional Strategies & Tasks to Support SLIFE](#)

Staffing

Newcomer staffing happens through the budget development process. While some Newcomer support FTE come through central allocations based on upcoming year projections, much of the funding comes from the schools own base. Centrally allocated FTE are determined by the number of newcomers projected to arrive before census day

(on time newcomers) and, for some sites, after census day (late arriving newcomers). These numbers drive the general number of teacher FTE listed as well as the other staffing allocations for the sites.

Teaching Staff

- Newcomer teachers are funded in the same manner as other teachers, using the following formula:

$$(number\ of\ students\ \times\ 5) / 150 = number\ of\ teacher\ FTE$$

For example, if a program is supposed to have 100 newcomers, the formula would yield 3.3 teachers.

- In the above example, there is not the expectation that all 3.3 FTE are allocated to newcomer-specific teachers. Newcomers, like other students, take PE classes and often electives, and a portion of the FTE generated by their enrollment should be used for those reasons. The proportion should be commensurate with the extent to which newcomers are mainstreamed.
- The formula above, which is used across OUSD secondary schools for all students, is based on a six period day. Sites with more periods, particularly 7 periods, may need to leverage additional resources to accommodate newcomers, as they do with all other students when implementing a longer school day.
- There is not a separate job classification for newcomer teachers, they are teachers just like any other OUSD teacher in the eyes of human resources. Similarly, sites are responsible for recruiting, evaluating and supporting teachers of newcomers as with any other teacher.

Support Staff

Because newcomer students are part of the projection that drives clerical staffing allocations, consideration should be given to aligning these staff with the needs of the newcomer program as well as other site needs.

- For example, a bilingual community assistant might provide valuable family and student engagement support to newcomers as well as other members of the school community.
- In the past sites have also provided wrap around support for their newcomers through
 - Bilingual community assistants
 - Case managers
 - Community school managers
 - Bilingual attendance clerks

Instructional Leadership

- Sites are strongly encouraged to assign either a TSA or member of the site administration to be responsible for the newcomer program and serve as a “point person” for teacher professional learning, coaching and evaluation (in the case of formal administrators).

Summer School

- Summer offerings are an essential component of newcomer programming. All high school newcomer programs should plan to prioritize newcomers in their summer planning and consider collaborating with the central newcomer summer school when their site offerings are not targeted to newcomers.
- While newcomer summer programming can most definitely address credit recovery needs of newcomers, the highest priority should be on maintaining language development and school engagement for the most recent arrivals. For example, Prioritizing summer seats for newcomers

who arrive in the spring ensures continuity of learning and smoother cultural and academic transitions.

Access to Extracurricular Activities

- After school programming is a valuable opportunity for newcomers to extend their learning and experience greater integration with the rest of the school community, particularly in their first year when they are mostly isolated in newcomer-only classes.
- Newcomers frequently experience obstacles for enrolling in after school programs, due to the need that after school programs hold to fill their seats at the start of the year to maintain funding. Newcomers who arrive later in the year are frequently told that programs are full. To address this concern, one recommendation is for sites with newcomers to develop parallel waiting lists, one for newcomers and one for non-newcomers, and alternate between taking students off each list as spaces open up. This gives newcomers an opportunity to enroll and not be stuck at the bottom of a waiting list that may have become full of students in the first week of school.
- Having affinity spaces and cultural clubs is important for newcomers to develop relationships with same language peers, but also having newcomer focused international groups where newcomers can connect across language such as international food club, gardening, GSA etc help foster a sense of belonging.

Part Three: Teaming for Success and Linked Learning Pathways



Adult Collaboration

- Collaborative adult structures
- Tuning, consultancy, success analysis, looking at student work protocols on curriculum and instruction
- Decide on shared routines across classes and the day
- Have a shared binder structure

Student-to-Student Relationships

- Start the year or a semester with explicit training on how students can help each other
- Build Relationships Between Newcomers and Other Students In Class
- Decide on Shared Routines Across Classes and The Day
- Have a Shared binder structure

Ongoing PD and PLCs

- Create time for ongoing PD/ PLCs
- Ongoing opportunities for PD on language and literacy
- Teacher PD requirements for teachers teaching sheltered classes and 25% of contacts with newcomers
- District system of support for curriculum, instruction, assessment, program design

Make space and time for teachers and team to align on instructional strategies

All students, but especially English learners, benefit from practicing routines and strategies across multiple classes. As a PLC, a pathway team, or as a whole school, select 2-3 strategies to

implement and reflect on throughout the year. Having predictable routines, strategies, and shared language will help to create psychological safety for students. This will also help teachers to reflect on their shared strategy and talk through dilemmas.

- Support teams to use their common planning time to select 2-3 strategies and routines that everyone will implement.
- Encourage the teams to use their meeting time to reflect on these strategies by looking at focal student work.
- Create a peer observation process so that teachers can observe one another trying out the strategies.

Student-to-Student Support and Relationships

Start the year or a semester with explicit training on how students can help each other

A beginning of semester orientation week for students on classroom routines, talk structures, and learning norms as a group can pay off hugely in the teacher and students ability to support the class. As one teacher with 30 students, your task is huge. If you deputize and train the other 29 people in the room to help each other, your task is much easier.

Orientation ideas

- Spend the first few days modeling and practicing what academic support looks like—how to help a peer without simply letting them copy.
- Engage in scenarios on working together across language difference.
- Role play how to help without copying
- Spend time talking about how in the role of teacher we are also learning and how we all have much to learn from each other and from the experience of explaining our thinking. The best way you can deepen your math knowledge is by teaching it to someone else.

Collaborative Learning 101 Resources

- [“How to Learn together” activity](#)
- [Multiple intelligences slides \(student facing\)](#)
- [Orientation slides for getting support at school](#)
- [School logistics orientation slides](#)

Build Relationships Between Newcomers and Other Students In Class

Building a positive classroom culture is important so that students collaborate well together and feel safe to take risks. In order to create a culture of respect, share values and norms and create time for students to get to know one another. This is especially important for newcomers and non newcomer students. For many of our English learners, it can feel intimidating to work with native English speakers. For this reason, it is important to help them break the ice, even if it’s done in small opportunities throughout the year. There is great importance in offering frequent, low-stakes interactions that build confidence (e.g., daily warm-ups, partner shares). This can be done in a variety of ways including:

- **Peer Coaches:** Pair students as peer coaches for academic and emotional check-ins.
- **Clock Buddies:** Assign rotating partners for different times of day or activities.

- **Peer Interviews:** Build rapport through structured question prompts.
- **Team Building:** Use non-academic challenges before launching academic group work.
- **Pair Shares:** Start with fun or meaningful non-academic prompts to build trust.

Decide on Shared Routines Across Classes and The Day

Routines and structures lower the affective filter and allow a focus on learning about language and content. Structures and routines are critical to building a safe environment for students and building community. Many of our students have experienced interruptions in their schooling experience and depend on anticipated routines in order to fully engage.

Key routines to align:

- Entry/exit tasks
- Whiteboard layouts
- Anchor chart format
- Slide templates
- Talk structures (e.g., Think-Pair-Share, Partner Reads)
- Expect routines to take time. Practicing them consistently—especially during the first month—sets the foundation for the year.
 - **Shared talk strategies**
 - [IM Instructional Routines](#)
 - [EL Education / SEL Routines](#)
 - [Kagan Structures](#)
 - [Structured oral language practice routines](#)
 - [BDA Playlist](#)
 - **Common anchor charts**
 - Common visuals and routines across classes in order to lower cognitive load, internalize the language and get and focus on language/ content learning
 - Insert pictures of anchor charts/ classrooms w/ anchor charts
 - Common language structures and functions that cross content
[Common anchor charts folder](#)

Have a Shared Binder/Google Classroom Structure

Similar to shared strategies and routines, having a shared binder system will help students to know what to expect, and stay organized in each class. For students new to schooling, this organizational content is extremely important to explicitly teach. Below are some ideas for creating a shared binder structure.

- Binder with tabs for each subject
- Cover sheet in binder to write out assignments for each class (table of contents)
- Cover sheet after each tab for warm up/exit ticket
- Each assignment/handout gets a number which then goes on table of contents
- Keep a model binder in class with master copies
- [Binder Lesson](#)

Leveraging Multiple Educators in One Classroom

Given the need for supported small group work to integrate newcomers into mainstream classrooms, it can be beneficial to leverage multiple educators in the classroom. This may include instructional aides, paraeducators, language ambassadors, or newcomer assistants. In classrooms with those second adult supports, we stress that the teachers build in structures that include small group work and if possible, stations that may include language work (sentence-level work, language games) and/or literacy support such as SIPP or UFLI. We encourage second adults to circulate amongst small groups and/or station themselves with one group that needs support in reviewing directions, getting started on a task, or extra scaffolding. Avoid positioning second adults primarily as translators, as this may limit English language development opportunities. These recommendations are also pertinent in classrooms and schools where students are recruited to serve as language ambassadors to support newcomers.

Here are some key guidance points to offer **educators and classroom assistants** who are pushing in to support a class:

1. Review materials that the core teacher has at a central station each day
2. Circulate to conduct five-minute consultations with students who need extra support
3. If possible, join a group to support, and make sure to support different groups throughout the day/week
4. Avoid taking over student talk and collaboration, but do facilitate productive student talk
5. Make sure to rotate and support many students so that certain students don't feel singled out
6. Remember to avoid serving as a translator so that students can make meaning and practice their English

More detail [here](#)

Newcomer Assistants:

- [Guidelines for Newcomer Assistants](#)
- [OIHS Newcomer Assistant Guidelines](#) (2018)

Co-teaching models:

In the absence of newcomer assistants and/or language navigators, some schools may want to adopt co-teaching practices. We offer some protocols for helping to integrate push-in teachers and/or co-teaching models.

- See our [SAILL Co-Teaching Launch PD](#) for resources
- More co-teaching resources:
 - [Teaching in Tandem](#)
 - [Co-Teaching Expectations](#) (from Bret Harte)

Leverage Student Leaders When Appropriate

- Student leaders can serve as peer guides or facilitators, providing social-emotional support, modeling classroom behaviors, and assisting with routines.
- Not there to translate

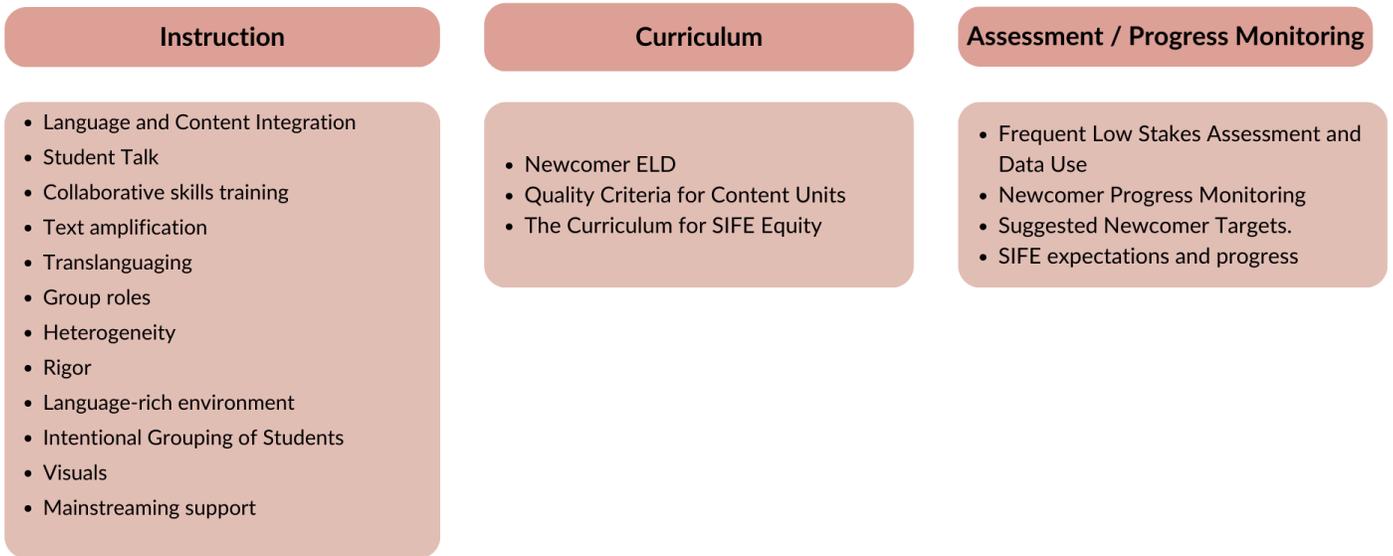
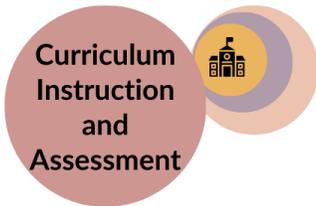
College & Career Readiness

Preparing newcomer students for college and career success requires intentional coordination across all adults who support them. Because many newcomers arrive with limited time to meet graduation and A–G requirements, and often without a clear understanding of postsecondary pathways in the U.S., it is essential that college and career awareness and readiness are integrated early and consistently into their educational experience.

- **Partner with Linked Learning & CTE Teams:** Newcomer programs should intentionally connect to existing Linked Learning pathways. This includes creating access on-ramps for newcomer students, building in language scaffolds and other student supports across pathway classes, and ensuring preparation for and success with work-based learning experiences.
- **Coordinate with Community Partners:** Site/pathway teams can work with college access organizations, job readiness programs, and immigrant-serving CBOs to host workshops and field trips that demystify the postsecondary landscape, and provide mentorship.
- **Highlight Peer Role Models:** Showcase success stories of former newcomer students who have pursued college or career certifications. Invite alumni to speak with students, mentor, or to support family engagement events.
- **Partner with Transition Specialists to support post-secondary success:** Partner with Transition Specialists to ensure newcomer students receive targeted guidance and support as they navigate postsecondary pathways, including college enrollment, vocational training, employment opportunities, and access to immigration-related resources. When possible, design support that starts in pathway classes to ensure all students get a baseline of services.
- **Embed College & Career Literacy:** Teachers across content areas can help build students' understanding of the U.S. educational system, application processes, financial aid, and career exploration by integrating these topics into units and classroom discussions.
- **Provide Supported Employment:** Newcomer students, like many high school students, will work while in high school. Via Work Experience Education (or Cop-Ed, via dual enrollment) and/or partnering with a Transition Specialist, newcomer students can be supported to learn while working. Students who work, especially students who might be unprotected by the Child Labor Law due to undocumented status, can be challenged to balance the demands of work and school. Supported employment means that students who work will have a trusted adult at school who will help them navigate the world of work while learning all they can about it and themselves as professionals.

Newcomer students bring tremendous potential, resilience, and aspirations. When adult teams align around the shared goal of college and career readiness, they send a powerful message: newcomers are not just here to catch up—they are here to thrive and lead. Every teacher, counselor, and leader has a role in building the systems and mindsets that make those futures possible.

Part Four: Curriculum, Instruction, and Assessment



A central challenge for newcomer programs in OUSD high schools is ensuring that teachers have access to appropriate curriculum and assessments tailored for newcomers. There is no single, ideal curriculum designed specifically for high school newcomers. Instead, effective instruction requires the thoughtful adaptation of grade-level materials. This is partly because most publishers do not design with this student population in mind, and partly because isolating newcomers with a completely separate curriculum or academic experience is not recommended.

Research shows that English learners, including newcomers, benefit from language-rich classrooms where intentional language development is embedded within grade-level content. While it may be tempting to prioritize language acquisition over content instruction, newcomers thrive when they are exposed to and engaged in grade-level material as they build their English proficiency. In fact, meaningful content should serve as *the vehicle* for language development.

For this reason, [ELLMA](#) recommends that even in SEI (Structured English Immersion) content area classrooms, instruction should remain as close as possible to grade-level expectations and standards. This includes using thought-provoking essential questions and backward unit design. Students should have access to excerpts of grade-level texts along with modified text, with scaffolding and support that allows them to engage with a modified scope and sequence focused on priority standards.

Even students at beginning levels of English proficiency benefit from close reading of complex texts. Introducing excerpts of such texts in newcomer classrooms helps students become familiar with disciplinary genres and supports their academic language development.

Please refer to the [Newcomer Toolkit](#) for professional learning opportunities that support teachers in providing access to grade-level curriculum, as well as for recommended curricular resources.

Newcomer ELD Curriculum

The 2024-25 school year saw the adoption of a new curriculum for newcomer ELD to begin in the 2025-26 school year. The “Lift” series by National Geographic will be put into place in all ELD 1-4 classes in middle and high schools. The suggested sequence is below:

ELD Level	National Geographic Textbook
ELD 1	Lift Welcome
ELD 2	Lift Intro
ELD 3	Lift Fundamentals
ELD 4	Lift 1

Newcomer Content Curriculum

For our SEI content classes where newcomer students are engaging in grade level core content in linguistically scaffolded ways, we have not previously had a structure for offering high quality curriculum and instructional materials to newcomer teachers. Beginning in the 2024-25 school year, the ELLMA team will be collaborating with the San Francisco Unified School District Multilingual Pathways Department to build on their existing strong work. Collaborating with SFUSD and utilizing their newcomer unit template and bank of existing units provides a valuable foundation for building up our own library.

High School Newcomer ELA Units

8 ELA	Latin American Folklore
7 ELA	A Long Walk To Water
ELA 1	The Arrival: Reading of a Wordless Book
ELA 1-4	Immigration Narrative
ELA 1-2	Maus
ELA 2-4	American Heroes
ELA 1	Sadako & 1000 Paper Cranes
ELA 3-4	Racial Justice
ELA 2-3	Frida Khalo and Home
ELA 3-4	Formal Debate (student choice: various issues)
ELA 2-3	The Wolf You Feed
ELA 4	The Way It Works (novel)
ELA 2-4	Poetry: Writing and Analysis

ELA 3-4	Youth-Led Social Movements
Emerging/ELD 1-2	Identity and Poetry
Emerging/ELD 1-2	Natural Disasters
Bridging/ELD 3-4	Community and Seedfolks
Bridging/ELD 3-4	Profile Narrative: Person of Interest

High School Newcomer History Units

World History	Peace and Conflict
World History	French Revolution
World History	Holocaust Unit
World History	Maya, Inca, Aztec
World History	Encounter Book Adaptation
American History	Historical Thinking Skills
American History	Native Americans and Colonization
American History	Segregation & the Montgomery Bus Boycott
American History	Industrial Revolution
American History	Immigration History
Nx Ethnic Studies	Unit 0: What is Ethnic Studies
Nx Ethnic Studies	Unit 1: Identity and Narrative
Nx Ethnic Studies	Unit 2: Systems of Power
Nx Ethnic Studies	Unit 3: Hegemony/Counter Hegemony
Nx Ethnic Studies	Unit 4: Humanization and Dehumanization
Nx Ethnic Studies	Unit 5: Youth Participatory Action Research
Nx Ethnic Studies	Alternative Final Unit: Social Movements

High School Newcomer Science Units

Biology	Genetic Disease
Biology	Cellular Organization
Biology	Food Unit
Biology	Molecular Genetics
Biology	Cancer Unit
Biology	Human Body Systems
Biology	Reproduction
Biology	Genetics
Biology	Mitosis/Meiosis
Environmental Science	Eco Footprint
Environmental Science	EcoWriters

Environmental Science	Ocean in Action
Physics	Balsa Wood Project
Physics	Light, relationships and Physics
Physics	Force, concussions, and applied mechanics
Physics	Speed, Sports, and Linear Motion
Physics	Newcomer Physics Overview and Introduction Unit
Physics	Music Waves and Sound
Physics	Energy, Production, Alternate Energy
Physics	Power, electricity, micro homes
Nx Ethnic Studies	Unit 5: Youth Participatory Action Research
Nx Ethnic Studies	Alternative Final Unit: Social Movements

High School Newcomer Math IM Course Guides and supplemental units

- [MS Newcomer](#)
- [Algebra 1 SEI](#)
- [Algebra 2 SEI](#)
- [Algebra 1 SIFE/ELD1](#)

Algebra	Unit 1: Numeracy
Algebra	Unit 2: Expressions and Equations
Algebra	Unit 3: Linear Equations
Algebra	Unit 4: Systems of Linear Equations
Algebra	Unit 5: Inequalities
Algebra	Unit 6: Quadratics
Algebra	A0 Introduction
Algebra	A1 Modifications
Algebra	A2 Modifications
Algebra	A3 Modifications
Algebra	A4 Modifications
Geometry	G1 Modifications
Geometry	G2 Modifications
Geometry	G3 Modifications
Geometry	G4 Modifications

Unit Implementation & Professional Learning Support

To ensure high-quality implementation of the newcomer SEI content units, OUSD aims to support a monthly professional learning community (PLC) for teachers of newcomer content-area classes. These PLCs will serve as a space for collaborative planning, shared reflection, and professional growth. Teachers will engage in unpacking

the units, adapting materials to their students' needs, and using a [quality criteria rubric](#) to guide instruction and assess fidelity to the framework. By grounding unit implementation in ongoing professional learning and shared tools, we aim to build consistency, teacher ownership, and instructional excellence across all newcomer classrooms.

Assessing and Grading

Assessment in newcomer classrooms must be responsive, inclusive, and focused on growth. In addition to traditional progress monitoring tools (such as I-Ready, ELPAC, and classroom-based assessments), and the OUSD [consideration on grading newcomers](#), OUSD encourages schools to implement authentic performance tasks that give students opportunities to demonstrate what they know and can do in multiple ways.

A key element of this approach is the Senior Capstone for which OUSD has developed [guidance for newcomer capstone development](#). In tandem with senior capstones, schools are encouraged to facilitate Demonstrations of Learning, where students publicly share their learning journeys, academic products, and reflections on growth. These can be powerful community-building experiences when shared with families, peers, and school staff. To further center student agency, OUSD recommends the use of Student-Led Conferences, particularly at midyear and end-of-year points. In these conferences, students present their portfolios, progress data, and personal reflections to caregivers and teachers, fostering a sense of ownership over their learning and developing their academic language skills in authentic, meaningful contexts. Together, these practices make assessment more meaningful, culturally affirming, and aligned with our vision of newcomer students as active participants in their education—not just recipients of it.

Rigor

Although newcomer students may need early level language instruction, they are also capable of complex thinking and grade-level content instruction. Many newcomers arrive with robust educational backgrounds, expertise in math, and high levels of understanding across a variety of courses. A master schedule that permits students to receive basic English instruction while simultaneously pursuing rigorous content area instruction, with language support, is essential. This may include SEI classes that are co-taught, include embedded language scaffolds, or use content-based ELD strategies.

The 2012 CA ELD standards set a new bar for rigorous instruction for all ELL students, including newcomers, representing a research-based shift in language teaching. A key goal of the CA ELD standards is to support ELL students toward advanced proficiency in academic English along with content knowledge acquisition across the disciplines. Whereas the 1999 CA ELD Standards focused on English as a set of rules and language acquisition as a linear, individual process, the new standards emphasize language development as a dynamic social process embedded within grade-level content. The 2012 CA Standards are organized along an ELD proficiency level continuum in which students are tasked with increasing rigor around interacting in meaningful ways and learning about how English works. This continuum outlines entry and exit criteria for students as they move from pre-emerging English learners to bridging to expanding. See this [orientation guide](#) to understanding the standards.

Language Development Timeline

Newcomer English language development happens at different rates for different students. Some factors influencing speed of English language acquisition include: amount and quality of prior schooling,

literacy level in native language, trauma, responsibilities outside of school, and motivation. Regardless of these outside factors, under optimal learning circumstances it is common for students to learn a great deal of language in year one of attending U.S. schools, especially if immersed in their new language with sufficient support. During the first couple of months of time in U.S. schools, students may need to learn some basic language such as introductions, classroom and school vocabulary, and how to describe familiar people and places. After the first few months, however, students need to move beyond that stage to begin reading simple and short pieces of literature, have discussions about characters and themes, and engage in writing about those characters and themes. These types of language rich readings, discussions, and writing will ensure that students learn English at a faster pace and access grade-level ELA content.

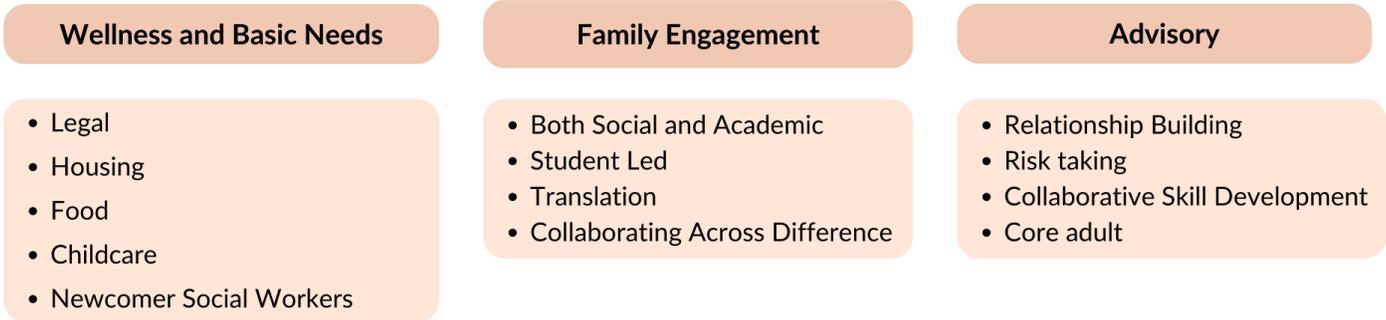
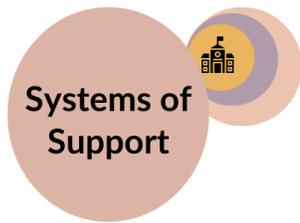
Newcomer Progress Monitoring

ELLMA has set targets for newcomer students based on scores of newcomers within existing OUSD newcomer programs. Results of this research are outlined in these [Suggested Newcomer Targets](#). In ELLMA's research on newcomer progress, SIFE students were found to lag behind non-SIFE peers on literacy scores during the first 1-3 years in U.S. schools; however by year 3-4 SIFE students were able to catch up with their non-SIFE peers. This finding indicates that it is important to maintain the same expectations for SIFE students as non-SIFE students, as they will eventually catch up but require more time to do so. Although SIFE students may stagnate in their learning progress during their first two years in U.S. schools, their progress boosts up during year three. For this reason, they should not be pigeon-holed as low-achievers who require a less rigorous curriculum.

Promotion/Retention

In general, retention is not a commonly used practice in OUSD due to a lack of evidence that it supports students in continuing their education or mastering skills. Retention is discouraged for newcomers as well. However, newcomers who arrive during the second semester, particularly late in the second semester, are often retained to give them an opportunity to access the courses and credits that are part of what is typically their 9th grade year. Schools have different practices that govern when a student is “too late” to receive semester credits, and these site-specific practices should govern the timing of when students are retained to repeat a grade versus promoted with their peers in alignment with the [OUSD partial credit](#) guidance and [EdCode](#). Pay special attention to ‘NO’ newcomers—students who arrived late in the year—when considering promotion or retention decisions towards the end of the year, as it is this group of students for whom a subset might benefit from retention.

Part Five: Systems of Support



Advisory

Advisory is a high leverage component to add to the school day for teenage newcomers, [justice involved, youth](#) and unaccompanied minors as it provides essential support and guidance during a challenging period of transition. Advisory offers a safe space where young people can receive emotional support, navigate the complexities of their new environment, and gain practical knowledge about local systems and resources. For students who may lack a stable support network, advisory helps bridge the gap between their teachers and classmates as learners and members of their community and network. This helps in fostering resilience and promoting a sense of belonging.

Legal/Housing/Food Insecurity Services

When schools address these fundamental needs, they help remove barriers that might otherwise hinder a student's ability to focus on their studies and participate fully in school activities. By prioritizing these needs through partnerships, CBO's, and district services, schools not only support the immediate wellbeing of newcomer students, but also create a more equitable educational environment where all students have the opportunity to thrive and achieve their full potential. Establish a clear referral protocol that all staff are trained to use.

Mental Health, Wellness, and Socioemotional Supports

Several years ago, ELLMA conducted qualitative research through interviews with over 40 newcomer students—particularly those entering the district at age 16 or older and enrolled in secondary newcomer programs. These interviews surfaced the socioemotional challenges newcomer students face, as well as the types of support that can help mitigate them.

Students reported facing numerous challenges, including adapting to a new family structure, learning a new language, navigating a new school system, limited understanding of their legal situations, uncertainty about their futures, fear of police or authority figures, and the retraumatization triggered by involvement in the judicial process.

A survey of Bay Area social service providers identified three priority areas for support:

1. Helping students navigate court involvement;
2. Supporting cultural adjustment; and
3. Addressing mental health needs.

To respond to these needs, schools may consider building stronger community networks among newcomer students and staff to reduce isolation and increase motivation to attend school. Examples of effective community-building strategies include implementing a buddy system, partnering with programs like Soccer Without Borders, and creating dedicated community spaces for newcomers.

Unaccompanied Immigrant Youth are identified at [enrollment](#) and monitored for their engagement with legal service providers. However, given the limited central capacity to track such a large number of students, schools are encouraged to provide on-site legal education (e.g., legal clinics) and use COST (Coordination of Services Team) meetings to identify and support students in need of legal services. These are all outside of the support our [Newcomer Social Workers](#) can provide.

The Importance of Appropriate Special Education Referrals for Newcomers

While it is essential to meet the diverse learning needs of all students, it is equally important to avoid over-referring newcomer students for special education services. Language acquisition challenges can often mirror learning disabilities, but they are not the same. Newcomer students—especially those who are SIFE or have experienced trauma—may display academic or behavioral struggles that stem from interrupted schooling, cultural transitions, or second language acquisition rather than an underlying disability. Educators must ensure that referrals to special education are preceded by robust multi-tiered supports, culturally and linguistically appropriate interventions, and sufficient time for English language development. An overreliance on special education for newcomers can perpetuate inequity, mislabel students, and limit their access to rigorous, inclusive learning environments.

Part 6: Program Quality Criteria & Continuous Improvement

Criteria for Determination of Program Footprint and Locations

Delivering a high-quality, equity-centered newcomer program requires more than strong planning—it demands a continuous cycle of reflection, monitoring, and improvement. While student outcome data offers critical insight into what is happening in classrooms, it must be paired with structured, school-based reviews that assess *how* practices are being implemented and experienced. This dual approach—quantitative and qualitative—helps ensure that every newcomer program in OUSD is not only well-intentioned but also high-impact and aligned with our broader district goals.

Core Student Outcome Metrics

To monitor progress toward academic, language, and engagement goals, we track a robust set of data points

annually and midyear, including:

- Graduation Rate (23–24 Newcomers)
- A–G Completion (23–24 Newcomer Graduates)
- Dropout Rate (23–24)
- Attendance Rate
- D/F Course Grade Rate
- Chronic Absence Rate (24–25)
- ELPAC Growth & Cohort Size
- I-Ready Growth (% of students meeting 40% of end-of-year goals by midyear)
- I-Ready Growth Cohort Size

These metrics serve as a baseline for district-wide analysis and are disaggregated by school site, program model, and student subgroups (e.g., SIFE, unaccompanied minors) when possible to inform equity-driven decisions.

School Quality Review Process

To contextualize these often incomplete data points, we propose to use a [school quality review](#) process that provides qualitative evidence of instructional conditions, student experience, and leadership practices. These reviews will help school teams and district leaders:

- Understand the root causes behind trends in student data
- Celebrate bright spots and replicable practices
- Identify gaps in implementation or alignment with the instructional framework

Summary

As we review the components of strong newcomer program design, adult learning, curriculum, instruction and whole child supports, the table below shows a summary of the needed pieces of program design as well as examples of how each school community might build those components

At-A-Glance:
Programmatic Components For Newcomer Success

A Strong Newcomer Program <u>Must</u> Have:	These Include:	And <u>Might</u> Look Like:
Intentional Programmatic Design	Master Schedule	<ul style="list-style-type: none"> ● Heterogeneous cohorts for most of the day, Cohorts of students that travel together for most of the day ● Schedule for late-arriving Newcomers at the beginning of the year ● Course Sequence ● SEI Classes -Mainstreaming Opportunities ● Partial Day Schedules and AB2121 ● Second Adults (NA or co-teaching) ● Pods as you mainstream
	Newcomer responsive structures	<ul style="list-style-type: none"> ● Strongest teachers in the most vulnerable classrooms ● An internship for all program ● High access to Work Based Learning and Dual/ Concurrent Enrollment ● A language ambassadors program to put multi-lingual non-newcomers as supports in high need newcomer classrooms ● A mechanism for stipending students ● Support for dual-identified students (ELL/SpEd) ● Mechanisms for staff collaboration within and among the pathways and newcomer programs
	Staffing	<ul style="list-style-type: none"> ● Teaching Staff ● Clerical Staff ● Instructional Leadership
	Summer Learning and Extra Curriculars	<ul style="list-style-type: none"> ● Targeted newcomer summer programs within and across our schools ● Affinity club spaces ● Newcomer club spaces ● Newcomer access to extracurriculars outside of sports

<p>Systems for Adult Teaming and Linked Learning Pathways</p>	<p>Newcomers and Linked Learning Pathways</p>	<ul style="list-style-type: none"> ● Heterogeneous groupings of students ● Course sequence for A-G and CTE classes, and wrap-around supports ● Pathway team of teachers and specialists designs, coordinates, and progress monitors newcomer and English Learning supports ● Grading guidance for Newcomers ● Partial Credit Guidance For Newcomers ● Promotion/Retention Guidance ● College and career readiness integrated into classes with specialized support for small groups and 1:1 ● Full participation in work-based learning, from career awareness to career preparation ● Supported employment ● Newcomer-specialized post-secondary planning and transition support
	<p>Adult Learning</p>	<p>Foundational Professional learning</p> <ul style="list-style-type: none"> ● Newcomer Foundations professional development for all SEI content teachers and content teachers with high counts of newcomer students in their mainstream classes. ● District system of support for curriculum, instruction, assessment, program design? Is there a coaching plan? Monthly PLCs? TSA role defined? <p>Sustaining Professional learning</p> <ul style="list-style-type: none"> ● Ongoing Professional Development ● Collaborative Adult Structures ● Protocol Use for curriculum design and looking at student work ● Ongoing opportunities for PD on language and content integration for newcomers, such as: <ul style="list-style-type: none"> ○ Foundational Reading ○ Before-During-After (BDA) lesson design ○ Task Analysis ○ Student talk and language supports

Systems for Curriculum, Instruction, and Assessment	Curriculum	<ul style="list-style-type: none"> ● Content Unit development ● Newcomer ELD ● SIFE equity project
	Instructional Model	<ul style="list-style-type: none"> ● Aligned instructional strategies ● Shared students ● Language and Content Integration ● Experiential Learning ● Student Talk ● Collaborative education bootcamp ● Differentiated Texts ● Text amplification ● Translanguaging ● Group roles ● Heterogeneity ● Rigor ● Multilingual Representation ● Language-rich Environment ● Grouping of Students ● Visuals ● Mainstreaming support ● Language Development Timelines
	Assessment	<ul style="list-style-type: none"> ● Assessment Calendar for Newcomers (including newcomer capstone guidelines) ● Frequent Low-Stakes Assessment and Data Use
	Progress Monitoring	<ul style="list-style-type: none"> ● Newcomer Progress Monitoring <ul style="list-style-type: none"> ○ Suggested Newcomer Targets. ● SIFE expectations and progress ● ELPAC ● SIPPS/UFLI ● Demonstrations of Learning ● iReady
Systems of Whole Child Support		<ul style="list-style-type: none"> ● Tight Loose of needed additional MTSS support structures (advisory, cohorting, SIFE boost) ● An advisory system ● Community partnerships for mental health and basic needs (legal/housing/food) ● Robust family and community engagement ● Accurate Special Education Referrals

Quality Criteria and Continuous Improvement	Core Student Outcomes	<p>To monitor progress toward academic, language, and engagement goals, we track:</p> <ul style="list-style-type: none"> • Graduation Rate (23-24 Newcomers) • A-G Completion (23-24 Newcomer Graduates) • Dropout Rate (23-24) • Attendance Rate • D/F Course Grade Rate • Chronic Absence Rate (24-25) • ELPAC Growth & Cohort Size • I-Ready Growth (% of students meeting 40% of end-of-year goals by midyear) • I-Ready Growth Cohort Size
	School Quality Review Process	To contextualize these often incomplete data points, we propose to use a school quality review process that provides qualitative evidence of instructional conditions, student experience, and leadership practices.

Appendix

3) Two/Three Year

Newcomer Program/Academy within a larger comprehensive High School for 2-3 years

Questions/Comments/Ideas:

9th Grade						11th Grade			
	Cohort A (SIFE)	Cohort B (ELD 1/2)	Cohort C (ELD 1/2)	Cohort D (ELD 3/4)	Other	Architecture -		Media -	
		PE SEI	ELD 1/2	Bio SEI (Priestley)		A - CTE	A - CTE	M - CTE	M - CTE
1	ELD 1 (Lobaco)					ELD 3/4		US History SEI	EPH 2
2	ELD 1 (Lobaco)	Algebra I SEI	ELD 1/2	PE SEI				Chem SEI	
3	Bio SEI (Lu)	Math Support	Art 1 SEI	Ethnic Studies SEI	EPH 2	EPH 3	Construction 2	Algebra II	DE Photo/After Effects; EPH 2
4	Ethnic Studies SEI	Bio SEI (Priestley)	Algebra I SEI (Rosendo)	Art 1 SEI	EPH 2	Construction 2		English 3 SEI	
5	PE SEI	Ethnic Studies SEI	PE SEI	Algebra I SEI		US History SEI		EPH 3	EPH 2
6	Algebra I SEI	ELD 1 (Robinson)	Bio SEI (Priestley)	ELD 3/4		Chem SEI	Construction 2	Film	AP Spanish Lan
7	Math Support	ELD 1 (Robinson)	Ethnic Studies SEI	ELD 3/4		Algebra II (Notaro)			EPH 2

10th Grade					12th Grade			
	Architecture -		Media -		Architecture		Media	
Cohort	A - CTE	A - CTE	M - CTE	M - CTE	A - CTE	Other	M - CTE	Other
1	ELD 2/3/4	World History SEI	ELD 2/3/4	Physio SEI				
2	ELD 2/3/4	Geometry SEI	ELD 2/3/4	PE SEI	Design Build			Math Analysis
3	Physio SEI	Intro M/M SEI	World History SEI	Geometry SEI	Gov SEI		Advanced Film	Advanced Film; AP Spanish Lan; EPH 3
4	PE SEI	Physio SEI	Intro M/M SEI (Sykes)	World History SEI	Grad Write	Design Build	Gov SEI	Math Analysis; Data Science; Advanced Film
5	Construction 1 SEI	PE SEI	PE SEI	Intro M/M SEI	English 4 SEI		Grad Write	Advanced Film
6	World History SEI	ELD 2/3/4	Geometry SEI	ELD 2/3/4		Design Build	English 4 SEI	Physics/AP Bio; Advanced Film
7	Geometry SEI	ELD 2/3/4	Physio SEI (Priestley)	ELD 2/3/4				

4) Newcomer HS: Stand alone newcomer A-G High School (Internationals model or otherwise)

Questions/Comments/Ideas:

Staff	Period 1	Period 2	Period 3	Period 4	Lunch	Period 5	Period 7	Homeroom/Advisory
Staff A	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD 1	HR/Advisory
Staff B	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD 1	HR/Advisory
Staff C	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD Literacy	HR/Advisory
Staff D	9/10 Math	Coaching	9/10 Math	Prep		9/10 Math	9/10 Math	HR/Advisory
Staff E	Numeracy	9/10 Math	9/10 Math	Prep		9/10 Math	9/10 Math	HR/Advisory
Staff F	9/10 Math	9/10 Math	9/10 Math	Prep		9/10 Math		
Staff G	11th Adv Algebra	11th Adv Algebra	11th Adv Algebra	11th Adv Algebra		12th Stats	12th Stats	
Staff F	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff G	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff H	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff I	Prep	11th Chemistry	11th Chemistry	11th Chemistry		11th Chemistry	Prep	HR/Advisory
Staff J	ELD 1	Prep	ELD 1	ELD 1		ELD 1	ELD 1	HR/Advisory

[Link to HS Resource](#) [Link to MS Resource](#)

4) Newcomer HS: Stand alone newcomer A-G High School (Internationals model or otherwise) within a school or alone

Questions/Comments/Ideas:

Staff	Period 1	Period 2	Period 3	Period 4	Lunch	Period 5	Period 7	Homeroom/Advisory
Staff A	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD 1	HR/Advisory
Staff B	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD 1	HR/Advisory
Staff C	9/10 NX ELA	9/10 NX ELA	Prep	9/10 NX ELA		9/10 NX ELA	ELD Literacy	HR/Advisory
Staff D	9/10 Math	Coaching	9/10 Math	Prep		9/10 Math	9/10 Math	HR/Advisory
Staff E	Numeracy	9/10 Math	9/10 Math	Prep		9/10 Math	9/10 Math	HR/Advisory
Staff F	9/10 Math	9/10 Math	9/10 Math	Prep		9/10 Math		
Staff G	11th Adv Algebra	11th Adv Algebra	11th Adv Algebra	11th Adv Algebra		12th Stats	12th Stats	
Staff F	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff G	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff H	Prep	9/10 Science	9/10 Science	9/10 Science		9/10 Science		HR/Advisory
Staff I	Prep	11th Chemistry	11th Chemistry	11th Chemistry		11th Chemistry	Prep	HR/Advisory
Staff J	ELD 1	Prep	ELD 1	ELD 1		ELD 1	ELD 1	HR/Advisory

	9th	10th	11th	12th
1	ELA	ELA	ELA	ELA
2	ELD	ELD	ELD	ELD
3	Math	Math	Math	Senior Seminar or Pre Cal
4	WL or Ethnic Studies	Modern World	Am History	Gov/Econ
5	PE	PE	CCR/Health	AP Lang or Elective
6	Bio	Physics	Chemistry	Science or Elective
7	Elective	Elective	AP Lang or Elective	Elective

[Link to HS Resource](#) [Link to MS Resource](#)

[Slides links on this](#)

How Much Should I Translate for My Multilingual Learners?

ALL Translation

- Inhibits English Language Development
- May exclude students from engagement in learning activities
- Easier, but does not nurture multilingualism
- Isolates speakers of other languages in class
- May include incorrect translation

NO Translation

- Little language learning occurs if text is too difficult to find entry points into
- May create barriers in access to content
- May feel overwhelming



The Balanced Sweet Spot

- Content and language learning happening with purposeful translation and scaffolding in English
- Language demands of the materials are appropriate for the learner
- Teacher translation happens 1:1 or with small groups, not whole class
- Intentionally uses strategies such as Preview and Review in home language
- Time for processing in home language is followed by a response in English

Newcomer Programming:

Key Documents

<p>District Planning Documents</p>	<p>What documents guide our newcomer programming?</p> <ul style="list-style-type: none"> • ELLMA Central★ • OUSD ELL Master Plan and Essential Practices for leaders and Essential Practices for teachers • Newcomer toolkit
<p>Newcomer Programming</p>	<p>What options do students and families have for newcomer programming?</p> <ul style="list-style-type: none"> • Secondary Newcomer Programming★ • Elementary Newcomer Supports Guidance • Newcomer Entry and Exit Criteria <p>Are students identified as SIFE or SLIFE? What criteria is used?</p> <ul style="list-style-type: none"> • Welcome Center Screener • Math screener • Instructional Strategies & Tasks to Support SLIFE
<p>Staffing</p>	<p>How are schools staffed for newcomer support?</p> <ul style="list-style-type: none"> • Elementary Newcomer Teacher Leader★ • Newcomer Social Worker★ • Newcomer Assistants • NWI Overview

	<ul style="list-style-type: none"> • Centralized Support for Social Workers • RASAP Overview
Programming Models	<p>What types of program models do we use?</p> <ul style="list-style-type: none"> • Elementary guidance <ul style="list-style-type: none"> ○ Elementary Newcomer Support Pyramid (MTSS) • Secondary programs <ul style="list-style-type: none"> ○ OUSD Secondary Newcomer Program Systems of Support • Mainstream Guidance for Student Support: Elementary • Mainstreaming in Secondary
Identification and Enrollment	<p>How does Identification and placement for newcomers work in OUSD?</p> <ul style="list-style-type: none"> • ELLMA/OUSD Newcomer Student Intake Form • Newcomer Intake Guidance • Tracking newcomers in our SIS • Unaccompanied Youth One Pager • Justice Involved Youth
Instruction and Assessment	<p>What curricular and assessment tools do we use?</p> <ul style="list-style-type: none"> • ELD curricular recommendations • ELD Standards by Newcomer Year (draft)★ • Targets for newcomer progress monitoring • Newcomer ELD Benchmarks (rubric) and folder of benchmarks • Task Analysis (Language and Content Planning Tool) • Secondary Designated ELD • SIFE lesson design framework • SIPPS
Professional Development	<ul style="list-style-type: none"> • Secondary Professional Development Offerings★ • Elementary Professional Development Offerings
Family & Community Engagement	<p>How do we meaningfully engage families in the educational process?</p> <ul style="list-style-type: none"> • ENTL Theory of Action & Work Plan - Priority 3 • Development of NWI Program • System of Support for Social Workers • Snapshot of Services
High School Programing	<p>What course and pathway offerings exist for newcomers in high school?</p> <ul style="list-style-type: none"> • ELL Scheduling at a Glance • Paths to graduation with exemptions • Master Schedule Guidance • Transcript Eval manual • Transcript Review Training for Counselors

Supporting in a class where you do not have a planning period with the core teacher:

Before Class:

- When possible, core teacher should **leave the days materials and any lesson planning docs in an agreed upon place** each day so that any additional support adults who are coming in can go right to it and get a glimpse of what the class is about without interrupting the core teacher for an orientation.

Upon Entering the Class

- Come in and review the materials, see who is in class that day, and **join a group**. (Ideally, students are mixed about the room near a shared home language peer, but also integrated with non-newcomers. Avoid having a few groups of newcomers and a few groups of non-newcomers.)
- As you sit with the group, ask them to tell you what they are working on today. Do not take over facilitation, but support them to support each other. This might sound like:
 - Can you ask her what she thinks the response is?
 - Can you help her say that in English?
 - What words here do you know?
 - What words do you have questions about?
 - What does the group need to do next? Do you want to decide who will take which part?
- Your biggest role as a sometimes support is to model for students how to help each other across language even when you are not there. Model the helping behaviors you want them to engage in even when you are not there
- As you leave the group, make sure they have some next steps to work on
- Move on to another cluster of students

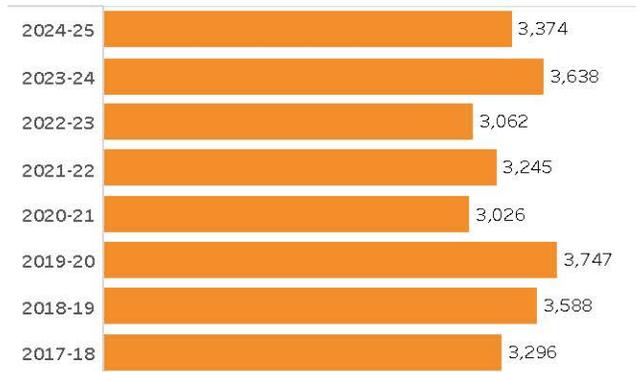
Additional Resources:

- [Universal supports for newcomers in mainstream classrooms](#)
- Visit OUSD's [Newcomer Toolkit](#) for more information and instructional strategies!
- [Crafting Newcomer-friendly Math Lessons](#) (elementary-focused but may apply to secondary)
- See the [Model Lesson Scaffolding Cheat Sheet](#) for more classroom support ideas. (elementary-focused but can apply to secondary)
- See [Making Content Comprehensible for Secondary Newcomers](#)
- See [ELLMA Elementary Newcomer Program Guidance](#) for a comprehensive treatment of newcomer support in OUSD.
- [Essential Practices for ELL Achievement](#)

NEWCOMER DEMOGRAPHICS - 2024-25

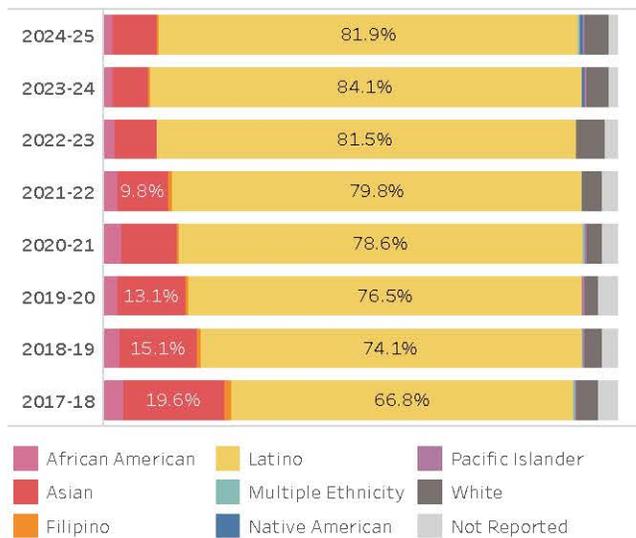
Oakland Unified School District - A Newcomer is a non-US born student who has been in the United States less than 3 years and speaks a language other than English at home. This year's data was last updated on **2025-05-20**. Historic data is based on end-of-year counts. Email questions to rattana.yeang@ousd.org.

Total Number of Newcomers

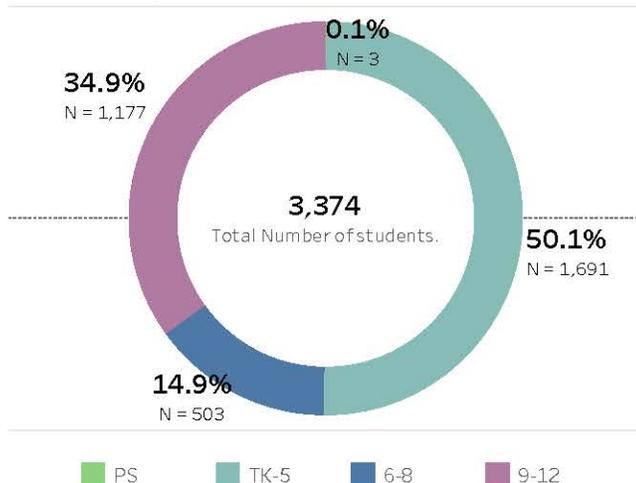


NOTE: The COVID-19 pandemic & shifts in federal immigration policy led to a rapid decline in newcomer enrollment from Winter 2020 through Spring 2021.

Ethnicity



Grade Group



Home Language

Only the top 15 home languages are listed below.

	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
Spanish	2,090	2,266	1,815	1,819	1,606	1,896	1,737	1,462
Mam	698	807	666	752	740	936	911	754
Arabic	158	164	190	200	172	231	234	298
Vietnamese	74	56	49	62	75	99	108	102
Cantonese	62	58	67	89	89	130	171	189
Mandarin (P..	47	34	27	25	20	30	35	49
Farsi (Persia..	44	40	38	26	11	22	13	23
Tigrinya	35	41	44	54	77	82	42	51
Pashto	32	37	21	23	31	40	35	43
Other Non-E..	30	38	64	88	93	130	138	149
French	15	9	9	9	7	11	12	14
Amharic	13	19	17	35	31	31	39	31
Burmese	12	7	2	2	3	6	6	9
Khmer (Cam..	8	10	7	6	7	13	10	9
Mongolian	5	2	2					

Birth Country

Only the top 15 birth countries are listed below.

	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
Guatemala	1,469	1,693	1,416	1,553	1,471	1,758	1,620	1,237
Mexico	410	367	200	194	197	247	253	265
Honduras	339	422	385	372	308	322	238	174
El Salvador	314	385	383	440	401	535	550	518
Yemen	125	140	169	181	153	200	205	260
China	99	85	86	108	108	160	206	229
Nicaragua	98	101	72	31	11	10	7	7
Viet Nam	77	57	49	63	76	100	111	103
Afghanistan	76	82	72	66	49	88	68	88
Colombia	75	61	27	12	1	6	5	7
Venezuela, ..	48	22	2	2	4	5	6	7
Eritrea	30	32	28	41	66	75	36	41
Peru	19	20	7	3	1	3	5	2
Algeria	18	13	10	3	4	6	5	6
Myanmar	11	7	1	2	1	5	6	13

Note: A large portion of students identified as speaking "Other Non-English Languages" are speakers of indigenous languages from Central America.

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Time of Arrival to Oakland Unified School District

The table below shows the total number of Newcomers by month and is based on their District Entry Date.

	SUMMER	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
2024-25	2	501	95	76	59	44	120	57	36	28	
2023-24	26	649	142	160	113	85	207	138	107	72	32
2022-23	36	556	89	84	78	60	144	64	71	72	43
2021-22	16	610	115	106	73	57	141	70	86	70	39
2020-21		335	45	32	22	6	45	32	32	33	27
2019-20	1	879	148	126	84	74	127	82	34	8	5
2018-19	5	548	81	94	77	77	213	124	138	146	36
2017-18	3	498	67	91	64	59	130	96	97	101	51
2016-17	60	440	134	113	92	83	215	138	103	77	58
2015-16	37	422	102	60	64	52	149	120	111	108	56
2014-15	32	376	75	46	33	46	82	57	69	55	37
2013-14	12	276	49	37	18	44	84	44	58	53	27
2012-13	21	199	25	38	27	30	38	34	27	32	12
2011-12	12	165	30	18	7	14	33	15	30	26	22
2010-11	3	1				3	42	16	14	23	17

Grade Level

	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
Grade PS	3	6	1	3	2	8	19	9
Grade TK	109	87	61	43	51	59	53	80
Grade K	278	314	253	301	304	393	346	328
Grade 1	357	373	325	376	382	405	388	325
Grade 2	338	370	343	364	315	369	319	266
Grade 3	212	242	186	182	166	215	189	183
Grade 4	188	204	122	149	159	193	176	181
Grade 5	209	183	117	155	148	165	183	149
Grade 6	184	157	129	144	124	180	169	162
Grade 7	146	167	136	133	146	179	181	153
Grade 8	173	165	114	153	141	178	182	156
Grade 9	332	407	457	524	235	499	493	487
Grade 10	353	439	407	273	381	399	411	440
Grade 11	277	321	167	276	276	262	307	253
Grade 12	215	203	244	169	196	243	172	124
Grand T..	3,374	3,638	3,062	3,245	3,026	3,747	3,588	3,296

How many newcomers are asylees?

2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
103	110	99	116	143	156	179	220

How many newcomers are refugees?

2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
125	114	78	69	66	112	109	172

How many newcomers are unaccompanied immigrant youth?

2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
633	871	793	682	503	628	660	616

How many newcomers are children of migrant families?

2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
1,209	1,246	752	960	902	1,122	1,001	635

Children of Migrant Families is a local term used to describe children of immigrant families seeking refuge in the United States.