High School Newcomer Instructional Framework

Presented to the Teaching and Learning Committee

Presented by the High School Network, ELLMA, Linked Learning, and Secondary Academics

May 27, 2025

Outcomes

- Share updated information regarding the Newcomer Instructional Framework

- Gather insights from members of the Teaching and Learning Committee on our Newcomer Instructional Framework

Our Vision:

All students will graduate from OUSD college, career, and community-ready.

Long-Term Metrics of Success:
- 4-year cohort graduation rate
- Dropout Rate
- A-G completion Rate
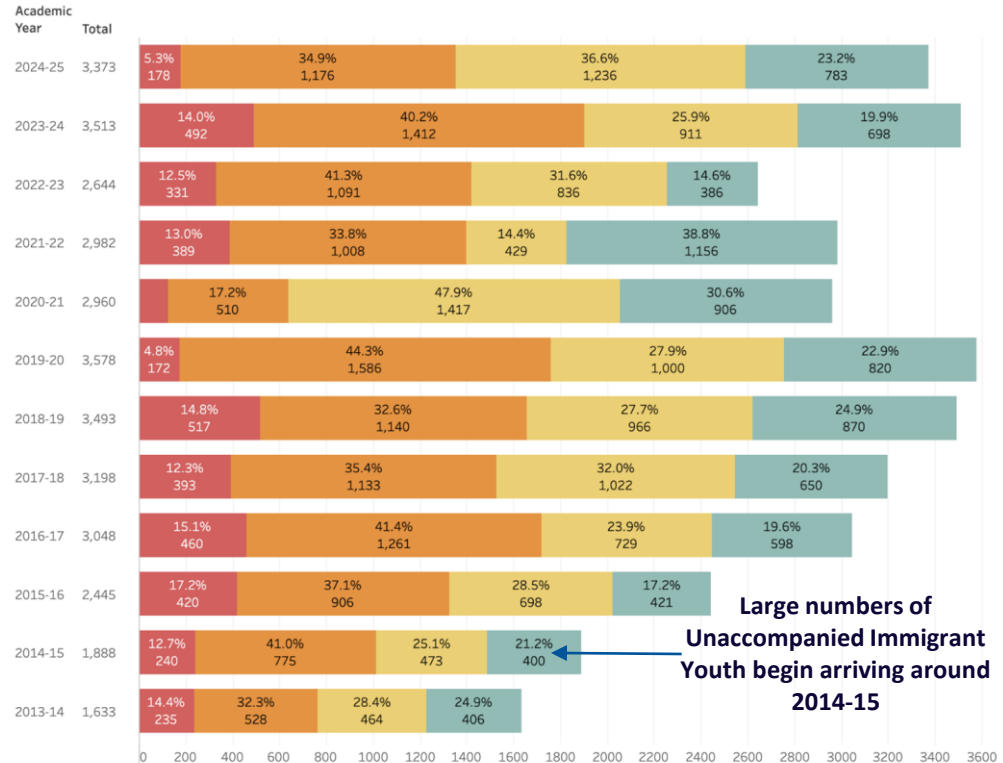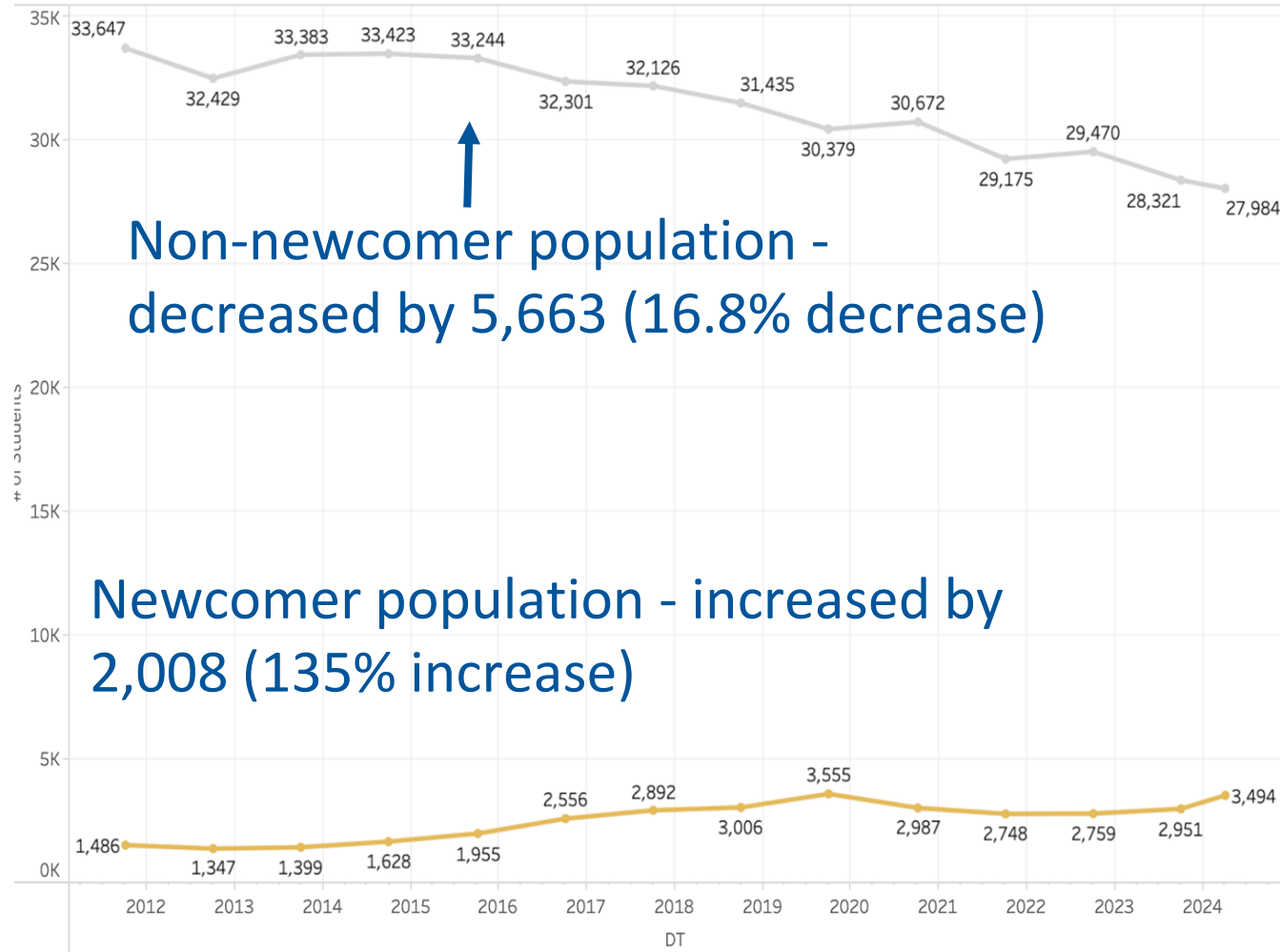- California College/Career Indicator
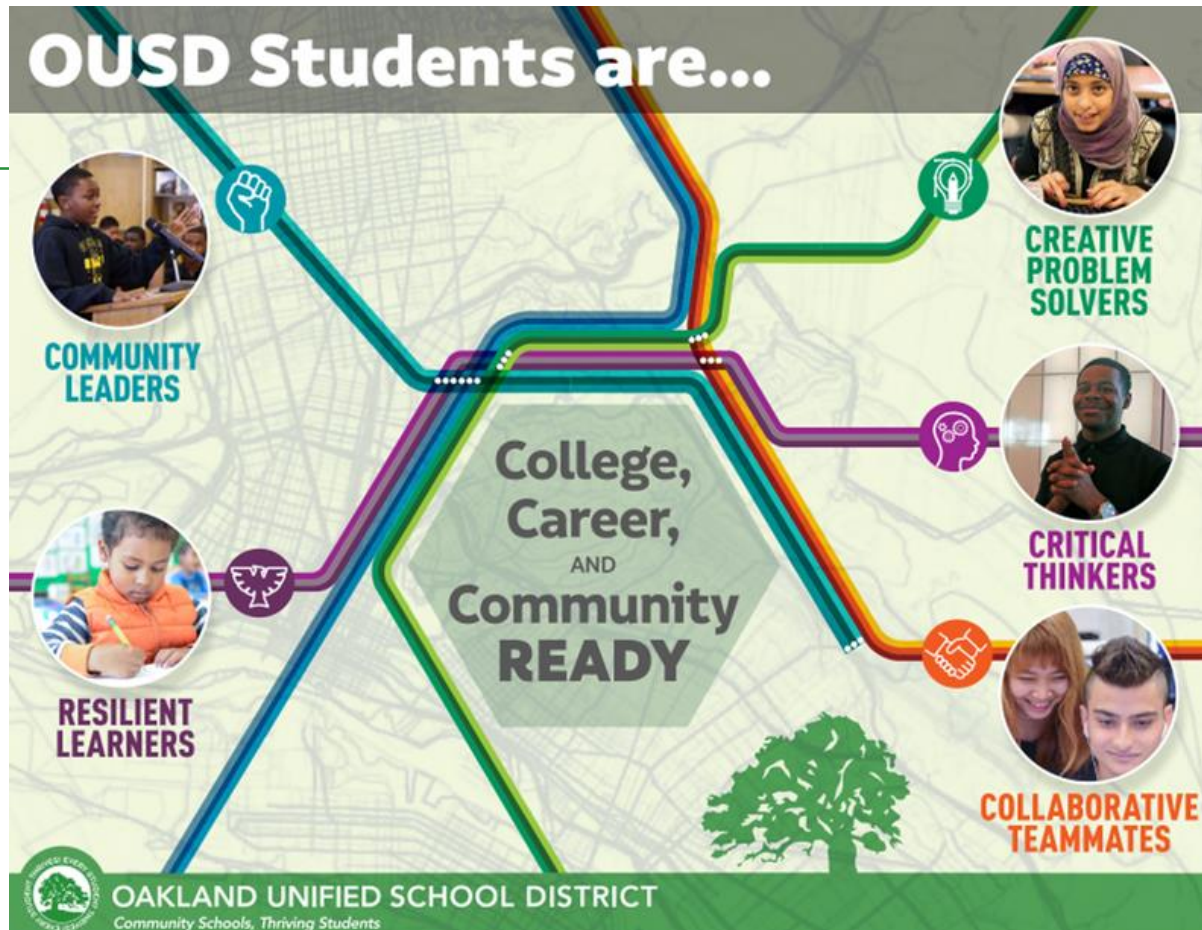
Who Are OUSD's English Language Learners and Newcomers?

ELLMA

OUSD serves about **34,000** students.
11,000 of them are ELLs.
3,300 of them are newcomers.

- Our Newcomer population has more than doubled over the last decade.

- Newcomers represent **28%** of ELLs in OUSD

- **10%** of district enrollment are identified as Newcomers.

Academic Year	Total				
2024-25	3,373	5.3% 178	34.9% 1,176	36.6% 1,236	23.2% 783
2023-24	3,513	14.0% 492	40.2% 1,412	25.9% 911	19.9% 698
2022-23	2,644	12.5% 331	41.3% 1,091	31.6% 836	14.6% 386
2021-22	2,982	13.0% 389	33.8% 1,008	14.4% 429	38.8% 1,156
2020-21	2,960	17.2% 510	47.9% 1,417	30.6% 906	
2019-20	3,578	4.8% 172	44.3% 1,586	27.9% 1,000	22.9% 820
2018-19	3,493	14.8% 517	32.6% 1,140	27.7% 966	24.9% 870
2017-18	3,198	12.3% 393	35.4% 1,133	32.0% 1,022	20.3% 650
2016-17	3,048	15.1% 460	41.4% 1,261	23.9% 729	19.6% 598
2015-16	2,445	17.2% 420	37.1% 906	28.5% 698	17.2% 421
2014-15	1,888	12.7% 240	41.0% 775	25.1% 473	21.2% 400
2013-14	1,633	14.4% 235	32.3% 528	28.4% 464	24.9% 406

Large numbers of Unaccompanied Immigrant Youth begin arriving around 2014-15

Non-newcomer population - decreased by 5,663 (16.8% decrease)

Newcomer population - increased by 2,008 (135% increase)

From 8% of over ELL population to close to 30%

Non-newcomer data points: 33,647; 32,429; 33,383; 33,423; 33,244; 32,301; 32,126; 31,435; 30,379; 30,672; 29,175; 29,470; 28,321; 27,984

Newcomer data points: 1,486; 1,347; 1,399; 1,628; 1,955; 2,556; 2,892; 3,006; 3,555; 2,987; 2,748; 2,759; 2,951; 3,494

Civil Rights Obligations: The Legal Floor for ELLs

- Daily **designated ELD in addition to ELA instruction.**

- All teachers are **CLAD-certified and provide integrated ELD** across the curriculum.

- **ELLs are assessed annually** for English proficiency, in addition to other required

  assessments.

- Provide appropriate **curricular materials for all subjects**, including ELD.
- Offer **equitable access to core courses**, and all opportunities available to non-ELLs

Mainstreaming Newcomers
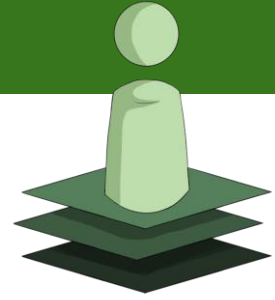
A Look at the Office of Civil Rights and Department of Justice's take on Title VI of the Civil Rights Act of 1964

EL programs may not unjustifiably segregate students on the basis of national origin or EL status. While EL programs may require that EL students receive separate instruction for a limited period of time, the Departments expect school districts and SEAs to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.59

During their educational journey from enrollment to graduation, EL students are entitled to instruction in the school district's core curriculum (e.g., reading/language arts, math, science, and social studies). This includes equal access to the school's facilities, such as computer, science, and other labs or facilities, to ensure that EL students are able to participate meaningfully in the educational programs. Meaningful access to the core curriculum is a key component in ensuring that EL students acquire the tools to succeed in general education classrooms within a reasonable length of time.

From: the 2015 Dear Colleague letter from OCR and DOJ

Policy at State and OUSD

STATE LAW:

"Any language acquisition program provided by a local educational agency (LEA) shall:

(1) Be designed using evidenced-based research and include **both Designated and Integrated ELD.**" *5 CCR* Section 11309(c)(1) states:

The law does not require a specific number of minutes of ELD for all ELs. **Each LEA has the discretion to determine the amount of time appropriate for students at different English language proficiency levels, but should be equivalent to the requirement of any other subject matter.**" (California Department of Education guidance)

OUSD Policy

The ELL Master Plan adopted by the Board on November 30, 2016 outlines OUSD policy with regard to serving ELLs with a clear mandate to provide both Integrated and Designated ELD as required by state and federal law.

Program Growth Over Time

2013-2014

1 middle school
2 high schools

2019-20

8 middle schools
6 high schools

Present

**9 middle schools
7 high schools**

Middle	High
Bret Harte Elmhurst Frick MLA MPA Roosevelt UFSA UPA Westlake	Castlemont Fremont MPA Oakland High OIHS Rudsdale Skyline

# From Program Development to Program Quality

|	Developing (10 years ago)	Implementation (Present Day)	Quality (Next Three Years)
Program Design	No formal definition for newcomers, data systems, N-tags, etc.	Articulated continuum of newcomer programs across middle and high schools	Increased program quality in addition to quantity of secondary newcomer programs
Program Flexibility	Newcomer programming / support site-dependent. No viable option for working students (e.g. Rudsdale)	A continuum of newcomer programming across the city. Rudsdale allows students who are working full time to continue to study	Infant and Toddler care attached to our comprehensive high schools so that parenting students can continue to study.
Central Systems	No systems for projections, budgeting for newcomers, support for enrollment	Systems and structures across central office and sites in support of newcomers (counseling, enrollment, budget)	Systematized newcomer supports and guidance that all counselors know and can implement
Professional Development	No guidance/ resources/ differentiated PD specifically designed around the needs of newcomers	Many annual offerings of newcomer strategies for teachers, leaders, and support staff	More site level PD for newcomer program teams
Newcomer Counseling	Lack of consistent practices around transcript analysis, course placement	Newcomer Toolkit including instructional guidance and resources.	Aligned practice around scheduling newcomers
Mental Health	No newcomer-specific mental health / case management supports.	Dedicated staff: Elementary Newcomer Teacher Leaders in TK-5 and Social Workers in Secondary	Building site capacity for tier 1 mental health supports as grant funding goes away
Curriculum	No curriculum that addresses the unique needs of SIFE (students with interrupted formal education). No adopted ELD curriculum for newcomers, and no curriculum for SEI content classes	Nationally recognized new OUSD SIFE curriculum, an adoption of a new ELD curriculum and planned unit bank work to begin next year,	Teacher/ELLMA newcomer curriculum PLC has refined a unit bank to meet the needs of newcomer teachers in every content area

Successes!

OUSD Newcomer Graduation Rates Have Gone up
More than **20%** in the past 3 Years!

Newcomer Graduation Rates

Period	Grad Rate
21-22 Grad Rate	41.1
22-23 Grad Rate	52.8
23-24 Grad Rate	61.6
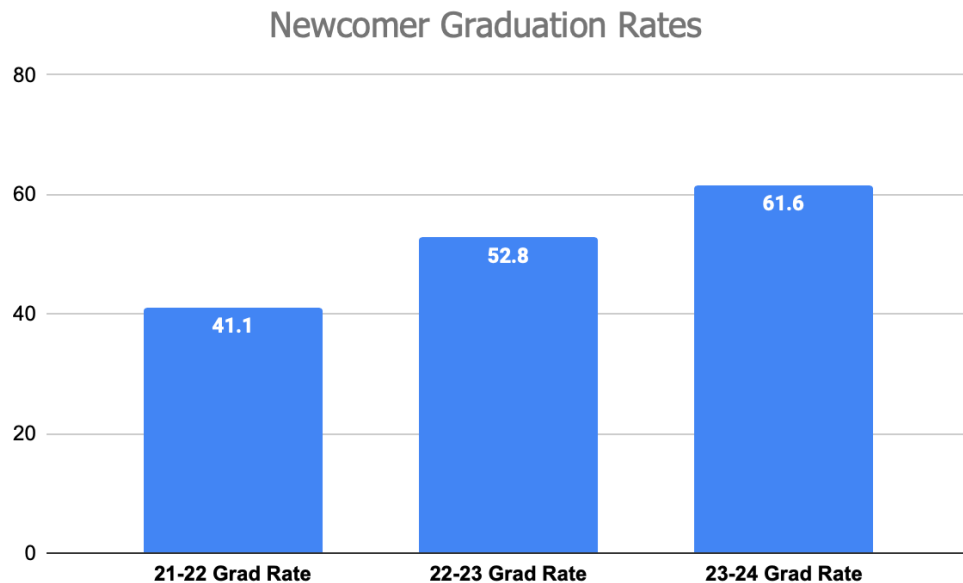
And Yet….

They are still graduating at far lower numbers than their Non-Newcomer Peers
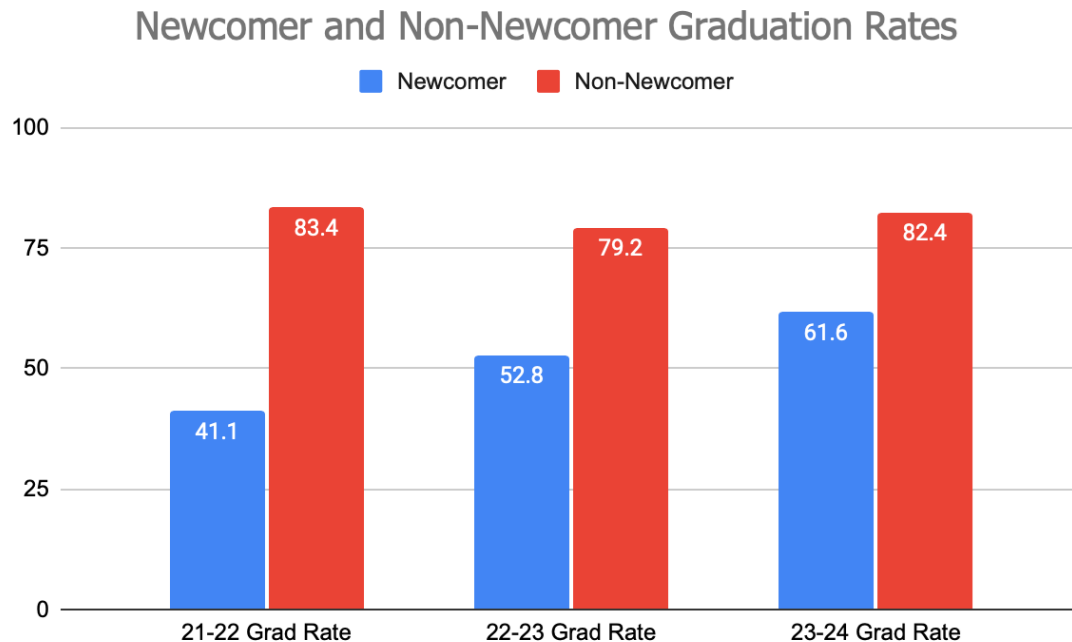
In a Recent Survey of 1200 Secondary **Newcomers**

35%
Miss school because it is hard to get there

46%
Sometimes miss school to work

33%
Live with someone other than their parents

36%
Pay "some or all" of their rent

17%
Do not have enough to eat

13%
Are parents

OUSD Secondary Newcomer Outcome Goals
From (and Beyond) Our LCAP

- **Increase Graduation Rates**
  - **Goal:** Increase newcomer four year graduation rates
- **Increase ELPAC Scores**
  - **Goal:** Increase the percentage of Year 3 newcomer students in Grades 6–12 who meet District newcomer ELPAC targets on the Summative ELPAC (English Language Proficiency Assessment of California).
- **Increase Reading Growth**
  - **Goal:** Increase the percentage of Year 3 newcomer students in Grades 6–12 who meet District newcomer reading targets on the spring administration of the i-Ready reading assessment.
- **Increase Newcomer A-G rates (HS)**
  - **Goal:** Increase percentage of newcomer students graduating A-G ready
- **Internship internship participation for newcomers**
  - **Goal:** Increase the percentage of newcomer students who experience a structured internship during high school.
- **Dual Enrollment participation for newcomers**
  - **Goal:** Increase the percentage of newcomer students who participate in Dual Enrollment
- **College Enrollment w/in one semester for newcomers**
  - **Goal:** Increase the percentage of newcomer students who enroll in college within one semester of graduating

What Are We Trying to Impact With This Framework?

- The day to day experience our newcomers have across our newcomer programs is very different. **We want all newcomer programs to offer a quality learning experience every day.**

- When our global climate was very different, we needed to grow our newcomer program landscape very quickly. In our current global climate, **we want to increase the quality of the programs rather than the quantity**.

- The work world and school world of our newcomer students is deeply linked. We want to use Linked Learning to bridge our students school life with their work and "real" life **so they see the relevance of it with enough value to compete with the immense need to work instead of study.**

- **We want our secondary newcomers to be integrated into the life of the school community** within and outside of the newcomer programs, as required by federal law.

Student Voices: "Mainstream More Gradually"

"After a year, every student should have two or three mainstream classes so they can adapt to the new, the mainstream, classes. And when they change, like all classes come, mainstream, it would be easy to adapt.

Right now you have the hard classes. It's not easy to understand everything like you used to understand, like in the other classes, basic classes.

Those classes were not difficult because the English was like, it was like too easy. The classwork, the assignments, the homework. Even when the teacher is talking, he didn't use difficult words, he uses easy words so you can understand.

I think **try to put like one or two class, two or three classes mainstream to, be comfortable when you change to, to mainstream.**"

Student Voices: "Have Empathy"

"Have Empathy. So you, you might like, want to like, give some support to those students because just try to be in their shoes.

Like I have a little sister, I go to her school to pick it up. I need to help her in her homework too. I need to clean the house, clean the bathroom, clean everything. **Because there is no one in the house. I am the only one that is there, and I am the, the older brother. I, I need to support my sister, my fathers and, and I need to be good in, in the school.**

And that's difficult."

Student Voices: "Supporting Ourselves"

"It's not just at home. Some students work after school, so they don't have time. They have to work to keep living here. Maybe paying food, rent, or something like that. **They have to pay clothes and pay every food, because they don't have support. Many student don't come with parents or something like that. They are here alone.**

I feel like we all are from other countries and we have cases to see if we get, uh, legal papers right here. And we sometimes lose classes because of that. "

Student Voices: Video compilation of a focus group with recently mainstreamed newcomer students

Stakeholder Engagement To Date

- Student focus groups at Oakland High School and Madison Upper

- Principal framework review and input

- OUSD/OEA Newcomer Committee review and input

- District English Language Learner Subcommittee (DELLs)

Program Considerations

Master Schedule

Newcomer Responsive Structures

Staffing

Summer School

Extra Curricular

Shared Students

Adult Collaboration

Ongoing PD and PLCs

Aligned Instructional Strategies

Program Design

Newcomer Programing

Pathway/ Team

Systems of Support

Curriculum Instruction and Assessment

Legal/Housing/ Food

Family Engagement

Social Workers

Advisory

Group Roles

Text Access

Progress Monitoring

Student Talk and Translanguaging

Language and Content Integration

Program Considerations

Master Schedule	Newcomer Responsive Structures	Staffing
- Mixed student groups - Course Sequences - Mainstreaming Process	- Internship, Work Based Learning, Dual Enrollment - Summer School - Extra Curriculars	Having fully staffed programs to ensure high quality teaching and learning for all vulnerable populations

Program Design

This meeting is being recorded // Esta junta se está grabando.

More Aligned Mainstreaming Sequence

	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			

Teaming for Success and Linked Learning Pathways

Pathway Team

Adult Collaboration	Student-to-Student Relationships	Ongoing Professional Development
• Shared routines across the day • Time for adults to align and collaborate	• Relationship building between newcomer students and others	• Foundational professional development on serving newcomers for schools and teachers with high counts of newcomers

Curriculum, Instruction, and Assessment

Instruction	Curriculum	Assessment/ Progress Monitoring
• Language and Content Integration • Student Talk • "Translanguaging" • High Challenge, High Support: Grade level tasks and texts with scaffolding	• New Newcomer ELD Curriculum • New Curriculum for Students with an Interrupted Formal Education • Quality Criteria for Content Units • Career integration and CTE	• Frequent Low stakes assessment and progress monitoring towards targets
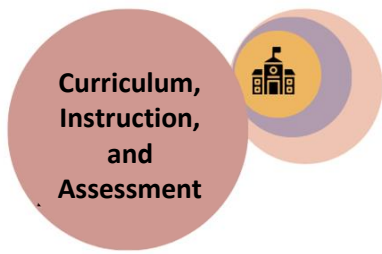
Curriculum, Instruction, and Assessment

- **We Have** pockets of newcomer teacher shared learning...

  Now we need more spaces for newcomer teacher sharing and collaboration

- **We Have** an unrefined bank of units ...

  Now we need a curated and vetted standards based curriculum resource for newcomer teachers

- **We Have** a new newcomer ELD curriculum and a new SIFE curriculum ...

  Now we need to train and support teachers in using them

- **We Have** a framework for what quality newcomer programs should look like ...

  Now we need to support our schools to self assess where they are strong in these areas and what improvement over the next few years might look like
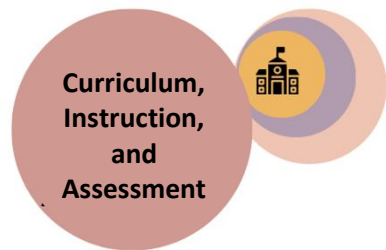
Curriculum, Instruction, and Assessment

Newcomer Content Curriculum - The What

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 provides a valuable foundation for building up our own library.

The How

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 draft 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.
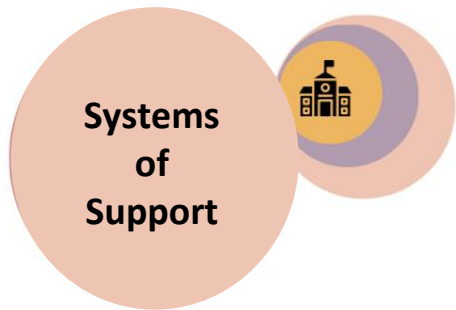
Systems of Support

Wellness and Basic Needs	Family Engagement	Advisory
• Legal • Housing • Food • Childcare • Newcomer Social Workers	• Both Social and Academic • Student Led when Possible • Translation • Collaboration Across Diverse Backgrounds	• Relationship building • Risk Taking • Developing Skills Collaboratively • Post-secondary planning

Program Quality Criteria & Continuous Improvement

School Improvement Domains Crosswalk with Newcomer Instructional Framework

	Domain 1 Mission & Vision	Domain 2 Quality Program Implementation	Domain 3 Collective Leadership & Professional Learning
Thread A: **Instruction** *Key Metrics:* *ELA Performance* *Math Performance* *HS Grad rate* *ELL Reclassification*	School Vision Graduate Profile Ambitious Standards-Aligned Student Learning Goals	Quality Standards-Based Curriculum & Instruction Standards-Based Assessment Meaningful Inclusion & Targeted Intervention Engaging Extra Curricular and Enrichment Opportunities	Collective Ownership of Student Outcomes Professional Learning Communities Coaching, Observation and Feedback High-Quality Professional Learning
Newcomer Framework Alignment:	• **Program Design:** Mainstreaming Opportunities	• **Program Design:** Access to summer school and extracurriculars • **CIA:** Newcomer ELD Curriculum • **CIA:** Newcomer Content Curriculum • **CIA:** Rigor • **CIA:** Language Development Timeline • **CIA:** Newcomer Progress Monitoring • **CIA:** Promotion/Retention	• **Teaming for Success and Linked Learning Pathways:** Make space and time for teachers and team to align on instructional strategies • **Teaming for Success and Linked Learning Pathways:** Decide on Shared Routines Across Classes and The Day • **Teaming for Success and Linked Learning Pathways:** Have a Shared Binder Structure • **Teaming for Success and Linked Learning Pathways:** Leveraging Multiple Educators in One Classroom
Thread B: **Culture** *Key Metrics:* *Suspension* *Chronic Absence*	Core Values Asset-Based and Anti-Racist Mindset Meaningful Inclusion of Students with Disabilities and other Marginalized Student Groups	Joyful Environment & Caring Relationships Social Emotional Learning & Restorative Practices Meaningful Student Engagement	Collaborative Professional Culture Communication Practices
Newcomer Framework Alignment:	**Program Design:** Intentional Grouping of Newcomer Students in Mainstream Classes **Program Design:** Determining Teachers for Newcomer-Heavy Sections	• **Systems of Support:** Advisory • **Systems of Support:** Legal/Housing/Food Insecurity Services • **Systems of Support:** Mental Health and Wellness • **Systems of Support:** Socioemotional Supports	• **Teaming for Success and Linked Learning Pathways:** Student-to-Student Support and Relationships • **Teaming for Success and Linked Learning Pathways:** Build Relationships Between Newcomers and Other Students In Class
Thread C: **Systems and structures** *Key Metrics:* *CHKS* *LGDS* *SSC Rubric*	School Mission Inclusive School Policies Annual Site-based Planning Process	Multi-Tiered System of Support Safety Resource Management Schedules, Calendars & Events Special Education Policies & Procedures, including IEPs 504 Plans	Distributed Leadership Decision-making Protocols Family Partnership Structures Student Leadership/Voice Partnerships with Community Based Organizations District Partnerships
Newcomer Framework Alignment:		• **Master Schedule:** Course Sequence • **Master Schedule:** Sheltered Classes	
Key Metrics	Suspension • Chronic Absence • ELA Performance • Math Performance • HS Grad rate • ELL Reclassification • CHKS • % of IEPs		

At-a-Glance: Programmatic Components for Newcomer Success

A Strong Newcomer Program Must Have:	These Include:	And Might Look Like:
Intentional Programmatic Design	Master Schedule	• 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	• 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

At-A-Glance:
Programmatic Components For Newcomer Success

A Strong Newcomer Program **Must** Have:	These Include:	And **Might** Look Like:
	Staffing	- Teaching Staff - Clerical Staff - Instructional Leadership
	Summer Learning and Extra Curriculars	- Targeted newcomer summer programs within and across our schools - Affinity club spaces - Newcomer club spaces - Newcomer access to extracurriculars outside of sports

A Strong Newcomer Program Must Have:	These Include:	And Might Look Like:
Systems for Adult Teaming and Linked Learning Pathways	Newcomers and Linked Learning Pathways	- 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

At-A-Glance:
Programmatic Components For Newcomer Success

A Strong Newcomer Program **Must** Have:	These Include:	And **Might** Look Like:

	Adult Learning	Foundational Professional learning
		• 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?
		Sustaining Professional learning
		• 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:
		   ○ Foundational Reading
		   ○ Before-During-After (BDA) lesson design
		   ○ Task Analysis
		   ○ Student talk and language supports

Programmatic Components For Newcomer Success

A Strong Newcomer Program Must Have:	These Include:	And Might Look Like:
Systems for Curriculum, Instruction, and Assessment	Curriculum	- Content Unit development - Newcomer ELD - SIFE equity project
	Instructional Model	- 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

At-A-Glance:
Programmatic Components For Newcomer Success

A Strong Newcomer Program **Must** Have:	These Include:	And **Might** Look Like:
	Assessment	- Assessment Calendar for Newcomers (including newcomer capstone guidelines) - Frequent Low-Stakes Assessment and Data Use
	Progress Monitoring	- Newcomer Progress Monitoring - Suggested Newcomer Targets. - SIFE expectations and progress - ELPAC - SIPPS/UFLI - Demonstrations of Learning - iReady
Systems of Whole Child Support		- 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

At-A-Glance:
Programmatic Components For Newcomer Success

A Strong Newcomer Program Must Have:	These Include:	And Might Look Like:
Quality Criteria and Continuous Improvement	Core Student Outcomes	To monitor progress toward academic, language, and engagement goals, we track: • 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.

Question and Answer