

# Improving Newcomer Education and Support in California Schools

September 13, 2023

11:00 am - 12:00 pm

Moderated by Jeannie Myung, Director of Policy Research, PACE

@edpolicyinca



# PACE Research-Practice-Policy Partnership

Loyola Marymount University  
Stanford University  
University of Oregon



Azusa Unified School District  
Modesto City Schools  
Oakland Unified School District  
San Diego County  
San Juan Unified School District

California Department of Education  
California Department of Social Services  
California State Assembly  
California State Board of Education

# Panelists



**Sam Finn**

Director of Newcomer  
Policy and Practice  
*Californians Together*



**Magaly Lavadenz**

Leavey Presidential  
Endowed Chair in Ethics  
and Moral Leadership  
*Loyola Marymount  
University*



**Lauren Markham**

Freelance Writer,  
Learning Lab Co-Director,  
*Oakland International  
School*



**David Hansen**

Learning Lab Co-Director  
*Oakland International  
School*

# Today's Agenda

- Introductions and overview of the PACE Research-Practice-Policy Partnership on Newcomer Education
- "Newcomer Education in California," Sam Finn
- "San Juan Unified Newcomer Support," Magaly Lavadenz
- "A Community School in Service of Newcomer Students," Lauren Markham
- "Guidance for District Administrators Serving Newcomer Students," David Hansen
- Audience Q&A

# Logistical notes

- Please type your questions & comments into the Q&A box
  - You can vote on others' entries, which will determine which questions get answered first
- Slides and links to resources can be found on the PACE event page:  
<https://www.edpolicyinca.org/events/improving-newcomer-education-and-support-california-school>
- The video recording from this webinar will be posted online by the end of the week

# Newcomer Education in California

Sam Finn



May 2023



# Sam Finn

*"Newcomer Education in California"*

# Newcomer Education in California

Policy Analysis for California Education  
September 13th, 2023

Sam Finn  
Director of Newcomer Policy and Practice



# Purpose & Sources for the Report

This report was written to give a birds'-eye view of the many areas that comprise and affect newcomer education in California. It is meant for policymakers, researchers, district practitioners, social service providers, advocates, and philanthropists.

The report is based on:

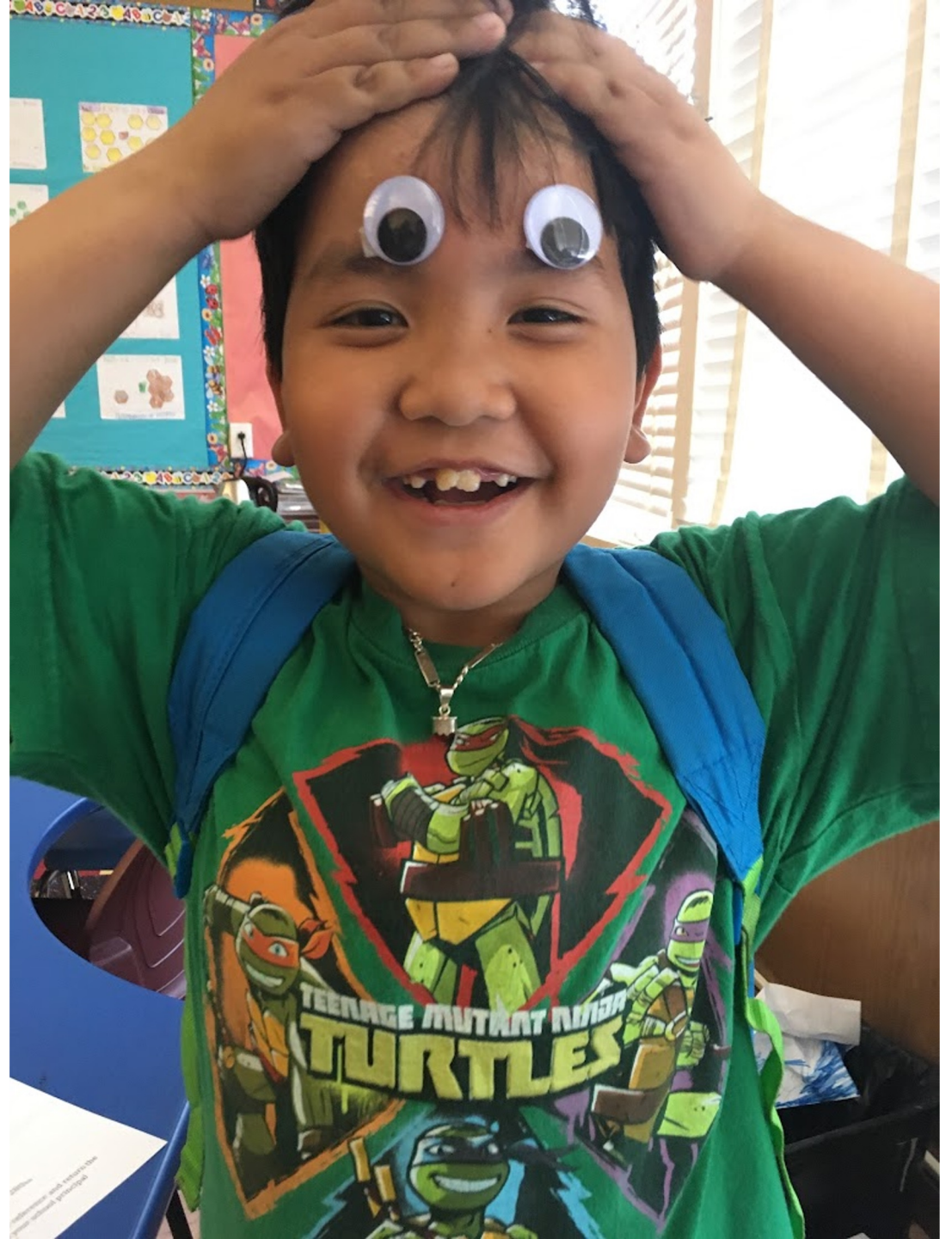
- A special data request fulfilled by the California Department of Education
- Analysis of state & federal documents
- Interviews with 12 California school districts
- Literature review

Analysis is further informed by the author's experience as a classroom teacher, as an education policy analyst, and as a consultant for the California Newcomer Education & Wellbeing Program.



# The Landscape

- Group Characteristics
- Legal Decisions
- English Learner Field
- Learning Conditions
- Data
- Funding



# Who Are Newcomers?

Newcomers can generally be thought of as students in their first years of U.S. schooling. They are a diverse group:

- ❖ Home Language & English
- ❖ Socioeconomic Status
- ❖ SIFE/SLIFE
- ❖ Refugee/Asylee Status
- ❖ Documentation
- ❖ Family Presence

*Federal Title III Immigrant Student Definition:*

- Three years or less in U.S. schools
- Not born in any U.S. state
- Between the ages of 3 and 21

# Federal Rulings Support Accessible Education for All Immigrant Students

- *Lau v Nichols* ('74): LEAs must take affirmative steps to ensure ELs can meaningfully participate in ed programs & services
- *Plyler v Doe* ('81): Education for all minors regardless of status
- *Castañeda v Pickard* ('82): 3-pronged test for effective instruction
  - based on sound educational theory
  - implemented effectively with resources for personnel, instructional materials, and space
  - proven effective in overcoming language barriers after a trial period

# Newcomers Can Get Lost in the Large EL Group



Newcomers...

- are a little less than 1/5 English learners nationally, 1/8 in CA
- tend to have much lower English proficiency than “average” EL
- are not well served by current EL accountability standards & curricula
- have distinct needs which are frequently unmet

# The Status Quo for Newcomers is Not Good

- Experts and great schools exist, but they are exceptional
- Schools, districts, and state agencies frequently lack expertise
- Instructional materials, program models, and guidance are limited
- Insufficient data exists for district planning, policymaking, & research
- **Many students cannot access a free and appropriate public education**

# Newcomers are an unusually large group to be so widely underserved. A couple reference points:

At 151,996 Title III Immigrant Students in California, there were more newcomers in 2020-2021 than...

... all students in 23 CA counties combined

... students in 8 different US states

Check out Tableau Dashboards for district-level detail: [bit.ly/CA\\_Newcomer\\_Data](https://bit.ly/CA_Newcomer_Data)

# Newcomer Demographics: CA Title III Immigrant Students (20–21)

## Big Picture Context

- 151,996 newcomers
- 13% of all CA ELs
- 2.5% all CA students

## Group Characteristics

- 92% English learners
- 43% Spanish home language
- 67% socioeconomically disadvantaged



1 in 40 CA students is a newcomer

# Funding

## State

- California Newcomer Education & Wellbeing Program (CalNEW)
  - \$5,000,000 ongoing annual funding for grants to 21 LEAs
  - Supports socioeconomically disadvantaged newcomers & families
- Opportunities for Youth (OFY)
  - \$5,000,000 one-time allocation for three years starting in 23-24
  - Support services for unaccompanied, undocumented students

## Federal

- Title III Immigrant Student Program
  - \$5,558,705 in grants for select LEAs, 20-21 → flawed formula, inequitable allocations
- Refugee School Impact Program
  - Various allocations by Office of Refugee Resettlement, often specific to population

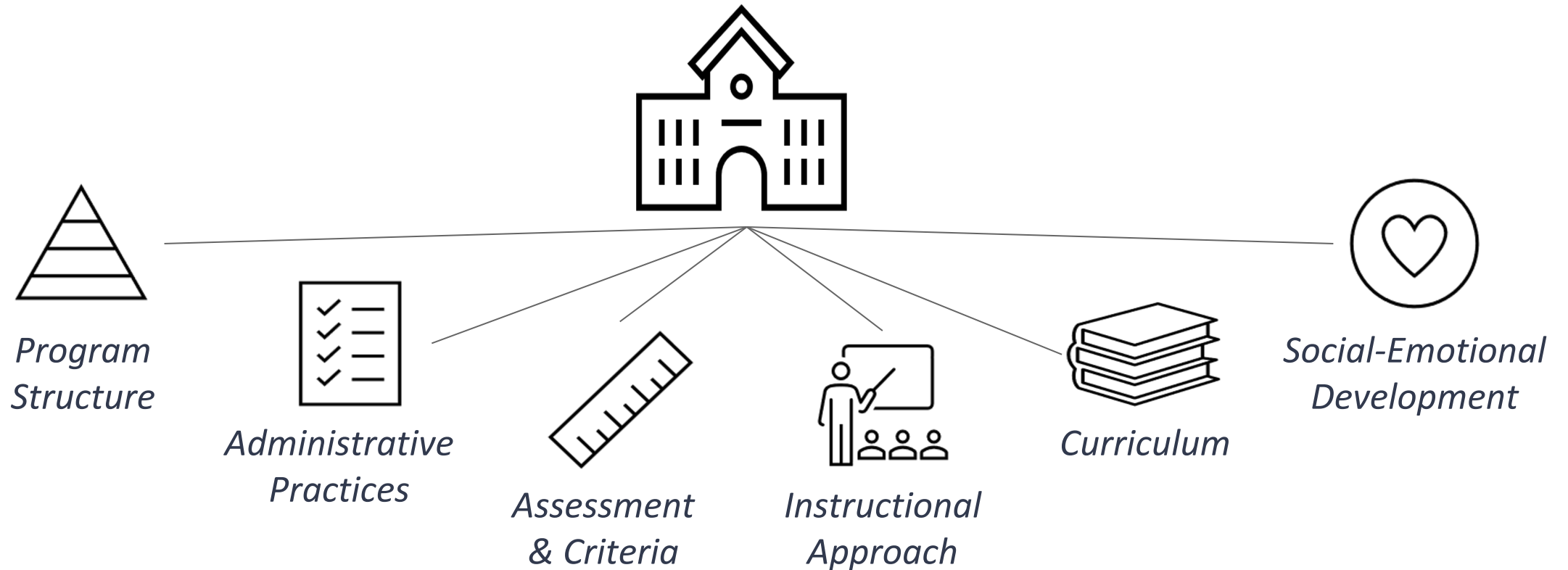


# Serving Newcomers & Building the Field

- Schooling
- Basic Needs
- State Recommendations
- Newcomer Networks
- Parting Takeaways



# Schooling



# Basic Needs



Family and community engagement



Nonprofit and governmental collaboration

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*Legal*



*Food*



*Housing*



*Supplies*



*Medical  
Care*



*Mental  
Health*

# Three Core Recommendations for the State

1. Build state capacity through dedicated staffing & collaboration.
2. Meaningfully include newcomers in state data systems.
3. Support the development of the field.

# Join a Newcomer Network



To join the California Newcomer Network:

- ★ Go to [www.calnew.net/](http://www.calnew.net/)
- ★ Click the “**JOIN**” button embedded in the top yellow header

CANN will partner with the CalNEW Program to co-host 5 webinar events in the 23-24 year, to be posted and publicized soon.



To join the National Newcomer Network:

- ★ Go to [bit.ly/NNN100](http://bit.ly/NNN100) (capitalization matters!)
- ★ Click “**this survey**” in the bottom orange section next to the logo

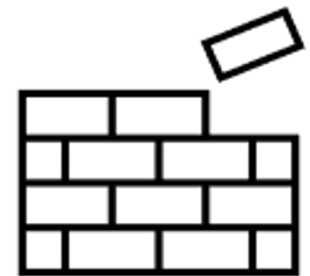
NNN meets bimonthly to discuss areas for policy change and national collaboration.

# Parting Takeaways

- Newcomers are an often neglected subgroup within the larger English Learner group
- There are about 150,000 newcomers in California, more than 23 CA counties combined
- Newcomers need better instruction, basic needs support, and representation in data systems



**We Can Build the Field Together**



# Magaly Lavadenz

*"San Juan Unified Newcomer Support:  
Promising Practices"*

## San Juan Unified School District Newcomer Support

Promising Practices

Magaly Lavadenz  
Linda Kaminski  
Elvira G. Armas



August 2023

**PACE**  
*Policy Analysis for California Education*

# San Juan Unified School District: Highlights from a Case Study of Promising Practices for Newcomer Students



**Loyola Marymount University**  
**Center for Equity for  
English Learners**

Magaly Lavadenz, Ph.D.  
Leavey Presidential Chair in Ethics and Moral Leadership  
Executive Director



# San Juan Unified School District Newcomer Support

Promising Practices

Magaly Lavadenz  
Linda Kaminski  
Elvira G. Armas



August 2023

## Overview

- Purpose and Setting
- Research Base/Conceptual Framework
- Methodology
- Themes/Promising Practices
- Implications for Research, Policy and Practice





5<sup>th</sup> largest immigrant-enrolling district in the state with 2,982 newcomer students.

**San Juan USD Case Study Purpose:  
Develop understandings about how  
newcomer students are supported**

# Research Questions

- 1) How has implementation of the CalNEW project supported newcomer programming?
- 2) What are administrators', staff, teachers' and community-based organization leaders' perspectives regarding successes and challenges in developing and implementing newcomer programs in SJUSD?
- 3) What are their recommendations for effective newcomer programs?

# Research Base & Theoretical Perspective

## Newcomer Education

- Assets-based, transnational literacies (Oikonomidou, 2019)
- Culturally sustaining, literacy integrated pedagogy (Ward & Warren, 2020)
- Pedagogy of community cross-cultural connections (Jaffee, 2016)

## Systems-Level Support for ELs

- Educator Capacity (Santos & Hopkins, 2020)
- Shared Vision (Scheurich & Skrla, 2003; Honig, 2006; Hopkins, 2016)
- Comprehensive ELD Prog. (Gándara & Orfield, 2010)

## Theoretical Perspective

- Critical Race Theory (Bell, 1980, 2004; Ladson-Billings & Tate, 1995)
- Critical Multiculturalism (Santamaría, 2014)



# Case Study Data Sources

Data Collected	N	Description
Focus Group Interviews	6	T= 32 participants representing staff, teachers, administrators and community-based organization partners
Individual Interviews	3	
Classroom Observations	15	Middle and high school Summer School classes
Documents and Student Artifacts	65	Newcomer Program planning and placement documents  Student work samples provided by students and teachers  Instructional materials  School and classroom photographs

# Data Collection Methods

Interviews	Summer School 2022 Classroom Observations	Artifacts
<ul style="list-style-type: none"> <li>9 Focus Groups/Individuals               <ul style="list-style-type: none"> <li>32 Participants</li> </ul> </li> </ul>	15 Classrooms- using the OPAL instrument aligned with newcomer research	Student Work
Teachers Community Liaisons	136 MS Students <u>243</u> HS Students 379 Total	Newcomer Curriculum / Lesson Plans
Program and District Administrators	Newcomer Curriculum	Photos
Community Sponsors	ELD, PE	Student/Course Data, Class Schedules

“How Big Can  
You Make Your  
Village?”

## Promising Practice #1: Building on Community Cultural Wealth

- *“Listen first, then act.”*
- Staff hired from the immigrant community, engage parents as leaders and partners, and expand their support through strong community-based partnerships.

# Promising Practice #2: “Match Dollars to Needs”

## Multiple and Differentiated Resources

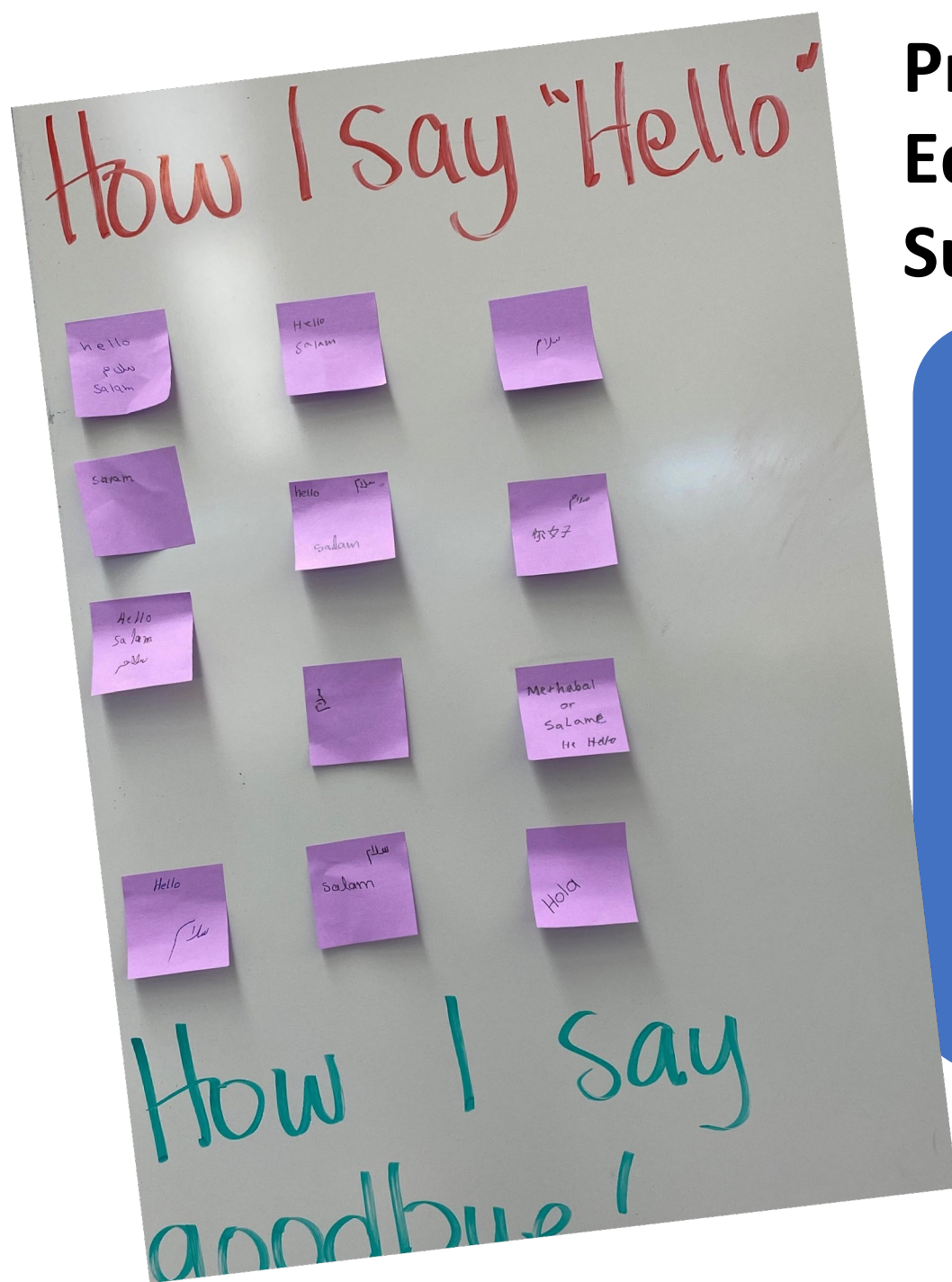
- District leaders use a “*braided funding*” approach across funding sources to maximize the breadth and scope of programming and supports for newcomer students.



125,058	154,568
125,487	56,845
124,000	110,000
105,450	150,000
86,502	35,000
	83,000
	45,000



## Promising Practice #3: Building Educator Capabilities to Teach and Support Newcomer Students



*"It's not just about teaching them nouns..."*

- Establishing a welcoming environment
  - ELD instruction
  - Learning other language
- Learning about student/community cultures to enhance family communication.

## Promising Practice #4: Designing Newcomer Program and Placement Practices

*“When CalNEW came, the first reaction was ‘It’s a silver bullet,’ but we have to have a systematic approach from enrollment to graduation, district wide. We need to make it a districtwide community effort, start infusing it into everything.”*

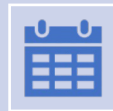
### **Systems Created/Refined to Monitor Students’:**



Attendance



Academic progress



Course scheduling,



Progress toward  
graduation,

# San Juan USD Newcomer Summer School Student Participation- 2022



**379 Students  
Grades 6-12**

## Enrollment

50% Afghanistan--  
Dari (32%) or  
Pashto (25%) two  
languages of  
Afghanistan

**ELD Proficiency**  
Novice, Levels 1-2

## Languages

Armenian  
Arabic  
Dari  
Farsi  
Pashto  
Russian  
Spanish  
Ukrainian

## Curriculum

Newcomer  
ELD  
Online Reading

**Social Emotional  
Learning**  
Community Building

**Physical Education  
(mixed languages  
and genders)**

## Program Structure

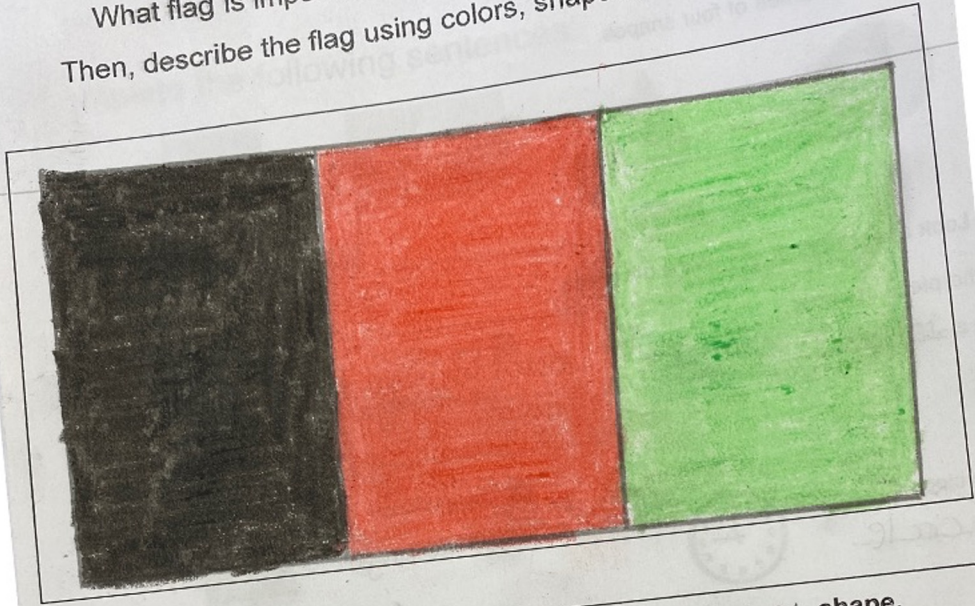
### Classrooms

Self-contained  
1 Teacher  
2 Bilingual  
Assistants  
2 Student Tutors

### Support

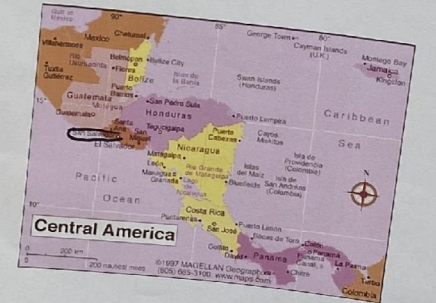
2 School Counselors  
2 Community  
Liaisons

What flag is important to you? Draw the flag in the box.  
Then, describe the flag using colors, shapes and size words.



Here is the flag of Afghanistan. It is rectangle. It has a rectangle shape.

My name is Sayed Mansoor I'm from Afghanistan &  
Afghanistan have 34 Provinces and Kabul is capital of  
Afghanistan Black means it is always dark ☹️  
red means that there is a lot of murder



# Implications and Recommendations

Strengthen	Strengthen Local, State, and National Newcomer Education Policies
Uphold	Uphold Assets–based Narratives about Immigrant/Refugee Students and Communities in Research and Practice
Sustain	Sustain Newcomer Program Commitments

# Thank You!



**Loyola Marymount University**  
**Center for Equity for**  
**English Learners**

<https://soe.lmu.edu/centers/ceel/>

[ceel@lmu.edu](mailto:ceel@lmu.edu)

# Lauren Markham

*“A Community School in Service of Newcomer Students: Lessons from Oakland International High School”*

## A Community School in Service of Newcomer Students

Lessons from Oakland International High School

Lauren Markham



Oakland International High School, winner of the 2017 National Community School Award, supports its recently arrived immigrant students by integrating academic, social, mental health, and material supports into the school day and beyond. Its community school model incorporates a Wellness Center, a tiered system of support and engagement, external partnerships, specialized staffing, and a collaborative culture of continuous improvement that promotes agency and belonging for both students and staff. As a result of this work to promote comprehensive student well-being, newcomer students at Oakland International drop out at half the rate they do at other district schools, and roughly 63 percent graduate, compared to just 40 percent of newcomer students districtwide. This brief describing Oakland International’s model may serve as a resource for school and district leaders working to develop their own community school models.

August 2023



Learning at Oakland International High School.  
Courtesy of OIHS

# ABOUT OIHS

A Full Service Community School for Recently-Arrived English Language Learners.

**The mission of Oakland International High School** is to provide a quality, student-centered learning experience for recently arrived immigrant students that values the multilingualism, cultural diversity and many different ways of understanding the world that our students, families, and their communities contribute to our school.

As educators we develop and sustain a variety of authentic learning opportunities for students, aligned to their future aspirations in college, career and community work. **As a community school our work is grounded in restorative practices, wellness support, and a spirit of mutual accountability and collective transformation.** As a media academy we integrate media literacy, amplifying student voices through participatory, work-based and project-based learning. **All OHS students, families and staff collaborate toward a more just society, recognizing that OIHS students are leaders shaping our future world.**



# Demographics

## Student Regions of Origin

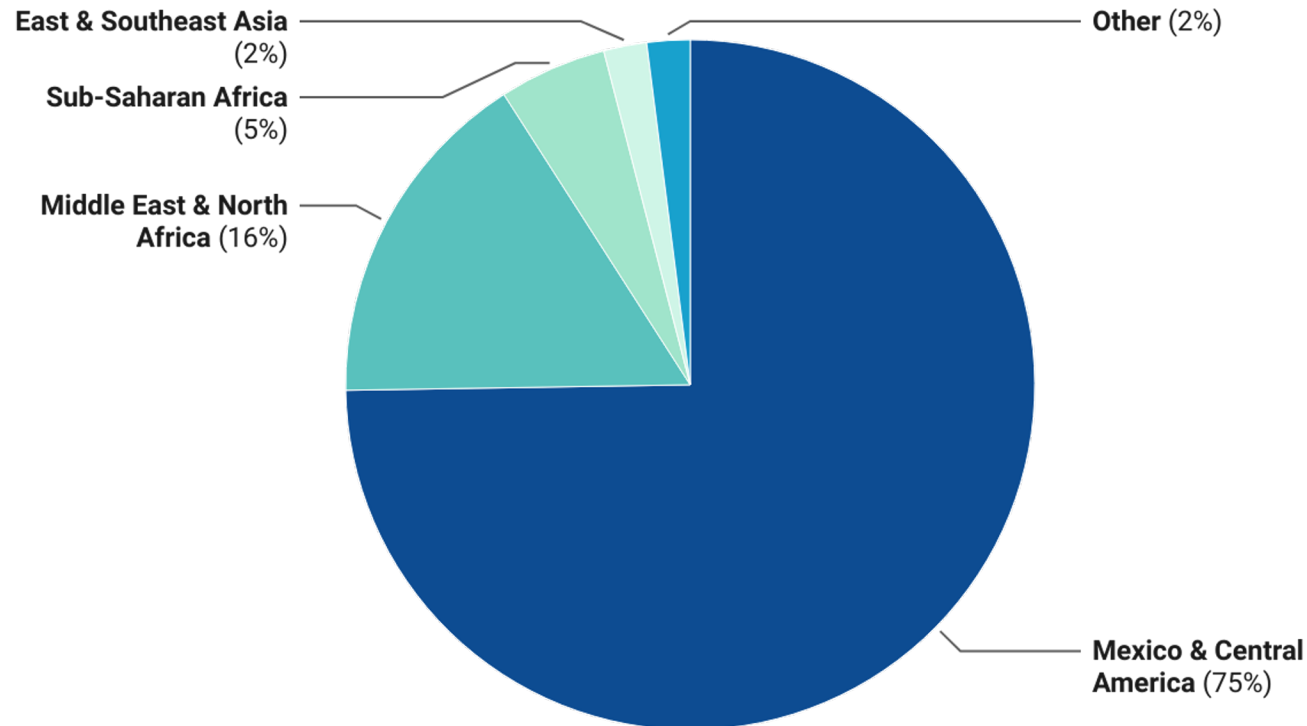
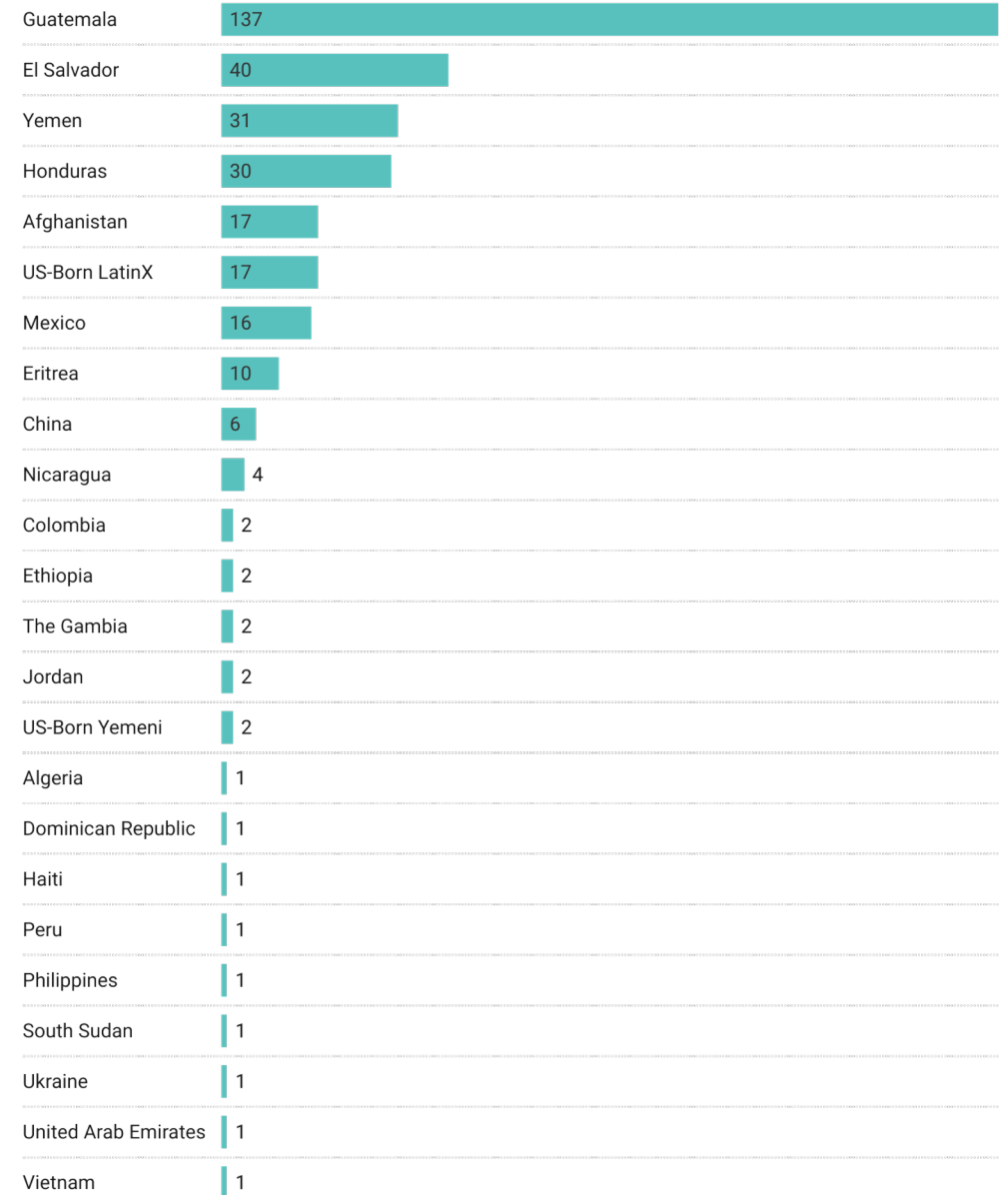


Chart: Yasser Alwan • Source: OIHS • Created with Datawrapper

## OIHS Student Countries of Origin for 2022-2023

A total of 327 students.



As of December 2022.

Chart: Yasser Alwan • Source: OIHS • Created with Datawrapper

# Demographics

## Grade Breakdown



Chart: Yasser Alwan • Source: OIHS • Created with Datawrapper

## Student Gender

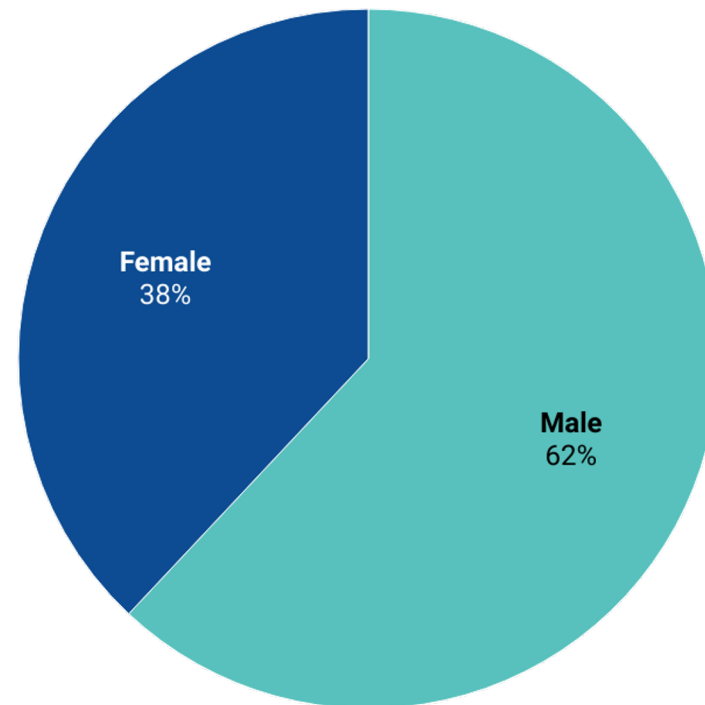


Chart: Yasser Alwan • Source: OIHS • Created with Datawrapper

# Tiered System of Support, School-Wide

## Tier 1

**Supports that bolster community wellness and student success.** Tier 1 services tend to be schoolwide learning and engagement opportunities that allow all students and families to participate and build a sense of community trust, celebration, and mutual support. Tier 1 supports include several components.



## Tier 2

**Targeted support and training to build students' skills and capacities in service of personal and community wellness.** Tier 2 services are generally more structured in their outreach and demographics, have more consistent participation (i.e., they are ongoing programs for a consistent roster of students and their families), and are based on shared identity, needs, and/or interests. Tier 2 offerings include the following programs.



## Tier 3

**Targeted, individualized support for students who are struggling or at risk to ensure they are connected to services.** Tier 3 services tend to be more individual in nature and in service of particular needs or challenges.



**All of this  
work takes  
time,  
intention,  
resources  
and, above  
all, strong  
partnerships**



# OIHS COMMUNITY SCHOOL - A TIMELINE



# OIHS Community School Model

## COUNSELING & MENTORSHIP



Group & individual counseling in English, Spanish, Mam, Farsi, Karen, Burmese, Arabic, Mandarin & Cantonese - in partnership with La Familia, La Clinica, Asian Health, Partnerships in Trauma Recovery, and Intern Programs ; SIDRA ; CAL Student Association.

## HEALTH, DENTAL & VISION APPOINTMENTS



Referrals to La Clinica/Oakland Tech's TECHNCLINIC for vaccinations, primary care, sexual health/education, vaccines and more ; referrals to health, dental & vision services at other community locations.

## SOCIO-EMOTIONAL CRISIS SUPPORT



The Wellness Center offers a calming space for students needing a socio-emotional breather, and manages/ makes referrals for socio-emotional crises (5150, etc)

## RESTORATIVE JUSTICE



The Wellness Center offers a calming space for students needing a socio-emotional breather, and manages/ makes referrals for socio-emotional crises (5150, etc)

## EMERGENCY HOUSING & FOOD



Referrals to shelters (short and long term), emergency food locations, and support navigating shelter/housing system

## IMMIGRATION LEGAL SUPPORT



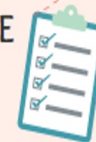
Referrals & some case management for immigration legal issues, with a particular focus on unaccompanied minors, DACA, and children of migrant families with pending removal cases

## COMMUNITY WELLNESS EVENTS



Monthly events including Mobile Food Pantry, bike mobile & Health Insurance Enrollment

## HEALTH INSURANCE & PUBLIC BENEFITS



Support applying for health insurance and public benefits (Food Stamps, CalWorks)

## INTENSIVE CASE MANAGEMENT



For highest-need students with limited home support

## COMMUNITY REFERRALS



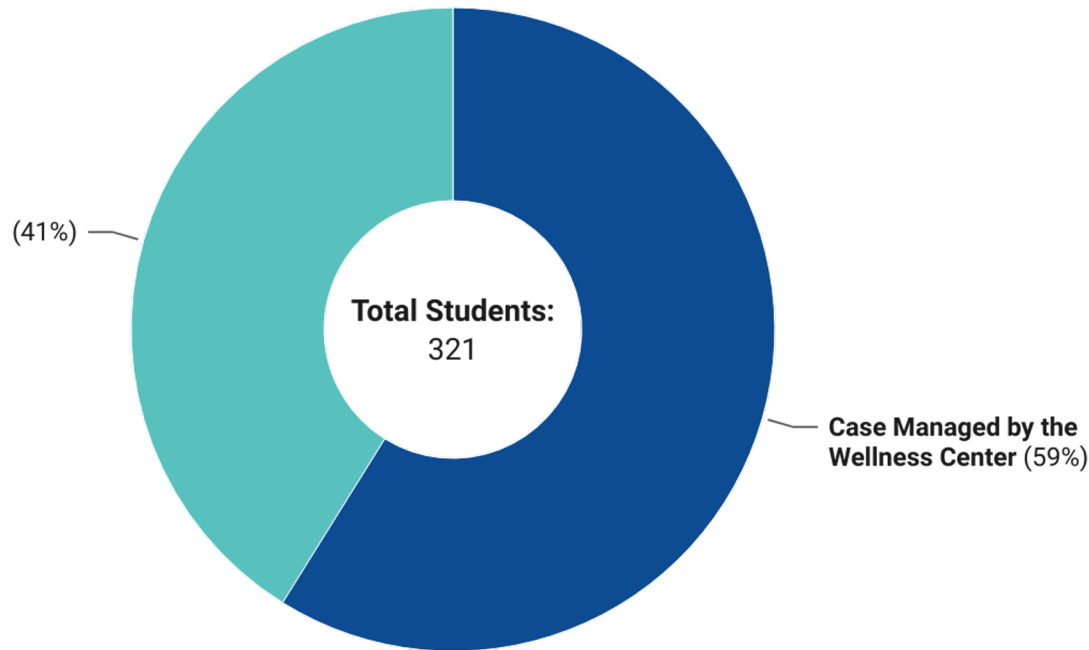
Referrals to supportive community programs/resources, as needed and available

Questions? Want to talk something over? Contact Wellness Center Staff:  
Madenh Hassan, Community School Manager, [madenhali.hassan@ousd.org](mailto:madenhali.hassan@ousd.org)  
510.597.4287 x 254



# Wellness Data

## The Wellness Center at OIHS has Case Managed 59% of the Students



That's 6 in 10 OIHS Students...



Who Needed Help in any of the Following Service Categories:

**Housing Insecurity • Conflict Resolution/Restorative Justice Circle\* • Attendance\* • Unemployment Assistance • Health Insurance • Health - Apts • Dental - Apts • Vision - Apts • Other • Socio-emotional\* • Academic Assistance • Food Insecurity • DMV • Mentoring • Crisis Management • Re-engagement Support/Intervention • College/Career • Immigration Legal.**

\* One of the top 3 services accessed by students.

The number of students who were seen by the W.C. and those who haven't interacted with the W.C. are 189 and 132, respectively.

Chart: Yasser Alwan • Source: Wellness Center @ OIHS • Created with Datawrapper

# Wellness Data

## What Grade Levels Are Accessing the Most Services?

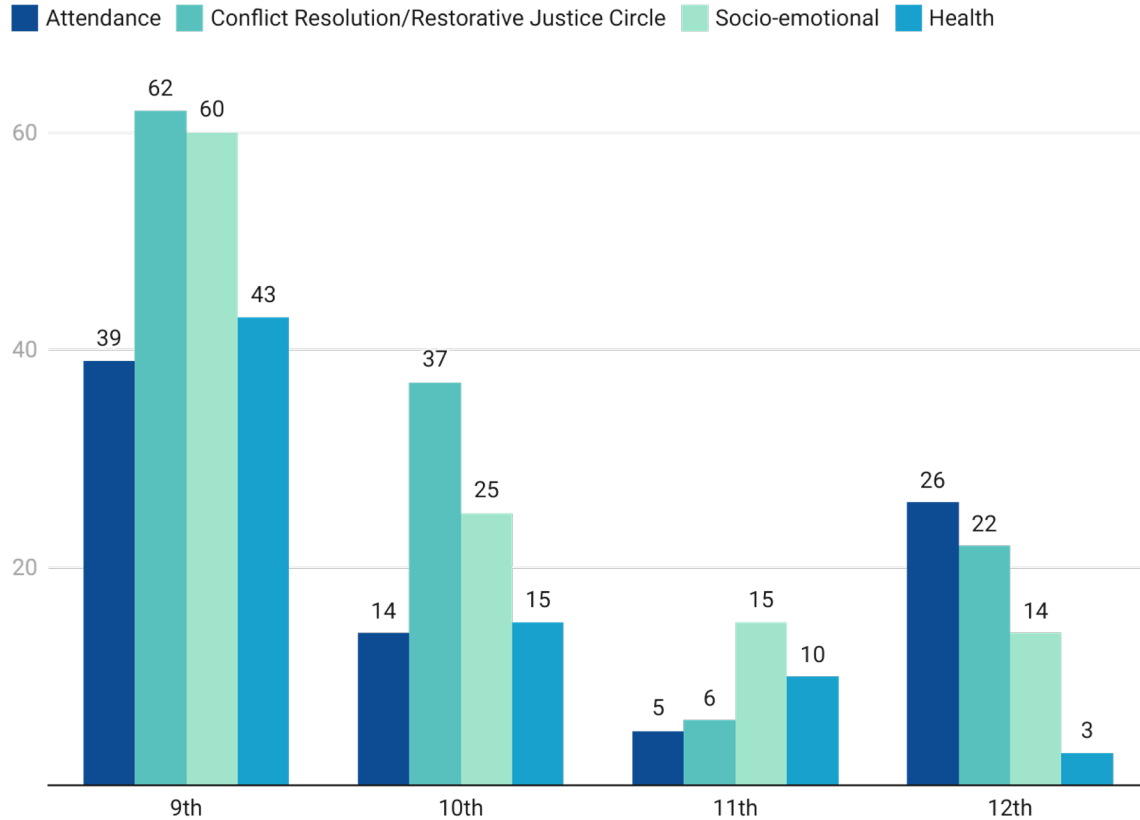
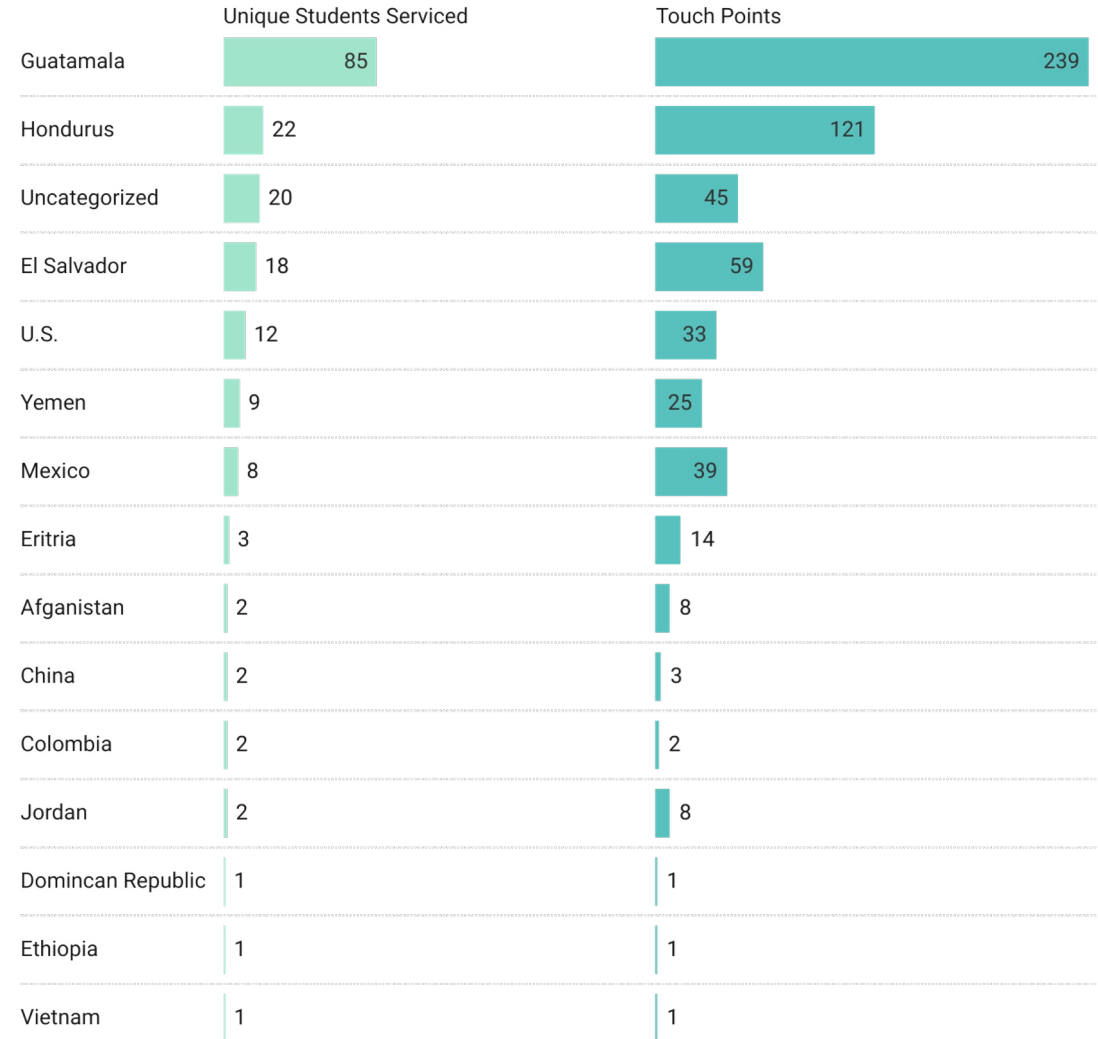


Chart: Yasser Alwan • Source: Wellness Center @ OIHS • Created with Datawrapper

## The Number of Students Supported by the Wellness Center by Country

The Wellness Center at OIHS has helped 189 unique students with 593 different touch points (multiple services per student).



The date is from August 2022 to November 2022.

Chart: Yasser Alwan • Source: Wellness Center @ OIHS • Created with Datawrapper



# Guidance for District Administrators Serving Newcomer Students

David Hansen  
Sam Finn



## David Hansen

*“Guidance for District Administrators  
Serving Newcomer Students”*

Newcomers represent a large and understudied subgroup of students in California. The Oakland Unified School District has been disaggregating data on newcomer status for the last 7 years, providing a basis for analyzing graduation outcomes for newcomer compared to non-newcomer students. The data highlight the variance in outcomes based on program placement and design. Drawing from analysis of Oakland Unified’s data and practices, the authors make programmatic recommendations for districts with newcomer students, focusing on special considerations for different subgroups, enrollment patterns, school models, the intersection of special education and newcomer status, and effective models of English language development. The authors also make recommendations for the state to consider, focusing on data-collection practices, the need for articulated technical assistance, and funding considerations.

August 2023



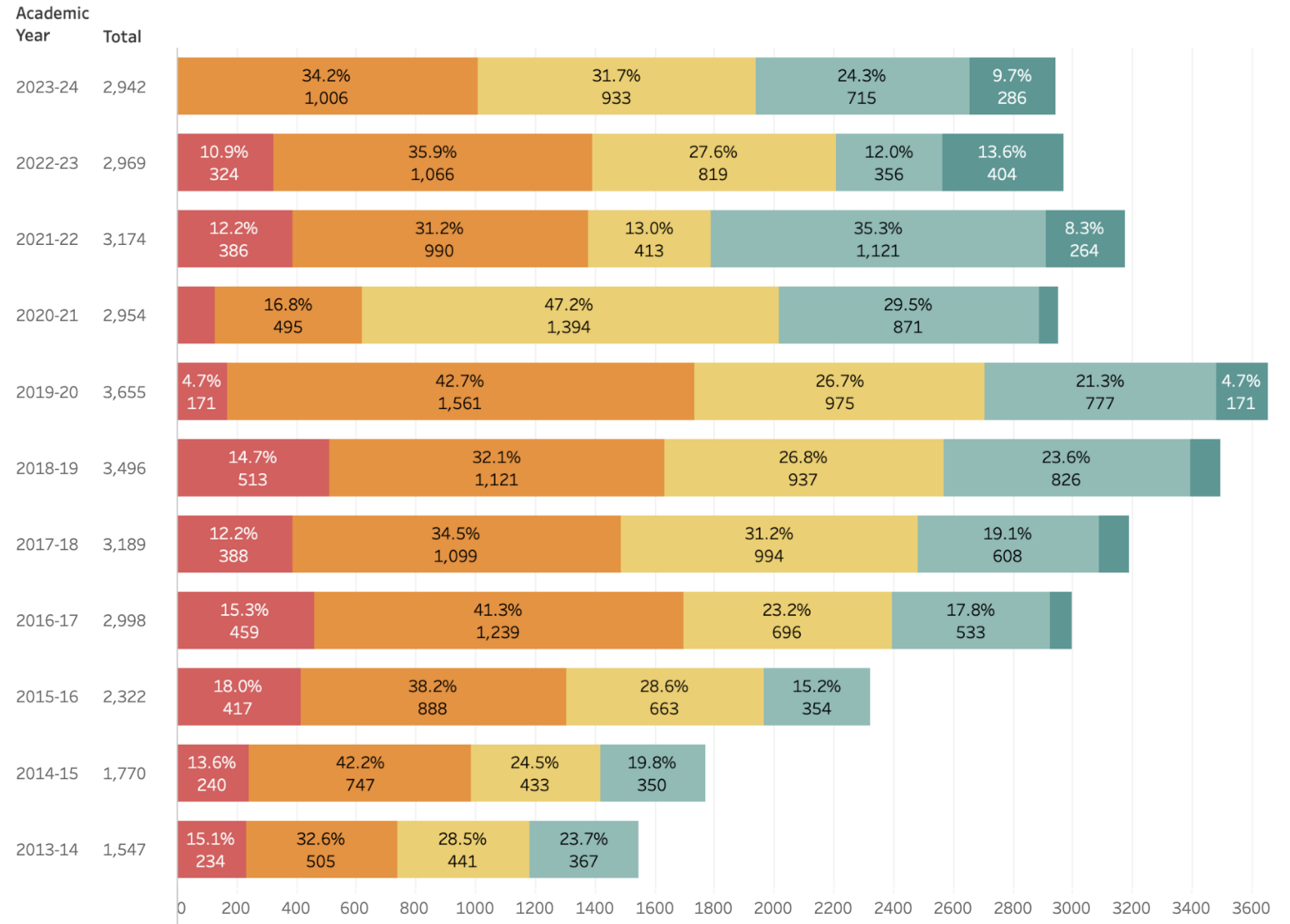
# Newcomers in OUSD

Newcomers represent on average 8-10% of the overall student population

A higher percentage at the high school level

## Select Newcomer

- N4
- N3
- N2
- N1
- N0



# Overall Graduation Data

**Table 1.** High School Outcomes of Newcomer and Non-newcomer Students (2018–22)

	4-year graduation rate (percentage)	A–G completion rate (percentage)	Drop-out rate (percentage)
Newcomers	44.6	23.1	39.2
Non-newcomers	79.6	45.1	8.1

Approximately 20% of the graduating cohorts are newcomer students

# Newcomers & ELLs

**Table 2.** High School Outcomes of Newcomer and Non-Newcomer English Learner Students (2018–22)

	4-year graduation rate (percentage)	A–G completion rate (percentage)	Drop-out rate (percentage)
Newcomers	44.6	23.1	39.2
Non-newcomer English Learners	71.6	28.4	9.3

# Site-based outcomes

**Table 3.** Newcomer Outcomes by High School in Oakland Unified School District (2018–22)

	Newcomer 4-year graduation rate (percentage)	Newcomer A–G completion rate (percentage)	Newcomer Drop-out rate (percentage)
Comprehensive High School 1	26.6	12.8	63.6
Comprehensive High School 2	39.7	24.0	48.9
Comprehensive High School 3	60.2	24.6	29.4
Oakland International High School	62.7	39.6	24.1
Continuation School	25.4	1.3	35.7

# Schools and Districts

- Data tagging for newcomer students
- Enroll newcomers through graduation at 21 - at high school by credits and elementary by age
- Programs that can accommodate mid-year arrivals
- Support English Language development

# State

- Data tracking implementation
- SIFE student definition and supports
- Unaccompanied minors supports
- Update and clarify California Education Code § 46300.1.
- Curriculum supports
- Articulated funding

# *Discussion*



# Thank you!



**Sam Finn**

Director of Newcomer  
Policy and Practice  
*Californians Together*



**Magaly Lavadenz**

Leavey Presidential  
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Freelance Writer,  
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**David Hansen**

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# Upcoming PACE Event: Declining Enrollment, School Closures, and Equity Considerations

To address declining student enrollment and ongoing budget shortfalls, many California districts have consolidated or shuttered schools, and others are contemplating doing so.

Francis A. Pearman II (Stanford Graduate School of Education) and Carrie Hahnel (PACE/Bellwether) will discuss new research exploring the racial dimensions of school closures and how to address them. Tomasa Dueñas (California State Assembly) who will provide a perspective on how state policymakers are tackling this critical issue.

*Sacramento Library Galleria  
828 I Street, Sacramento CA*

*October 13, 2023*

*Free and open to the public.*

*Event starts at 12:00pm,*

*Complimentary lunch served starting at 11:30am.*

