

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT
SAN FRANCISCO, CALIFORNIA**

Superintendent's Proposal

102-9Sp1 - Authorizing the Expansion of SFUSD's Newcomer Pathways for English Learners in High Schools

REQUESTED ACTION: *Based on enrollment trends, comparison of curricular programs, and compelling longitudinal data, that the Board of Education of the San Francisco Unified School District authorize District staff to expand and strengthen the Newcomer Pathways at 4-6 comprehensive high schools by:*

- 1) Closing the Newcomer High School facility and reallocating existing resources at Newcomer High School to 4-6 comprehensive high schools with emerging Newcomer Pathways;*
- 2) Creating a Transition Team to work closely with the current Newcomer High School community and the communities at the comprehensive sites with emerging Newcomer Pathways;*
- 3) Working with Newcomer High School families to maximize appropriate placements and to ensure they are aware of all of their options for school assignment;*
- 4) Providing individual support to facilitate appropriate assignment for Newcomer High School faculty and staff; and*
- 5) Working closely with 4-6 comprehensive high schools to provide additional support to expand and strengthen existing Newcomer Pathways.*

BACKGROUND:

Implementation of the Lau Master Plan for English Learners (Lau Plan)

The Lau Plan requires that SFUSD assess, modify and enhance existing programs “to maximize English Learner access to a quality education.” The Plan also states that “SFUSD will provide effective programs that result in high quality English language development, as well as full access to the District’s comprehensive grade-level academic program.”

Under the Lau Plan, Newcomer Pathways are designed to help recently arrived immigrant English Learner students adjust to their new language and culture in a one-year program (with an option for a second year as needed) and must have the following components:

- Curriculum that include
 - 1) orientation and transition support; and
 - 2) strategies to address gaps due to differences in national schooling systems or gaps in prior schooling.
- Two periods of English Language Development (leveled by linguistic proficiency) including “survival” English.
- Non-ELD academic classes taught either in English with SDAIE methodology or primary language instruction.

Students normally transition to the Biliteracy Pathway, Dual Language Immersion Pathway or the English Plus Pathway after one year.

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Analysis of SFUSD Newcomer Pathways at the High School Level

Given SFUSD's obligations under the Lau Plan, District staff completed an analysis of the District's Newcomer Pathways which includes a review of 1) enrollment trends; 2) availability of curricular programs at high schools with newcomer students; and 3) longitudinal data of newcomer students who entered high school in 2004.

I. Enrollment Trends of Newcomer Students in High School

Currently, there are approximately 720 high school aged, newcomer students who entered in 2008 or 2009 and chose to enroll at the following sites for the 2009-2010 school year. 77% of these students are at comprehensive sites while only 23% are enrolled at Newcomer HS.

School	Current Newcomer Students (08/09 Entry)	% of current Newcomer Students
ABRAHAM LINCOLN HS	64	8.89%
BALBOA HS	64	8.89%
GALILEO HS	67	9.31%
GEORGE WASHINGTON HS	65	9.03%
JOHN O'CONNELL HS	35	4.86%
MISSION HS	95	13.19%
PHILLIP & SALA BURTON HS	48	6.67%
THURGOOD MARSHALL HS	61	8.47%
S.F. INTERNATIONAL HS	55	7.64%
NEWCOMER HS	166	23.06%
Total	720	100%

II. Availability of Curricular Program

Staff reviewed the availability of curricular programs at sites that serve newcomer students in high school and found the following:

- Both Newcomer HS and emerging Newcomer Pathways at comprehensive high schools can offer:
 - ▶ Beginning ELD and content ELD courses
 - ▶ Primary language instruction
 - ▶ Nurturing environment in newcomer clusters
 - ▶ Transition support and services in multiple languages (mental health, community partners)
- Additional programs and services that comprehensive sites can also provide include:
 - ▶ Orientation/Newcomer course (e.g. advisory class)
 - ▶ Access to full range of U.C. A-G courses
 - ▶ Access to a full range of electives
 - ▶ Access to special education services
 - ▶ Access to college counseling and related college resources

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III. Highlights from Longitudinal Data

Staff analyzed longitudinal data of newcomer students who entered in 2004 and found that

- Newcomer students who started at a comprehensive high school made greater gains in English proficiency than students who started at Newcomer HS. While 36% of students who started at Newcomer HS reached at least a CELDT 3 (intermediate Level) after taking CELDT up to 4 times, 43%-58% of newcomer students who started at a comprehensive site reached at least a CELDT 3.
- For newcomer students who entered SFUSD in 2004 with a CELDT score of 1 (Beginning), Newcomer HS students earned 25-50 credits fewer than their counterparts who enrolled directly at a comprehensive high school.

IV. Summary of Advantages of Expanding Newcomer Pathways

Formalizing and expanding emerging newcomer programs at multiple high school sites offer the best opportunity for recent immigrants to learn English, earn credits and graduate from high school. Newcomer students would also receive the following benefits:

- Options for multiple schools instead of one option at Newcomer HS;
- Newcomer Pathways in multiple geographic locations;
- Guaranteed placement in a Newcomer Pathway at one of the schools;
- Access to the full complement of services and courses at a comprehensive high school; and
- No need to transfer to a new school after one year.

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2/9/10
3/9/10

Please Note:

- Referred by order of the Chair on 2/9/10 to a Committee of the Whole meeting being held on March 2, 2010.
- Taken up in the Committee of the Whole Meeting held on 3/2/10. Action by the Board will be taken up at the Regular Meeting of 3/9/10.
- Adopted on 3/9/10.