

SFUSD Newcomer Pathway Systems of Support

for Designated Newcomer Pathway High Schools

Academic Supports	Socio-Emotional Supports
Support students through core curriculum instruction with additional academic and language supports to support English language development (ELD).	Support students by creating a positive learning environment, allowing them to identify as students, and offering customized supports to meet their emotional needs and restoratively address social emotional issues.
TIER 1: CORE UNIVERSAL INSTRUCTION AND SUPPORTS	
Tier 1: Organizational and Governance Supports	
• Designate site administrator to manage newcomer pathway systems of support • Strategically budget English Learner (EL) funds to resource pathway supports • Plan and analyze data through the lens of supporting the academic and social emotional needs of newcomer ELs • School Site Council (SSC) and English Learner Advisory Committee (ELAC) are engaged in the School Plan for Student Achievement (SPSA) development, a two-year site plan for student achievement • Ensure access to all A-G coursework by offering sufficient sections in the master schedule • Designate an EL Coordinator to your Instructional Leadership Team	
Tier 1: Academic	
Intake, Assessments, and Referrals • Track and analyze qualitative data (i.e., Educational History Inventories, writing pre- and post-assessments, in-class evaluations, etc.) • Track and analyze quantitative data (i.e., ELPAC) scores, Reading Inventory (RI) scores, etc. • Implementation of Coordinate Care Team (CCT) to create tiered interventions • Maintain system for creating academic and emotional referrals to Wellness Program • Provide access to legal services	
Newcomer Teachers • Recruit, hire, train, and retaining teachers dedicated to teaching in the newcomer pathway • Provide professional development and 1-2 years of coaching for teachers new to teaching newcomers • Provide on-going feedback and support for teachers on their progression in teaching ELs using the SFUSD Continuum of ELD Effective Practices	
Newcomer Pathway Counselor • Hire Counseling team (one counselor or more depending on the size of your program) designated specifically for the newcomer pathway students (bilingual) • Counselors of newcomers participate in Newcomer Counselor PLC • Form systems for collaboration between newcomer counseling team and newcomer teaching team. • Establish counseling schedule to give newcomer counselors access to push in during newcomer classes and newcomer advisory periods. • Collaborate with Wellness and family engagement staff to provide regular/ongoing orientations and targeted caregiver communication and information sessions (with interpretation and translated materials)	
Equity in Academic Counseling • Adopt counseling stance of effectively scheduling newcomer students to achieve Plan 1 A-G graduation requirements based on educational histories and transcripts from other countries. • Streamline classes with intentionality around college pathway access and A-G requirements for ELs • Effectively evaluate students' foreign transcripts and transfer credits to student's transcripts towards Plan 1 graduation	

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- Provide counseling around English as a Second Language (ESL) pathways within City College of San Francisco (CCSF) and inform students of college pathway options working to destigmatize EL status and advocate persistence in SFUSD beyond age 18.
- Retain students up until age 22 (5th year+) in order to meet Plan 1 graduation requirements
- Advise eligible students of [Plan 3 graduation](#) option.
 - They are a newcomer; and
 - They are in their third or fourth year of high school (this could include coursework completed in their home country); and
 - They are not able to meet the SFUSD A-G graduation requirements in time to graduate from high school by the end of the student's fourth year of high school; and
 - They have been informed and given the opportunity to stay for a fifth year.

Collaborative Planning Time for Newcomer Teachers

- Design master schedule to accommodate common prep time and/or CPT time allotted for curriculum collaboration amongst grade level (cross-disciplinary) and content area teams.
- Schedule collaboration time with counselor regarding student progress, concerns, and transition planning

Designated ELD for Newcomer Students

- Provide daily instruction of leveled ELD taught by [fully credentialed teachers](#)
- Access [Designated ELD curriculum](#) and support ELD unit planning (sfusd login required)
- Provide daily articulated language objective with the mode of communication and language skill
- Provide appropriate scaffolds to address students' proficiency levels
- Ensure access and exposure to complex, grade-level text as well as leveled text
- Develop opportunities for students to interact in meaningful ways
- Provide corrective feedback to students judiciously
- Conduct ongoing, formative assessment of student progress aligned to curriculum scope and sequence

Differentiated Sheltered Content Instruction

- Provide daily articulated language objective with the mode of communication and language skill
- Provide differentiated, appropriate scaffolds to address students' proficiency levels
- Ensure access and exposure to complex grade-level text as well as attention to students developing reading proficiency at their level; provide varied Lexile leveled texts and training for teachers around scaffolding access to texts
- Develop opportunities for students to interact in meaningful ways and have multiple opportunities for oral language practice; allocate resources to implement interacting in meaningful ways (i.e. round tables, lap whiteboards, Chromebooks, etc.)
- Employ strategies to support heterogeneous group work with specific and meaningful group roles that facilitate language acquisition, such as strategic seating charts that facilitate language acquisition and student centered learning
- Schedule small class sizes with no more than 25 students in a sheltered content class
- Affirm students' multilingualism and multiple literacies with translanguaging practices that support and deepen content understanding.
- Train teachers on how to use assessment to inform their practices, identify where students are in relation to General Education (GE) pathway coursework, and identify students who can transition to GE pathway classes

College Readiness Class or Support for Transitions to College

- Provide access to information around financial aid and tuition support (including AB540 and Dream Act options).
- Support seniors in completing college applications and writing personal statements
- Provide access to rigorous courses beyond minimum 15 course requirements (i.e. additional years of math and science)

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Tier 1: Social Emotional Supports

Positive School Culture and Climate

- Provide multilingual and multicultural signage, school community events, clubs/groups, and extracurricular activities
- Prioritize hiring multilingual and multicultural teachers, support staff, and Community Based Organization (CBO) providers
- Facilitate multilingual parent/caregiver communication (written and verbal), including staff training
- Create an advisory program with newcomer focus, community building structures, and mentoring
- Host large school-community events that include meaningful outreach to newcomer students; translated information is provided to EL classrooms that are sensitive to cultural and language needs

Newcomer Orientation

- Provide an orientation in their home language for all newly-arrived families, or with interpretation support (from staff, family, or family friend). Orientation should cover the following:
 - Support with completing IZ/TB requirements for school entry
 - Support completing necessary paperwork (e.g., MFIF, ParentVUE, emergency contact card, consent forms, etc.)
 - Information needed to properly orientate school culture and to have equitable access to school services (e.g., school policies and procedures, attendance procedures, bell schedule and school calendar, after-school and Wellness Program information, ELAC and SSC information, etc.)
 - Referrals to services as needed and are provided with contact information for relevant staff that speak their language
 - A tour of the school and introductions to relevant staff

Wellness Program

- Ensure students have equitable access to wellness services including crisis intervention, assessments, community referrals, individual and group social emotional and physical health services, and drop-in services
- Ensure Wellness Center has multilingual signage and information available to students and families
- Recruit, hire, and retain bilingual/bicultural School Health Program staff who are reflective of the school community
- Train staff in how to offer culturally responsive social emotional and physical health services to meet the particular needs of newcomer students; staff understand multicultural healing practices; a crisis plan is in place with best efforts to serve students whose linguistic and cultural needs cannot be met on-site
- Train staff on the particular needs of serving newcomer students (e.g., legal status, housing, health insurance, LGBTQ support, immigration process, family reunification and separation, etc.)
- Services and programs are structured to meet the needs of newcomer students and families; Wellness Center offers language specific (whenever possible) monthly orientations, or as needed depending on enrollment, to inform newcomer students about the Wellness Program
- Offer newcomer orientations and conducts family intake to ensure family needs are met (e.g., understanding of available support services, legal immigration support, basic needs, health insurance, etc.)

After-school Programs

- Provide access to after-school clubs, programs, and supports through outreach and multilingual supports for students
- Train staff to understand the particular cultural needs of newcomer students and families in order to ensure equitable access

TIER 2: ACADEMIC INTERVENTIONS AND SUPPORTS

Students with Interrupted Formal Education (SIFE) Class/Literacy Support Class

- Document educational histories to identify students who may need additional literacy support and individual action plans



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● Provide literacy support class is an additional class during advisory time or other classes used for additional language support pull-out with multilingual teachers and support staff.
SLIFE Class/Foundational Math Support ● Provide math support lab for extra math to target foundational math skills ● Train teachers in complex instruction ● Provide push-in support in math and science classes with quantitative skill needs
Additional Academic Support through Tutoring and Afterschool Programs ● Create programming to provide culturally and linguistically appropriate tutoring during lunch and/or after-school hours. ● Partner with community organizations to match students with tutoring and mentoring resources.
Credit Recovery/Creative Academic Counseling ● Provide access to site-based credit recovery classes (Sprout) and/or access to additional City College night classes for credit recovery ● Flexible and/or partial credit given to late in year arrival newcomer students ● Create flexibility around school day schedule in order to accommodate employment needs of some students ● Provide counseling to students and creating an expectation that graduation will require additional years; agreements and contracts for retaining students through 21 years of age ● Identify chronically absent students who match profile for El Camino Alternativo and make referrals to this alternative school program to deter student from dropping out and retain student in SFUSD
Targeted Academic Learning Plans ● Form a Student Success Team (SST) meetings include Resource Specialist Program (RSP) teacher, paraprofessional, counselor, and interpreter in student’s home language (as needed) ● Provide literacy intervention and push-in support during classes for language support (may utilize paraprofessionals with language capacities) ● Assess students in home language and communicate with caregiver in home language
Transitional Support ● Provide additional literacy support class and individual case management with future planning services for students who do not meet graduation requirements. ● Create post-secondary program offering support to graduates in higher education institutions, including case management, tutoring, and academic counseling
Tier 2: SOCIAL EMOTIONAL SUPPORTS
Wellness Programs ● Offer consultation and connection to CBOs to school site SAP; referrals and plans should include students screened through the family intake ● Create referral forms reflect the specific needs of newcomer students and families ● Provide culturally appropriate community referrals (housing, medical care, employment, crisis intervention, etc.) that are sensitive to the needs of under-documented students ● Host school-wide events are culturally inclusive and reflective of the population's needs; in collaboration with EL teachers, information is provided to newcomer students to facilitative inclusiveness and understanding ● Recruit EL and newcomer students to become Youth Outreach Workers ● Provide smoking cessation, Brief Intervention Services (BIS), reproductive health services, and condom availability programs in home languages ● Inform under-documented students and families of additional legal immigration education and screenings

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- Collaborate with the Health Education Department and health teacher to ensure language specific pull-out workshops or sessions are offered to students, facilitated by school site staff or approved CBOs/speakers
- Provide staff workshops and professional developments reflect the cultural needs of newcomer students and families
- Provide family workshops and events reflect the cultural and language needs of newcomer students and families (e.g., understanding systems, legal workshops, family reunification, DACA/Deferred Action for Parents of Americans (DAPA), etc.)
- Make staff aware of the challenges involved in connecting families with community programs (e.g., transportation, work schedules, fear, lack of knowledge around U.S. and San Francisco systems, language access, etc.) and make deliberate effort to ensure students and families are clear about the referral process
- Interventions and supports are tailored for the specific cultural needs of newcomers (e.g., legal clinics, trauma groups, grief and loss groups, gambling support, family reunification, acculturation, etc.)

Culturally and Linguistically Appropriate School Clubs

- Train staff to recruit for clubs
- Create clubs that support cultural identity development and emotional support
- Create home language clubs or groups

Truancy Outreach

- Provide Social Emotional, Academic, Social Emotional Supports, and Interventions (BASIS) communications in family's home language
- Organize meetings and phone calls home for after assessment of attendance in home language (or with interpretation support)
- Provide Translated truancy letters and contract

TIER 3: INTENSIVE, INDIVIDUALIZED INTERVENTIONS AND SUPPORTS

Individual Learning Plan

- Create [Coordinated Care Team \(CCT\)](#) to develop individual plans.
- Provide translated SST plan and ongoing follow up on action items

Wellness Program

- Provide linguistic and culturally specific intensive social emotional health services on-site or through community referrals; including but not limited to crisis intervention, individual therapy, family therapy, pregnancy and parenting support, case management, psychiatric evaluations, medication assistance, etc.
- Educate staff the specific ongoing legal needs and increased vulnerabilities of the newcomer population, including those in deportation proceedings, under-documented students, DACA students, temporary visas, etc., and those with transitional legal status

Education and Outreach to San Francisco Police Department (SFPD)

- On-site person that can work with SFPD officers who understand the diverse realities of immigrant youth as a vulnerable population
- Access to safe passages for students to school