



Newcomer Program Guidelines

Newcomer Data

The number of students enrolling in Camino Nuevo schools who have recently immigrated to the U.S. has steadily increased over the last several years. Currently, there are nearly 60 6th-12th grade students enrolled in CNCA schools who have arrived for the first time to the U.S. and to California Public Schools since August, 2019. Of these students, 97% speak Spanish as their primary language and 3% speak Tagalog or Filipino. The following table summarizes Newcomer enrollment by CNCA school site.

<i>School</i>	Newcomers (Arrived within 3 Years)
Camino Nuevo High School No. 2	22
CNCA Burlington	2
CNCA Jane B. Eisner MS	19
CNCA Kayne Siart	5
CNCA Sandra Cisneros	10
Grand Total	58

Program Purpose

CNCA's Newcomer Program aims to provide the highest-quality educational experience for students who are recently arrived immigrants to the United States. The Newcomer Program has the ultimate goal of ensuring that newcomer students are given opportunities to acclimate to the American education system and culture, while receiving all of the necessary academic and social-emotional supports to be successful. The newcomer program is intended to accelerate English Language Development, bridge the educational and social-emotional experience of students and to support newcomer students and families during their transition to schooling in the United States.

Eligibility

Newcomer students may include, but are not limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth. In order to be eligible for CNCA's Newcomer Program, students must:

- Be an English Learner
- Be in grades 6-8 and have been enrolled in U.S. schools for 2 years or less¹
- Be in in grades 9-12 and have been enrolled in U.S. schools for 3 years or less
- Have received a score of Novice on the Initial ELPAC or Level 1 Emerging on the Summative ELPAC

Academic Coursework

Middle School

In order to accelerate English Language Development, students who participate in the Newcomer Program in grades 6-8 will be dually enrolled in an Emerging ELD course and an Intervention course. The purpose of these courses is outlined below:

¹ Students with interrupted formal education (SIFE) need additional time to catch up with non SIFE peers. As such, 6th-8th grade SIFE students are eligible for the Newcomer program if they've been enrolled in U.S. schools for 3 years or less and 9-12th grade SIFE students are eligible for the Newcomer program if they've been enrolled in U.S. schools for 4 years or less.



Emerging ELD

In this course, ELD instruction is guided by the California ELD standards at the Emerging level. Students are taught the survival English they need in order to have their basic needs met in and outside of school. In addition, ELD teachers create opportunities to help students acclimate to life and schools in the U.S.

Intervention

The purpose of this course is twofold:

- To scaffold exposure to the academic English students need to have their basic needs met
- To provide the foundational English reading skills students need to begin catch up growth to reading on grade-level in English

Teachers of these courses will utilize data and instructional tools from the following supplemental programs in order to meet the differentiated needs of the students in the class: Lexia English, i-Ready, and ARC Toolkits

High School

In order to accelerate English Language Development, students who participate in the Newcomer Program in grades 9-12 will enroll in an intensive ELD pathway which requires students to take two ELD courses each year, across two years. This pathway is outlined below:

	Semester 1 Course	Semester 2 Course
Year 1	Emerging	Emerging/Expanding
Year 2	Emerging /Expanding	Expanding

Emerging ELD

In this course, ELD instruction is guided by the California ELD standards at the Emerging level. Students are taught the survival English they need in order to have their basic needs met in and outside of school. In addition, ELD teachers create opportunities to help students acclimate to life and schools in the U.S.

Expanding ELD

This course is guided by the ELD standards at the Expanding level. Students at this level are beginning to use English for academic purposes, but continue to need moderate support in order to engage with grade-level course work. This course is designed to teach the more complex English language forms that students need for continued academic success. In addition, ELD Teachers provide tutoring to support students with grade-level content courses. Teachers also provide reading intervention to support students to access grade-level standards.

9th grade students in their first year of the Newcomer Program who are also enrolled in Emerging ELD can forego enrolling in 9th grade English. Instead, enrollment in a Bridging ELD course meets the English Language Arts graduation requirement.

Other Academic Supports

In addition to the specialized course study outlined above, students in the Newcomer Program also receive specialized language interventions in their grade-level courses to increase access to grade-level content. These interventions are outlined below:

- **Strategic Partnering:** It is well documented in educational research that heterogeneous groupings are beneficial for students of all achievement levels, both for social and academic development. This is especially true for English Learners. As such, teachers strategically pair Newcomer English Learners with students who serve as language and learning models. When determining these groupings, teachers also consider additional factors such as: shared language backgrounds and social compatibility.



- **Language Resources:** Teachers provide students with a variety of language resources to support their emerging use of the English language as well as to facilitate comprehension and standards learning. These language resources may include:
 - Definitions and/or translations of key vocabulary or terms
 - Sentence frames and sentence stems for oral and written use
 - Translated texts and assignments, where applicable
- **Visual Supports:** Because English Learners are both learning a new language and grade-level content simultaneously, teachers of students who are enrolled in the Newcomer Program are sure to provide visual input in addition to auditory input in order to increase comprehension. In practice this may look like:
 - Utilizing graphic organizers for whole class instruction as well as individual use (e.g. venn diagrams, flow charts, and other thinking maps)
 - Attaching images to key vocabulary concepts or tasks
- **Bilingual Instructional Aide:** To the extent possible, students in the Newcomer program are enrolled in grade-level courses with a bilingual Instructional Aide (IA). The IA works with the teacher to translate key instructional materials and activities such as focus questions, assignments, and prompts. Under teacher direction, the IA also facilitates small group instruction as needed.

Wrap Around Services and Family Engagement

CNCA takes a trauma-informed approach to our interactions with students and families. Additionally, although the immigration experience of each student is unique, many students who have recently arrived to the U.S. may need additional mental health, wellness, immigration, or other services in order to acclimate to their new life and home. As such, the Newcomer Program team at each school site reviews individual student data to connect students and families with the resources they need inside and outside of school.

Families play an integral part in their child's education and academic success. A newcomer student's family may include, but is not limited to, their parents, caregivers, sponsors, and guardians. It is important to recognize that family engagement may involve immediate or extended family members depending on the student's situation.

Program Location

CNCA's Newcomer Program is designed for students in grades 6-12. As such, at this time the program is available for students at Dalzell Lance, Kayne Siart, Eisner, Cisneros and Burlington.

Program Team

In order for students to be successful in CNCA's Newcomer Program, the program team must collaborate to review data and ensure that each child's unique needs are met. The program team consists of:

- Site Principal
- Site Newcomer Coordinator
- ELD Teachers
- School Counselors
- School Therapists
- Home Support Office (e.g. Content Team, EL Director, and Student & Family Services Team)



Exit Requirements

In order to exit from the Newcomer Program, students must demonstrate a growing proficiency in English as well as an ability to navigate the school system independently. Students will meet the following criteria:

- ELPAC Score: Score of Level 2 or higher
- Grades: Score of C or better in all core content courses
- Basic Skills: i-Ready diagnostic indicates a Lexile level of 3rd grade or higher (Lexile 520+)²
- Time in U.S. Schools: 3+ years (6th-8th grade) or 4+ years (9th-12th grade)³

Students who meet these criteria will also demonstrate readiness to enroll in an Expanding or Expanding/Bridging level ELD course.

High School Graduation Requirements

According to California law, students who are enrolled in a Newcomer Program are exempt from meeting all school-level graduation requirements. Instead, students in the Newcomer Program are eligible for graduation upon completion of California's minimum graduation requirements.

² Research shows that once students are past a third grade reading level, they are ready to encounter a wider variety of texts and have learned to extract and analyze information and expand their vocabularies by reading ([Center for Public Education, 2015](#)). Additionally, once students have reached a third grade reading level, they are ready for more abstract, technical, and literary words, i.e. more complex language than found in everyday oral interaction ([Chall and Jacobs, 2003](#)).

³ SIFE students may need additional time to catch up with their non SIFE peers and as such are eligible for the Newcomer Program for one additional year. Student participation in newcomer programs is time-sensitive and students may not remain in newcomer programs for an indefinite period of time. For this reason, the *time in U.S.* criterion is the most significant. This means that regardless of whether students have met the ELPAC, Basic Skills, or Grades criteria needed to exit newcomer status, they must exit when they have reached the time period outlined above.