



**SFUSD** SAN FRANCISCO  
PUBLIC SCHOOLS  
COLLEGE AND CAREER READINESS



# Building School and District Capacity to Serve Immigrants

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San Francisco Unified School District

# Presenter Background

- **Ed.D., University of California, Berkeley**  
Urban Educational Leadership
- **M.A., Stanford University**  
Education Administration, Policy & Analysis
- **B.A., Yale University**, Biology and Teaching
- **San Francisco Unified School District**  
College & Career Director (1 yr); English Learner Supervisor (6 yrs);  
School Administrator (8 yrs); Science Teacher (4 yrs)
- **New York City Public Schools:** Science Teacher
- **Abu Dhabi International School,**  
United Arab Emirates: Third Grade Teacher

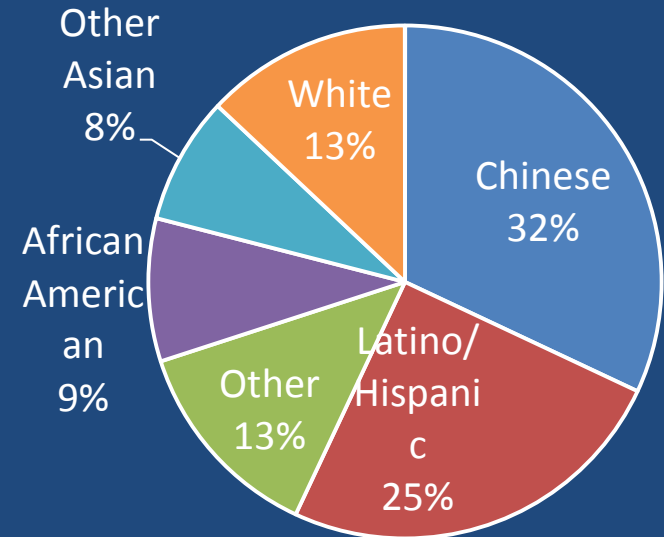
# Overview

- San Francisco Background
- Identification & Awareness of Students
- Setting
  - A School for Newcomers, OR
  - Newcomers Mixed in Regular High Schools
- Program Design
  - Teaching English Language Development (ELD) with content in Primary Language, OR
  - Integrating ELD into all content areas

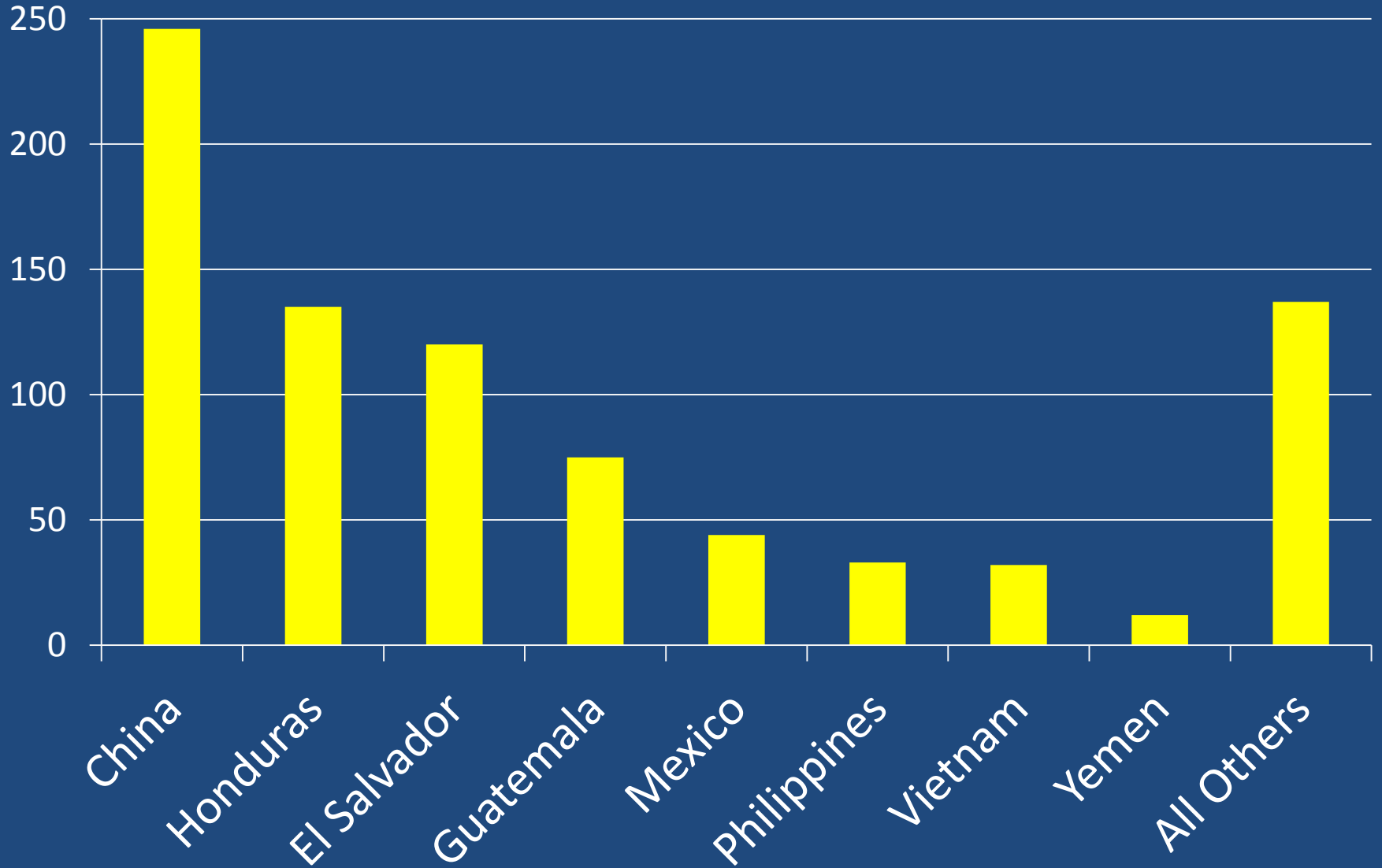
# San Francisco Unified School District Background

- 53,000 students in Kindergarten through 12<sup>th</sup> Grade (13 years)
- 16,000 English Learners
- 50% of incoming Kindergartners (Ages 4 & 5) are English Learners
- 500 High School Newcomers (Ages 14-17) per year
- 400 Unaccompanied Immigrant Children per year
- Programs in English and Bilingual (Mandarin, Cantonese, Spanish, Korean, Japanese, Filipino)

Race/Ethnicity in SFUSD



# Home Countries of 2014 New Students



# English Learner Typology

Critical for teachers (and principals/counselors) to be aware of and plan instruction for different types of English Learners and their needs:

- Newcomer (learning English for 0-2 years)
  - Developing (3-4 years)
  - Long-Term English Learner (5+ years)
- 
- Highly Educated
  - Students with Interrupted Formal Education (SIFE)

# Percentage of Reclassified Students in High School from English Learner to English Proficient



# What High School Settings Serve Newcomer Immigrants?

## Before 2010: Separate

- A High School Exclusively for Newcomers
- Newcomers sprinkled into Comprehensive High Schools to take English Language Development (ELD)

## After 2010: Integrated

- Newcomer Pathways within a Comprehensive High School, providing ELD & Content Instruction



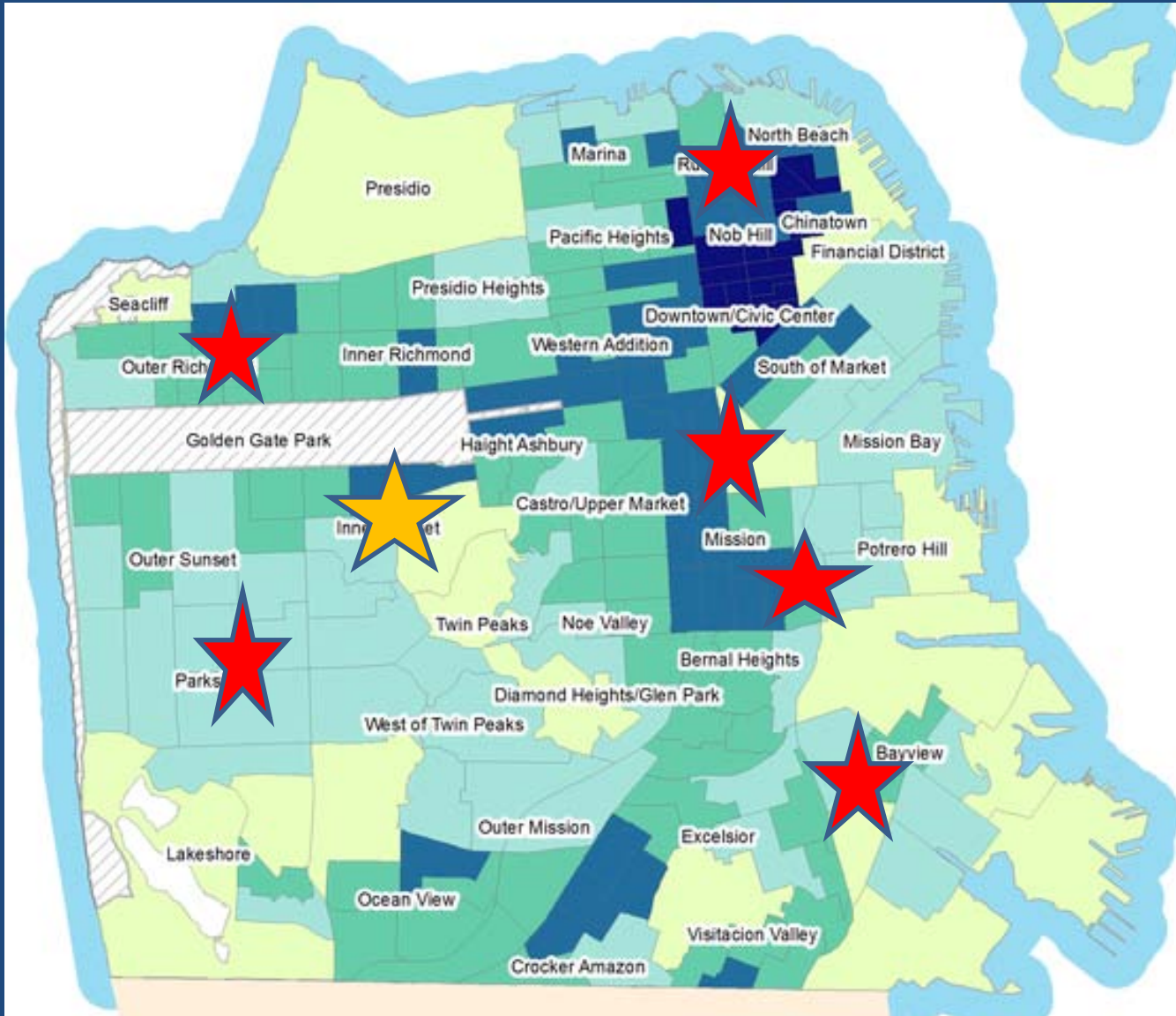
# Newcomer Setting: Separate or Integrated?

## Before 2010: Separate

- Attended at least 2 H.S.
- One school option
- Limited course offerings due to small school
- Limited access to native or native-like English Speakers

## After 2010: Integrated

- Attended only 1 H.S.
- Six school options
- Access to all graduation requirements
- Access to native or native-like English Speakers



## More Locations

Before:



1 School

- 1 location
- Transfer after 1 year

After:



Open 6

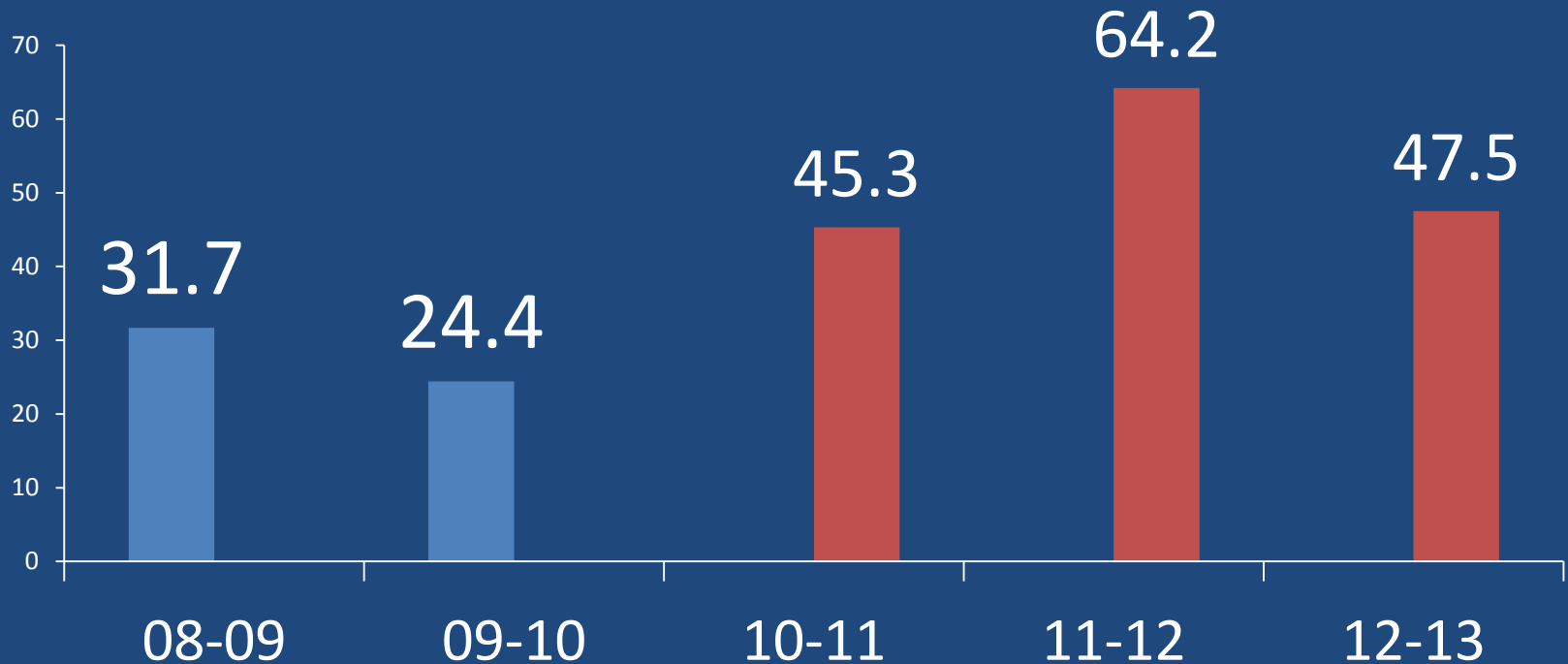
Newcomer  
Pathways in  
Comprehensive  
High Schools

- Geographic Diversity
- Stay for 4 years

# Average Growth on English Language Proficiency Assessment for Newcomer English Learners

■ Before: The High School for Newcomers

■ After: At One School; Teachers Integrate ELD into Content



Common language is English

# Key School/Teacher Structures

- TEAMSSS (Teachers of English/ELD, And Math, Science, and Social Studies)
- Teachers share the same 150 students
- Teachers teach exclusively Newcomers
- Common Planning Time for teachers
- Counselor/Wellness connected

# Differences Between Schools

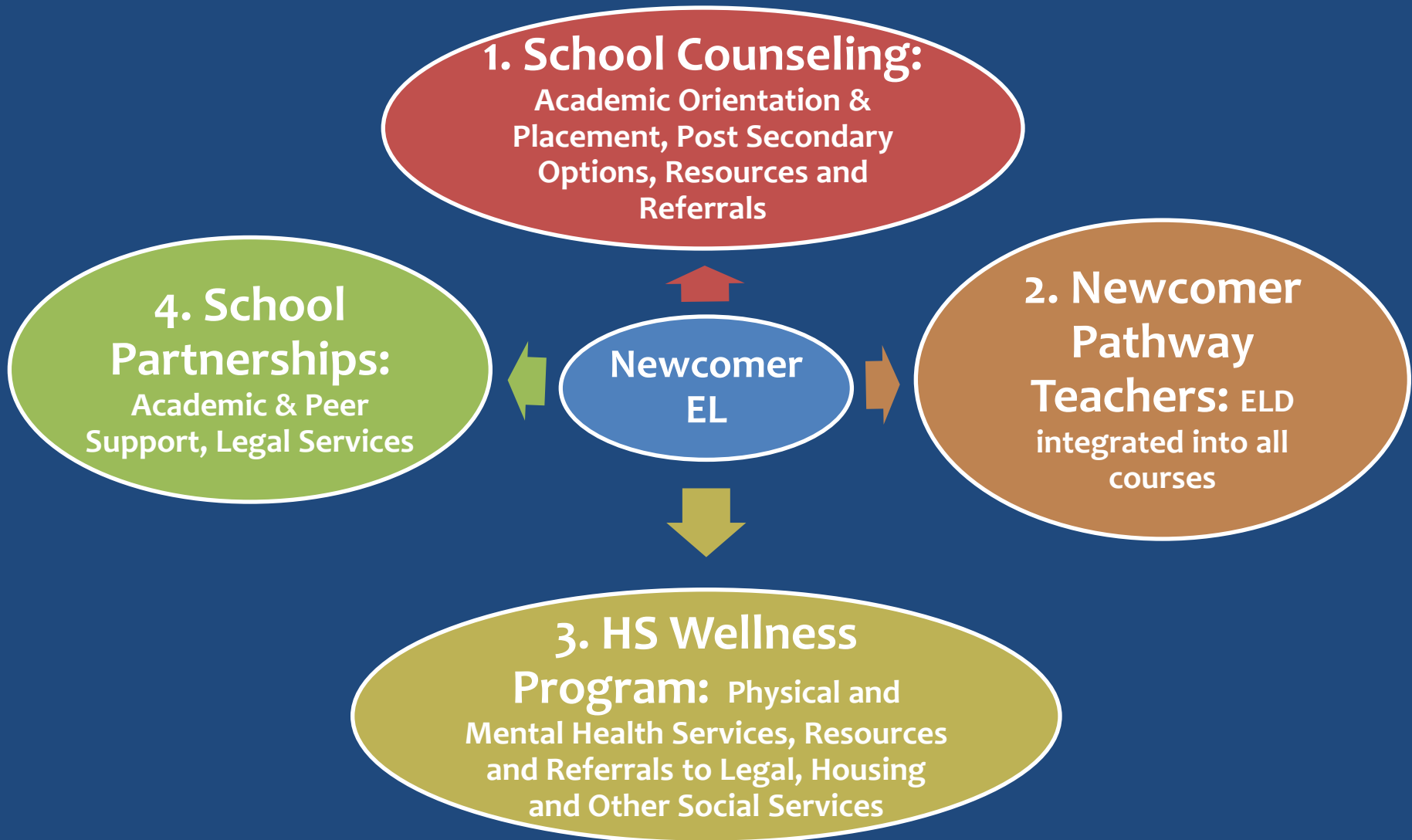
School	Average annual change on English Language Proficiency Assessment for Newcomers, 2009-2013
School A	89
School B	74
School C	68
School D	111
School E	113
School F	75

- Two schools more successful
- Actually grouped by grade level
  - Actually had TEAMSSS
  - Actually had CPT
  - Actually had a dedicated Newcomer Counselor (School A also)

# Key Instructional Structures

- All teachers are responsible for teaching ELD, including math, science and social studies.
- All teachers integrate language into content.
- Students take two classes of English/ELD with the same teacher, by grade level. (*Not mixed across grade level*)
- Students are part of a grade level cohort, expected to graduate at a similar pace.

# SFUSD System of Support for High School Newcomers



# Summary

- Language Minority Students have different needs, based on background and length of time learning the language. Plan programs to match these needs.
- Integrated school settings provide access to higher expectations and create a feeling of inclusion.
- Classroom instruction that integrates language development with content teaching engages students at a higher level, resulting in faster growth and ability to complete schooling.