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 12th 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

- Chinese 32%
- White 13%
- Latino/Hispanic 25%
- Other Asian 8%
- African American 9%
- Other 13%
Home Countries of 2014 New Students

- China: 250
- Honduras: 135
- El Salvador: 115
- Guatemala: 100
- Mexico: 75
- Philippines: 50
- Vietnam: 35
- Yemen: 20
- All Others: 100
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

Professional Development on Identification & Awareness

- 2006-07: 7%
- 2007-08: 7%
- 2008-09: 12%
- 2009-10: 9%
- 2010-11: 17%
- 2011-12: 19%
- 2012-13: 23%
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?

<table>
<thead>
<tr>
<th>Before 2010: Separate</th>
<th>After 2010: Integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended at least 2 H.S.</td>
<td>Attended only 1 H.S.</td>
</tr>
<tr>
<td>One school option</td>
<td>Six school options</td>
</tr>
<tr>
<td>Limited course offerings due to small school</td>
<td>Access to all graduation requirements</td>
</tr>
<tr>
<td>Limited access to native or native-like English Speakers</td>
<td>Access to native or native-like English Speakers</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Growth</th>
</tr>
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<tbody>
<tr>
<td>08-09</td>
<td>31.7</td>
</tr>
<tr>
<td>09-10</td>
<td>24.4</td>
</tr>
<tr>
<td>10-11</td>
<td>45.3</td>
</tr>
<tr>
<td>11-12</td>
<td>64.2</td>
</tr>
<tr>
<td>12-13</td>
<td>47.5</td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>School</th>
<th>Average annual change on English Language Proficiency Assessment for Newcomers, 2009-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>89</td>
</tr>
<tr>
<td>School B</td>
<td>74</td>
</tr>
<tr>
<td>School C</td>
<td>68</td>
</tr>
<tr>
<td>School D</td>
<td>111</td>
</tr>
<tr>
<td>School E</td>
<td>113</td>
</tr>
<tr>
<td>School F</td>
<td>75</td>
</tr>
</tbody>
</table>
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

1. School Counseling:
   Academic Orientation & Placement, Post Secondary Options, Resources and Referrals

2. Newcomer Pathway Teachers: ELD integrated into all courses

3. HS Wellness Program:
   Physical and Mental Health Services, Resources and Referrals to Legal, Housing and Other Social Services

4. School Partnerships:
   Academic & Peer Support, Legal Services
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.