



## SAUSD Newcomer Toolkit

### BACKGROUND ON NEWCOMERS

We recognize that new immigrants, as recent arrivals to our country, city and schools, bring unique needs and assets. Throughout our country's history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them. Newcomers play an important role in weaving our nation's social and economic fabric, and U.S. schools play an important role in helping newcomers adapt socially and linguistically as they integrate into American society.

For the purposes of this toolkit, the term "newcomers" refers to any foreign-born students who have arrived in the United States within the last three years and are still learning English. We recognize that this is far from a monolithic group, as the needs of new arrivals vary from those of students who have been in U.S. schools for two years or more. Moreover, the assets and needs of individual students are unique and require flexibility within the supports we offer.

This diversity of assets and needs accompanies the multi-faceted challenge of supporting newcomer student success. Newcomers need support as they:

- work toward developing English proficiency
- strive to make meaning and communicate understanding of content and also develop critical skills
- attend to social-emotional and adjustment/acclimation needs
- learn about our school system, pathways, and future career and educational opportunities

As newcomers take on these challenges, they and their families need myriad forms of support from multiple sources. In order to create an environment where newcomer students can thrive, school districts must have the following systems in place:

1. A welcoming safe and thriving school environment
2. High-quality academic programs designed to meet the academic and language development needs of newcomer students



3. Social emotional, mental health support and skills development to be successful in school and beyond
4. Encouragement and support to engage in the education process
5. Meaningful partnerships with families

The SAUSD Newcomer Tool Kit provides (1) guidance on topics relevant to understanding, supporting, and engaging newcomer students and their families; (2) tools, strategies, and examples of classroom and schoolwide practices in action, along with specific professional learning activities for use in staff meetings or professional learning communities; and (3) selected resources for further information and assistance. These components, resources, and recommendations aligned to the systems described above are addressed in detail below.

This document was developed in accordance with the US Department of Education [Newcomer Toolkit](#) (updated June 2023).

### SAUSD Framework for the Future



This document is in alignment with the SAUSD Framework for the Future. Through this Framework, we endeavor to provide learning experiences that are authentic, personalized, competency-based, and equitable & inclusive. Because of their unique needs and the urgency in supporting newcomer development, these principles are especially important as we design learning experiences for our newcomer students.

All SAUSD students, including newcomer students, must have the opportunity to become:

- architects of their own learning
- collaborative leaders
- global innovators
- empathetic communicators
- community builders
- world -ready scholars

As a result of the work we do with our students each day, we envision sending our students out into the community and the world as well-rounded leaders, ready to contribute positively and impact the world for the betterment of our community and beyond.

## Systems, resources and recommendations for newcomer students

Step	Staff Involved	What Happens	Resources
<p><b>1. Welcome and Registration</b> intake interview and assessment information from school</p>	<p>Office Staff, Office manager, FACE,</p>	<p>Goal: Welcome family and students to our district and ensure that they establish a connection to the school.</p> <ul style="list-style-type: none"> <li>● Upon arrival, identify the family's preferred language of communication (AERIES Corresp. Lang.). If not Spanish, then use translation tool</li> <li>● Family completes registration and is greeted with warm welcome.</li> <li>● For TK-8 students present the language program placement options and present family with considerations for choosing one program or the other (Dual Language or Structured English Immersion)</li> <li>● If parents opt for a Dual Language program, follow the process to transfer schools</li> <li>● Collect information, transcripts and prior schooling information to inform placement (secondary schools)</li> <li>● Provide family with a tour of the school including Wellness Center and explain supports available at the school and identify immediate needs.</li> <li>● Inform teachers, counselors and FACE of newcomer arrival for awareness regarding additional support as needed. EL Programs to push out newcomer info dashboard via Ellevation- under construction.</li> <li>● Schedule Newcomer family orientation.</li> <li>● Secondary schools- Student meets with counselor to determine course schedule</li> <li>● Ensure all data are entered in Aeries so newcomer can be identified centrally for support and Initial ELPAC test can be administered</li> </ul>	<p><a href="#">Interpretation services for non-Spanish/Vietnamese newcomer &amp; family orientation</a></p> <p><a href="#">Translation support software</a></p> <p><a href="#">Guide for helping newcomer families choose whether a Dual Language Immersion school is best for their child</a></p> <p><a href="#">AB 2121 guidance for 11th &amp; 12th grade newcomers (draft)</a></p> <p><a href="#">Online Enrollment PPT</a></p> <p>Resources pending:</p> <p>Video about our school district</p> <p>Newcomer and Family Welcome PPT</p>

<b>2. Instructional Placement guidance</b>	Counselors/ Certificated Staff members	<p>Goal: Review student transcripts and academic records for appropriate placement in grade and course.</p> <ul style="list-style-type: none"> <li>● High school transcript review process for student placement</li> <li>● Review results of language assessments to determine if language intervention is needed</li> <li>● Where possible, place student in cohorted newcomer group</li> <li>● Schedule one week follow up check in</li> <li>● Screen for possible mental health referrals</li> <li>● Communicate necessary information to teachers</li> </ul>	<p><a href="#">Systemic Approach to Addressing Student Needs</a></p> <p>Transcript interpretation services</p> <p>Guidance for consulting students and families on AB2121</p> <p>Elementary instructional guidance</p> <p>Intermediate placement guidance</p> <p><a href="#">High school placement guidance</a></p>
<b>3. Student Engagement and safety and receive student in classroom</b>	Counselors/ FACE/ Support staff	<p>Goal: Ensure that student is engaged and supported before, during and after school.</p> <ul style="list-style-type: none"> <li>● Assign student to an adult staff member and student checks in each day</li> <li>● Teacher receives form indicating that new student is a newcomer.</li> <li>● Meet with student about after school engagement and clubs and activities.</li> </ul>	<p><a href="#">Proposal for Newcomer Engagement club</a> (20 or year 1 Newcomers)</p>

		<ul style="list-style-type: none"> <li>● Create Newcomer student club with activities and supports</li> <li>● Assign buddies to students that are new to the school within 10 days.</li> <li>● Sites with 20 or more Newcomers, reach out to EL Programs for on site after school or Saturday program.</li> </ul>	
<b>4. Family Engagement and support</b> classroom routines and procedures		<p>Goal: Ensure that the family is connected to the school, aware of how to navigate the schooling process, and aware of the supports that the school district can provide.</p> <ul style="list-style-type: none"> <li>● Schedule orientation for family to come to the school and learn about the schooling process and supports available.</li> <li>● Identify possible housing and food insecurities and refer to appropriate agency or program</li> <li>● Schedule and hold a meeting to discuss goals for students and create an academic and career plan.</li> <li>● Host family nights to engage families and connect to the school community.</li> <li>● Review ways for parents to get involved at school and support their students at home.</li> </ul>	Resources Needed: Family Orientation PPT Student success team process and form
<b>5. Instructional Support Plans</b> students in ongoing assignments/projects		<p>Goal: Students and teachers have the appropriate instructional supports and are ensure newcomers are making adequate academic and linguistic progress:</p> <ul style="list-style-type: none"> <li>● Be prepared to receive new students and have a desk ready. Seat new students with classmates that speak the same language. Assign a buddy for students before arrival to class if possible.</li> <li>● When a student arrives in the classroom, greet the student warmly, find an appropriate way to pronounce the student's name, and introduce the student to classmates.</li> <li>● Explicitly teach student classroom routines and procedures.</li> <li>● Communicate what supplies are available and necessary for learning in class.</li> <li>● Provide the student with a task that they could complete independently, such as a journal write that would allow them to draw</li> </ul>	Resources Needed:  How to support your student at home  <a href="#">Elementary Instructional Guidance:</a> <a href="#">K-2 Instructional Support</a> <a href="#">3-5 Instructional Support</a>  <a href="#">6-8 Instructional Support</a>

		<p>or write freely in the language they are most comfortable. This would give you insight to some language skills.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<a href="#">HS Instructional Support</a>
<b>6. Monitoring of student progress and engagement</b>	EL Programs staff	<p>Goal: to ensure that students are making progress and engaged in the schooling process.</p> <ul style="list-style-type: none"> <li>• Monitoring and case management of students to ensure they are attending, appropriately placed and making progress</li> <li>• Survey newcomer students to evaluate current programs and supports, determine student needs, and develop future programs.</li> <li>• Aeries process of entering and exiting program</li> </ul>	<p>Resources Needed: Newcomer monitoring process</p> <p><a href="#">Field trip proposal form</a> <a href="#">After school engagement activity proposal</a></p>