

Appendix E

Newcomer Center/International Academy

Goals

The District's goals for students and their families at the Newcomer Center include:

- An orientation to U.S. schools, community and district;
- Acquisition and development of English listening, speaking, reading and writing skills;
- Development of academic language and core subject knowledge through sheltered instruction methodologies;
- Preparation for transition to their comprehensive middle or high school within four semesters;
- Meaningful social and academic integration with the larger school community;
- Provision of a program that addresses students' academic, social, and health needs.

Program Administration

Administration of the Newcomer Center is the responsibility of the site administrator, the Coordinator of English Learner Programs with support provided by the site Language Development Resource Teacher (LDRT).

Funding

Funding for the Newcomer Center is provided from the following sources: Title III LEP, Title III Immigrant, and LCFF. Funding from grants and community partnerships will also be explored.

PROGRAM DESIGN

Entrance Criteria and Definition

Students admitted to the Newcomer Center are those who have been in the country for less than twelve months and who score at CELDT Levels 1 or 2. A Newcomer may have limited literacy skills in the home language.

Students who were enrolled in U.S. schools previously and then had an extended leave of absence may be eligible for admittance into the Newcomer Center. These students will be considered on a case by case basis if they are at CELDT Levels 1 or 2.

Orientation

An orientation to U.S. schools is embedded during the English Language Development (ELD) block and during U.S. History. This orientation includes the following topics:

- Understanding U.S. schools, and
- Becoming familiar with the community.

Coursework

Students will

- Receive English Language Development and English Language Arts instruction through Hampton Brown's *Inside and Edge*;
- Be mainstreamed into Physical Education (including JROTC) and Performing Arts classes;
- Receive instruction in science, history, and math with an emphasis on ELD and Academic Language Development (graduation credit given for these courses).

Site/Location Options

The Newcomer Center is housed at Blair High School. This is a school within a school model for students in grades 6-12.

Transportation

Middle and High School students are given bus tickets for the ARTS Bus.

Access to Extracurricular Activities

Students are integrated into the Blair community in order to participate in extracurricular activities such sports, music, clubs, etc.

Access to Technology

Access to technology is provided three times a week. Students participate in ESL Reading Smart, a web-based reading tutorial regularly. Newcomers also use the computer lab for research purposes.

Interaction with Native English Speakers

Students attending the Newcomer Center interact with native English speakers in Physical Education (including JROTC), Performing Arts, and during extracurricular activities.

Support Service (Academic, Social, & Health)

The academic needs of students are determined during the intake process at the Assessment Center. The Teacher and LDRT identify students who may need a referral to Special Education. The District's health department screens students for health concerns and provides referrals, if necessary. The LDRT and Newcomer Center teachers meet with families to provide community referrals and inform them of community services. Additionally, PUSD's *Families in Transition* provides resources for families experiencing economic hardships.

The *Young and Healthy* program helps students obtain medical and dental care for those eligible through Medi-Cal.

STAFFING

Teaching Staff

The Newcomer Center will be staffed at minimum, in the following manner:

- Teacher qualified to teach ELD English, Pre-Algebra, and Algebra,
- Teacher qualified to teach ELD English and elective sciences, and
- Teacher qualified to teach high school social sciences.

Guidance and Counseling

The counseling team will work in conjunction with the Newcomer Center staff to oversee Newcomer services during the students' time at the Newcomer Center. The services provided include the following:

- Facilitating students' transition to their home schools upon completion of the program;
- Official evaluation and translation of transcripts from students' home countries;
- Monitoring the completion of graduation credits;
- Conducting a comprehensive graduation check;
- Working with school staff to coordinate SSTs (Newcomer Center staff makes contact home and confirms attendance);
- Supporting students in college application process; and
- Identifying students eligible for scholarships and awards (including, but not limited to the Seal of Biliteracy).

Classified

If funding permits, the Newcomer Center will receive the following support from classified personnel:

- Para-professionals: every effort is made to recruit bilingual instructional assistants who reflect the languages spoken by the Newcomers.

Translation and interpretation services are available through PUSD's Communications Department – Translations Unit. If these services are required, funding will be provided by LADD.

Professional Development

Professional Development includes the following:

- Initial and ongoing teacher and paraprofessional training in the use of adopted Language Arts materials, secondary curriculum, and the use of effective instructional strategies for English Learners;
- Additional training for Para-professionals will include use of primary language support, strategies in small group learning, and individual tutoring under the supervision of the classroom teacher; and
- Cultural awareness training will be provided for all classified and certificated personnel working with Newcomers and their families.

Other professional development opportunities and events are described in *Staffing and Professional Development* found in Chapter 6 of the EL Master Plan.

PLACEMENT

Identification Procedures

Please refer to the Initial Identification, Assessment, and Placement section in PUSD's Master Plan for English Learners, Chapter 1.

Enrollment Procedures

Upon completing the initial CELDT assessment in the Language Assessment and Development Department, students will continue their registration process at Blair High School. In order to complete the registration process, Newcomer Center families must provide the following:

- Student Birth Certificate and/or valid passport,
- Proof of Address (gas, electric or water bill),
- Transcripts from home country, and
- Proof of vaccinations (Students will be referred to PUSD Health Clinic to ensure that this requirement has been met.).
- Parent Identification and/or valid passport

Newcomer Center families meet with the LDRT to register.

Transcripts

When at all possible, students will provide translated transcripts from home country.

If transcript is not translated:

- Spanish transcripts will be translated by LADD or Blair LDRT and counselor
- Non-Spanish transcripts will be translated with a service at parents' expense.

Older Students entering US Schools

The following criteria will be used to determine if an older student is eligible to enroll in the Newcomer Center:

Age Entering District	Placement Recommendations	Considerations
17	<p>Student will be placed in the program. The school will conduct an SST with parents upon entering the District to assess if the student will have enough units to graduate.</p> <p>The school will conduct another SST at age 18 to determine the graduation status.</p>	<p>District is legally required to enroll student at age 17.</p> <p>The student will be referred to an alternative educational setting if s/he is not on track to graduate.</p>
18	<p>Registration in District will depend on graduation credits:</p> <ul style="list-style-type: none"> • If a student arrives with credits, he/she will be registered. SST will be conducted upon registration. • If a student has no credits, he/she will be referred to Pasadena City College – Community Education Center. 	
19	<p>Student will not be registered. Student will be referred to Pasadena City College – Community Education Center.</p>	

CURRICULUM AND INSTRUCTION

Curriculum and instruction for newcomers follows the instructional focus for students at beginning and early intermediate levels of proficiency as described in Chapter 2. For secondary level students, the difficulty of the transitions of adolescence can be an educational challenge to schools. Combining this transition time with the challenge of learning a second language, mastering the academic content in their second language, and balancing the values systems of both the home and dominant culture can be overwhelming. Some newcomers face the culture shock and/or psychological issues resulting from the experience of moving to a new place or to a new campus and putting them at an even higher risk of academic failure. Thus, much attention is given to the center's curriculum and instructional design.

The latest research on the academic achievement of newcomer ELs reflects the effectiveness of newcomer programs, either as a separate site or school-within-a-school models. PUSD's newcomer center falls into the second category, and it provides full instructional support to students, with sheltered content courses, primary language support, and teachers with multiple content authorization.

The state-adopted textbooks (*Inside Level A* and *Edge Fundamentals*) provide motivating and relevant, systematic and focused, and ELA standards-aligned lessons that are appropriate to the English proficiency levels and interests of newcomers. Other core content instruction is made accessible to newcomers through the teachers' expertise in using modifications and scaffolds to make the learning of difficult concepts comprehensible to students.

Courses Offered

Content Areas taught in the Newcomer Center are the following:

- English Language Arts,
- English Language Development,
- ELD Science,
- ELD World History,
- ELD U.S. History,
- ELD Pre-Algebra, and
- ELD Algebra

Credit for Coursework

Every effort is made to obtain transcripts from previous schools attended whether they are U.S. or are schools from outside the country. Credit is given for comparable coursework taken in the students' countries of origin.

Students receive graduation credits for all courses taken at the Newcomer Center.

Electives

Newcomer students participate in available electives at Blair in performance-based subjects such as art, music, culinary arts, and computer classes.

Monitoring Student Progress

Students' progress is monitored using CTB McGraw's LAS (Language Assessment System) test which measures English language proficiency in Listening, Speaking, Reading and Writing. This assessment is used as a pre- and post-test for entry and exit from the Newcomer Center.

SST

Students deemed to be making inadequate progress as measured by assessments, grades, or teacher observations, have a Student Study Team (SST) convened. With parent consent, students may be tested for a learning disabilities and/or special needs. Otherwise, a plan for academic intervention is developed.

All eleventh grade students also have an SST to determine their final academic plan for graduation or to plan for a transition to the Pasadena City College - Community Education Center.

Special Education

During an SST, a student may be referred to mental health services or testing for special needs. If a student does require special education or related services, an Individualized Education Plan (IEP)/Section 504 Plan will be developed which will include language development.

Extended Learning Time

Participants in the Newcomer Center are required to attend Summer School (Summer LEARNS).

PROGRAM EVALUATION

Baseline Data

The following data are collected by Language Assessment and Development Staff:

- Initial California English Language Development Test (CELDT).

Data Collection and Analysis Program Effectiveness

Initial data collected by the Assessment Center are distributed to Newcomer Center LDRT. Classroom teachers, the LDRT, and administrators periodically analyze formative data in order to make sound instructional decisions regarding the effectiveness of the program. The classroom teachers administer the assessments, and LDRT will be responsible for maintaining a database on each student.

Formative Evaluation

- *Inside and Edge* Assessments
- Periodic progress assessments (Language Assessment System)
- Writing Portfolio
- District Quarterlies

Summative Evaluation

- Annual California English Language Development Test (CELDT)
- ELA District Benchmark Assessments

PARENTAL INVOLVEMENT

Parental Consent Procedure

Parents are informed that enrollment in the Newcomer Center is voluntary and requires a waiver. After the assessment process has been completed, parents are counseled as to all the options available to their child and are presented with the benefits of enrollment in the Newcomer Center.

Communication Plan

Written and oral translations of all materials are provided in the prominent languages represented at the Newcomer Center. Translation and interpretation services are available through PUSD's Communications Department—Translations Unit. If these services are required, funding will be provided by LADD.

Parent Participation

The Newcomer Center offers a variety of services to parents of Newcomers including

- Adult ESL Classes,
- PUSD Parent Education Workshops,
- CAFE, and
- ELAC.

Community Outreach

The Newcomer Center links parents with information concerning community resources within the private and public sector such as the following:

- El Centro de Acción Social,
- Villa Esperanza Services,
- Neighborhood Connections, and
- Other resources listed in the *Survival Guide For Individuals, Families and Organizations*.

Access to Health, Social, and Education Services

Parents are provided with information about the following, as needed:

- Partnership Opportunities with community agencies (Social Services, Medical and Mental Health Programs, and so on),
- PUSD Special Education Services,
- Educational resources itemized in the Parent Participation section above
- Young and Healthy (access to doctors, nurses, dentists and psychological services), and
- USC Mobile Dental Clinic (annual)