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# District-Run Innovation Focus Areas

* Newcomer Program

### Newcomer Program Design

OUSD is excited to support sites interested in exploring and designing quality newcomer programs. The dramatic rise in the number of newcomers in Oakland Unified School District is an urgent and compelling issue that requires an increase of site-level newcomer programs and services. Most of our newest arrivals fall into the status of refugee, asylee, and/or unaccompanied minors. Intensive and specialized services are required to meet the academic, socio-emotional, and mental health needs of these children many of whom have experienced severe trauma and/or years of interrupted schooling. There are large numbers of newcomers who currently receive no specialized services at all, particularly at the elementary level.

**Who to Contact:**

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Executive Director English Learner Services, New School Development

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**Sondra Aguilera**

Network Superintendent PreK-5 Region 2

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The study, planning and implementation of newcomer programs is an opportunity that implies significant commitment and effort on the part of the school, the school community and OUSD central staff. As your site considers newcomer programs as an option, the opportunities and expectations below should be considered. To explore these points in greater detail, please see the [**Newcomer Program Expansion Proposal**](https://drive.google.com/a/ousd.k12.ca.us/file/d/0B1XB6MV6ZnJxR0hOS2RNcVZ1V0U/view?usp=sharing).

**Community Demand & Program Scale:** Newcomer programs will be created in areas with high community demand or in existing areas in which newcomer students reside, based on OUSD data and the Strategic Regional Analysis. Within a school, newcomer programs are of substantial scale involving multiple teachers and staff and, in secondary, a variety of class offerings.

**Track Record of Service to ELLs:** The school will demonstrate a track record of service to ELL students as demonstrated through SRI and CELDT growth, reclassification rates, or other measures of programmatic success.

**Instructional Model:** The school will develop a cohesive instructional model that incorporates content-based language and literacy instruction, strategic use of home language, heterogeneous grouping, extended learning opportunities, and assessment that monitors students’ progress. The model will include both a Designated block and Integrated ELD throughout the day providing explicit and responsive language instruction.

**Equity Centered Master Scheduling and Transitions:** Effective newcomer programs include robust intake process, including transcript analysis, to identify prior schooling as well as proficiency levels in math and home language and literacy. Clear entrance and exit criteria exist, particularly support around entry to mainstream classes. Supports are in place for mid-year entry, flexibility allowing individualized movement through courses, and cohort grouping of students. Schedule provides for newcomers to be integrated daily into at least one class with English-speaking peers.

**Professional Development:**  Extensive professional assistance will be provided for all teachers and support staff who interact with newly arrived students before, during and after enrollment in newcomer programs. Training will be provided on curriculum development, instructional strategies for newcomer students, cross-cultural conflict, trauma based-behaviors and legal issues affecting immigrant students. Professional collaboration time will allow for both inquiry-based learning and case management.

**Family Engagement and Student Social Services:** The school will develop and support a portfolio of family engagement and student social services that takes into account the linguistic, cultural, legal and socio-economic needs of newcomer families and students. This may include bilingual support staff and strong community partnerships that can provide access to a wide range of support services.

**Staffing:** Staffing resources are essential to newcomer program success. Considerations should include a Teacher on Special Assignment (TSA) or other instructional coach to provide instructional and logistical support, a community schools program manager or case manager to support student services, an academic counselor, and designated administrator. Consideration should also be given to any available avenues to reduce class size.

In OUSD, we are prioritizing schools that meet the following criteria, for proposal consideration:

* An experienced School Leader with at least one year as principal at current school site.
* At least 15 Newcomer students who have arrived in the US within 12 months and a program design and facility space to accommodate at least 45 students over time.
* A track record of service to ELLs (As measured by student assessment data).
* Demonstrate a robust equity-centered culture established at your school.
* Demonstrated community support.

**Newcomer Proposals are being considered for a 2017 Cohort 2 Launch Cycle.**

###

**FALL CALL FOR QUALITY SCHOOLS – NEWCOMER PROGRAMS**

**SELF-ASSESSMENT**

In addition to your Letter of Interest, please submit the following “Self-Assessment” to indicate your preparedness in developing a newcomer program at your site. The readiness assessment is meant to help your site explore:

* *Is this the right move for your school?*
* *Is prepared to engage in a design process to meet these standards of quality?*
* *Is your site prepared to engage in the demanding process of the Fall Call for Quality Schools (i.e. all workshops, consultancies, and site visits)?*

**OUSD recommends that site leaders complete this self-assessment in partnership with your site’s instructional leadership team.**

**PART A: Newcomer - Criteria for Readiness**

In addition to identifying your site’s existing assets and areas of focus against the Newcomer Program Quality of Standards, please indicate your site’s self-assessed readiness and pieces of evidence for each of the below criteria.

* **Cohort 1: 2016 Launch;** to be submitted by September 17.
* **Cohort 2: 2017 Launch;** to be submitted by September 21, along with Letter of Interest.

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DESCRIPTORS** | **Self-assessed Readiness Scale:** **1 (low) - 5 (high)** | **What is your evidence?**  |
| **Community Demand** | Newcomer programs should be created in areas with high community demand or in existing areas in which newcomer students reside, based on OUSD data. |  |  |
| **Equity-minded School Leadership** | Successful programs require strong equity-minded school leadership and a commitment to the success of the program (i.e. changes in master schedule or differentiated PD). Leaders should understand and support the unique needs of the newcomer population, have a vision for newcomer student success, and compel staff to take on this vision and foster collective responsibility for these students. Leaders should be willing to devote resources to specifically support this population.  |  |  |
| **Track Record of Service to ELLs** | Schools should be able to demonstrate a track record of service to ELL students as demonstrated through SRI and CELDT growth, Reclassification rates, SQR, or other measures of programmatic success. |  |  |
| **Physical Environments** | Newcomer programs should provide welcoming learning spaces with adequate resources. Newcomer classrooms should be set up for collaborative work (tables, not desks), and have an environment that is both print-rich and culturally representative. Additionally, school sites should have the physical capacity to enroll newcomers that come throughout the year.  |  |  |
| **Inclusive Culture** | Schools should demonstrate an inclusive culture that embraces diverse languages and backgrounds. This includes putting supports in place to extend warm welcomes to both students and their families and proactively creating opportunities for easy integration into the community.  |  |  |
| **Network of community service providers** | Newcomers (and their families) often require significant social and emotional support, including health, mental health, legal and other social services. Schools opening newcomer programs should have a robust existing network of community engagement or service providers to draw on as resources to support students. |  |  |
| **Readiness to fully participate in the Call for Quality Schools Process** | Schools should be prepared to commit the time and human capital required (2 full days per month, site planning time, etc.) to complete and meet all deliverables needed as part of the Fall Call for Quality Schools process. |  |  |

**PART B: Newcomer Program Standards of Quality**

**Guiding Principles for Newcomer Programs**

The below guiding principles are grounded in evidence from research and best practices and address critical program issues across several strands that are integral to developing a high-quality newcomer program. Please use the below form to indicate your site’s existing assets related to each of the listed strands as well as areas that your site may focus on as part of the Call for Quality Schools.

| **Proposal Section(s)** | **Strands** | **Principles** | **Existing Assets Related to this Strand** | **Areas for Design Focus** |
| --- | --- | --- | --- | --- |
| **Section I** | **Family Engagement and Student Social Services** | * Family engagement activities, which take into account the linguistic, cultural, legal and socio-economic needs of all newcomer families
* Bilingual support staff that can serve as liaisons between the schools and the community and who can link families to needed health and social services
* Strong community partnerships that can provide access to a wide range of support services such as counseling, tutoring, mentorship, gang intervention, parent workshops, health and legal services, and interpreters
 |  |  |
| **Section II****Section IV** | **Staffing & Program Scale** | In order to support the implementation of effective newcomer programs, the following staffing is recommended to ensure success:* For secondary schools only: 4 teachers (ELA, Math, Science, History) for each cohort of 100 students, in addition to a PE and an elective teacher as needed
* TSA - Instructional Coach dedicated to coaching, co-teaching, and curricular support
* Community Schools Program Manager/Newcomer Case Manager dedicated to newcomer services
* Academic Counselor dedicated to newcomer students at each site
* Dedicated administrator to hold newcomer work (teacher recruitment and evaluation, student discipline, etc.)
* Within a school, newcomer programs are of substantial scale involving multiple teachers and staff and, in secondary, a variety of class offerings.
 |  |  |
| **Section III** | **Equity Centered Master Scheduling and Transitions** | * A robust intake process, including transcript analysis, to identify prior schooling as well as proficiency levels in math and home language and literacy
* Clear entrance criteria, which place students in newcomer programs only when appropriate.
* Strictly enforced exit criteria and procedures, which enable students to transfer smoothly, from newcomer programs to mainstream classrooms
* A program structure that can accommodate mid-year entry of students and allows flexible, individualized movement through newcomer and mainstream course offerings
* Students grouped in cohorts to allow for teams of teachers to collaboratively provide targeted instruction and case management to a shared group of students
* Teachers assigned to no more than two academic preps in order to focus their attention on providing targeted instruction to one of the most vulnerable student populations
* A low teacher/student ratio to provide more individualized instruction
 |  |  |
| **Section III** | **Instructional Model** | Instructional models should incorporate the following elements: * ***Content-based language and literacy instruction:*** language and literacy are taught in a way that deepens content knowledge
* ***Strategic Use of Home Language:*** home language is used to develop content knowledge as well to support aid in the comprehension of English texts and class discussion
* ***Heterogeneous grouping:*** structured opportunities for newcomers to work collaboratively with more advanced ELLs and native English speakers
* ***Extended Learning Opportunities:*** Targeted summer school, after school and internship programs
* ***Assessments***: systematic assessment of students’ strengths and needs as well as ongoing monitoring of students’ progress
 |  |  |
| **Section IV** | **Professional Development** | * Extensive professional assistance for all teachers and support staff who interact with newly arrived students before, during and after enrollment in newcomer programs
* Training on curriculum development and instructional strategies for newcomer students for all ELD and content-area teachers
* Training for all staff on issues of cross-cultural conflict, trauma based-behaviors and legal issues affecting immigrant students
 |  |  |



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#  Engagement Criteria

* **Letter of Interest**
* **Letter of intent**

 **ENGAGEMENT CRITERIA**

**PREAMBLE:** The Oakland Unified School District has experienced its greatest success in ***systematically*** improving the performance of schools when it has undertaken efforts to engage and facilitate school communities in a deep and rigorous school design and planning process over an extended period of time. The goal is to engage the community (families, teachers, admin, partner orgs) in creating a well informed road map for the school program design, grounded in principles of equity as defined by closing the achievement gap for all students, that will guide the school in its first several years of implementation. Empowering and increasing school and community capacity is a central outcome of the school design process.

**All teams are responsible for proactively engaging with the community to develop their proposals in order to generate the support required by statute**. Teams who choose to advance in the process will need to present their proposals to their School Site Council, to other applicable staff and at community meetings to receive input and feedback.

**LETTER OF INTEREST**

All teams considering Cohort 1 to launch newly designed programs in **2016** see ***Letter of Intent*** below.

**NOTE:** Prospective 2016 launch teams are NOT required to submit a Letter of Interest.

All applicants considering Cohort 2 to launch newly designed programs in **2017** will submit a Letter of Interest no later than **September 21, 2015**, prior to being considered for participation in the **Exploratory Phase**. The Letter of Interest provides formal notice to OUSD regarding applicant's’ interest in exploring the relevance of a specific focus area for the re-design of their school. The Letter of Interest submission will be followed by a consultation within 5 working days. A determination letter will be sent to the school by **October 9, 2015** regarding eligibility to receive monetary assistance for the **Exploratory Phase**.

The **Letter of Interest** template is available in the next section.

**LETTER OF INTENT**

**All applicants are required to submit a Letter of Intent.**

* Applicants considering Cohort 1 to launch newly designed programs in **2016** must submit a Letter of Intent by no later than **September 4, 2015**, prior to submitting a complete proposal on **October 30, 2015**.
* Applicants considering Cohort 2 to launch newly designed programs in **2017** must submit a Letter of Intent by no later than **January 15, 2016**, prior to submitting a complete proposal on **April 22, 2016**.

The Letter of Intent provides formal notice to OUSD regarding intentions to submit a district-run proposal focused in a specifically identified Fall Call 2015-16 focus area, or a charter petition.

The **Letter of Intent** template is available in the next section.



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#  Letter Templates

* Letter of Interest District-Run Schools (2017 Launch)
* Letter of Intent District-Run Schools (2016 Launch)



## Letter of Interest District-Run Proposal (2017 Launch)

Submit form to david.montes@ousd.org

**DUE DATE:** **September 21, 2015**

**Please attach** Dual Language Program Criteria Self-Assessment or Newcomer Program Criteria Self-Assessment Form.

This letter of intent (LOI) will provide formal notice to the Office of Post-Secondary Readiness in Oakland Unified School District regarding an applicant’s interest in entering into a district supported Exploration Period of Quality School Practices. This Exploratory Period is to prepare schools to create a school design proposal by April 22, 2016 for consideration and approval to enter the School Design Implementation Planning Cohort 2 in the 2016-2017 school year and a Program Launch in 2017-2018.

*\*The information presented in the LOI is non-binding and subject to change.*

|  |  |
| --- | --- |
| Name of School |  |
| Name of Principal |  |
| # of years Principal at this site |  |
| Level of Staff InterestMinimum staff interest for consideration is 51%. Optimum interest is 80% or higher. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total # | # Interested in this change | % of Staff Interested |
| All Full Time Staff  |  |  |  |
| Full Time Teachers Only |  |  |  |

Date(s) of staff engagement(s): |
| 2015-2016 Priority Initiatives in progress at your school. (i.e. Writer’s Workshop, Blended Learning, etc.) |

|  |  |
| --- | --- |
| List 2015-16 Priority Initiatives | % of DedicatedAnnual PD Time |
|  |  |
|  |  |
|  |  |
|  |  |

 |
| Fall Call 2015-16 Priority Focus Areas of Interest(“X” All that Apply) | **Eligibility Areas**\_\_\_Middle School\_\_\_Dual Language/ Immersion Program\_\_\_Newcomer Program**West Oakland**\_\_\_ Interest in participating in West Oakland Regional Innovation and Feeder Renewal Process. |
| Newcomer Enrollment | Total # Projected 2015-16 Newcomer Enrollment: |
| Dual Language | Percent of Total Projected 2015-16 Partner Language Speaking Enrollment:  |
| Rationale for your interest in the Fall Call |  |
| Describe the **data analysis process** conducted by the school to date that looks specifically at the achievement gaps of student groups with your school. |  |
| Describe the **achievement or performance gap(s)** that exist in your school, which you have identified as a result of your data analysis process to date. |  |
| Key Components of the education program(s) you plan to explore in the call process |  |
| Please list key school design questions that you have entering this process | *
*
*
*
 |
| Primary Contact Person | Name:  |
| Phone: |
| Email: |

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Signature of Principal Date



##  Letter of Intent District-Run Proposal (2016 Launch)

**DUE DATE:** **September 21, 2015**

**Please attach** Dual Language Program Criteria Self-Assessment or Newcomer Program Criteria Self-Assessment Form.

This letter of intent (LOI) will provide formal notice to the Office of Post-Secondary Readiness in Oakland Unified School District regarding an applicant’s intention to submit a Quality School proposal for School Design Implementation Planning in the 2015-2016 school year and a Program Launch in 2016-2017.

*The information presented in the LOI is non-binding and subject to change.*

|  |  |
| --- | --- |
| Name of School |  |
| Name of Principal |  |
| #of years Principal at this site |  |
| Mission of School*(May be emphasis or theme)* |  |
| Rationale for Design Effort |  |
| Level of Staff InterestMinimum staff interest for consideration is 51%. Optimum interest is 80% or higher. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total # | # Interested in this change | % of Staff Interested |
| All Full Time Staff  |  |  |  |
| Full Time Teachers Only |  |  |  |

Date(s) of staff engagement(s): |
| 2015-2016 Priority Initiatives in progress at your school. (i.e. Writer’s Workshop, Blended Learning, etc.) |

|  |  |
| --- | --- |
| List 2015-16 Priority Initiatives | % of DedicatedAnnual PD Time |
|  |  |
|  |  |
|  |  |

 |
| Fall Call 2015-16 Priority Focus Areas of Interest(“X” All that Apply) | **Eligibility Areas**\_\_\_Newcomer Program\_\_\_Dual Language/ Immersion\_\_\_Middle School**West Oakland**\_\_\_ Interest in participating in West Oakland Regional Dialogue. |
| Describe the **data analysis process** conducted by the school to date that looks specifically at the achievement gaps of student groups with your school. |  |
| Describe the **achievement or performance gap(s)** that exist in your school, which you have identified as a result of your data analysis process to date. |  |
| Newcomer Enrollment | Total # Projected 2015-16 Newcomer Enrollment: |
| Dual Language | Percent of Total Projected 2015-16 Partner Language Speaking Enrollment:  |

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Signature of Principal Date