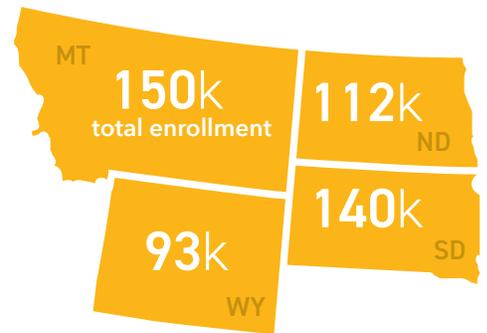


NEWCOMER STUDENTS



NEWCOMERS are immigrant students who have been in U.S. schools for three years or less. In California, they are systematically underserved by local educational agencies and left out of state education policy.

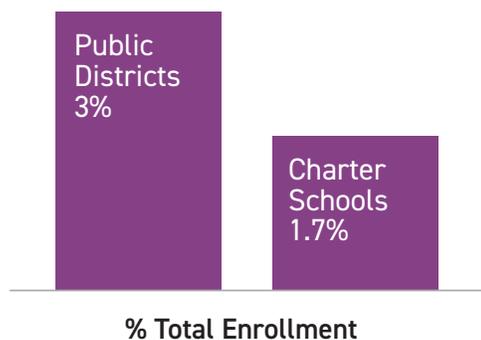
That's 1 of every 36 students in California schools...



...more than the entire K-12 student enrollment in some states.

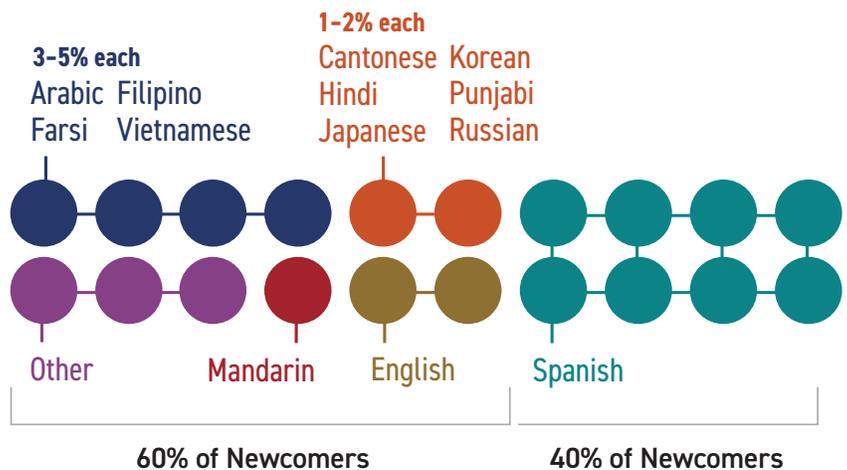
PUBLIC DISTRICTS ENROLL NEARLY DOUBLE THE PROPORTION OF NEWCOMERS AS CHARTER SCHOOLS.

This has implications for evaluating student achievement and allocating student funding.



HOME LANGUAGES VARY WIDELY.

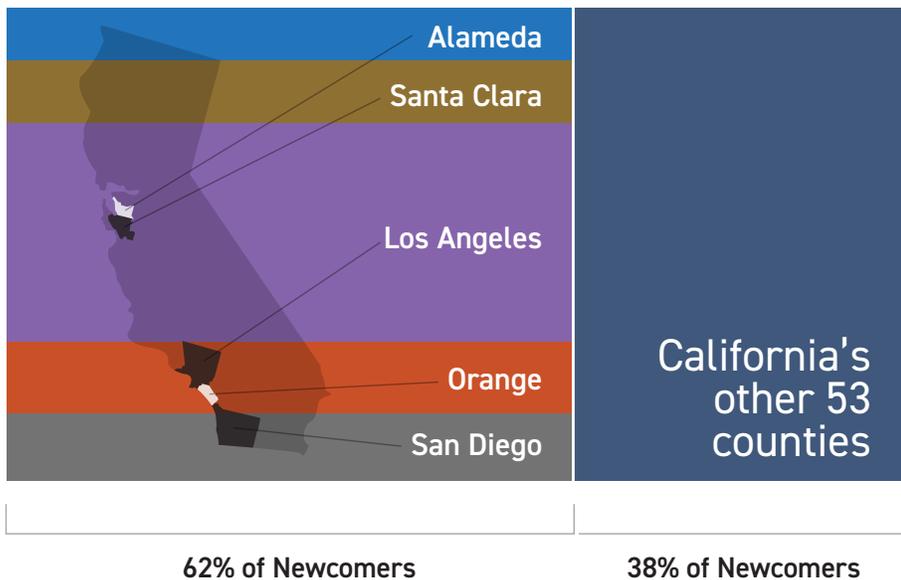
The majority of newcomers speak a home language other than Spanish.



Proportions pictured of home languages are approximate.

5 COUNTIES EDUCATE THE MAJORITY OF CA'S NEWCOMERS.

With a disproportionate share of the newcomer population, these counties are in special need of support.



2 out of 3 NEWCOMERS ARE SOCIOECONOMICALLY DISADVANTAGED.



That's over
117,000
students.

Relevant Law

FEDERAL LAW GUARANTEES NEWCOMERS THE RIGHT TO A FREE AND APPROPRIATE PUBLIC EDUCATION

- **Lau v. Nichols (1974).** School districts must take affirmative steps to ensure that English learners receive equal opportunities for a meaningful education.
- **Castañeda v. Pickard (1981).** English language instructional programs provided by school districts must meet three criteria:
 - a. The program must be “based on sound educational theory.”
 - b. The program must be “implemented effectively with resources for personnel, instructional materials, and space.”
 - c. After a trial period, the program must prove effective in overcoming language barriers.

While all districts take steps to support English learner education in general, the newcomer subset is widely underserved, stemming in part from their absence in state data and accountability systems. *Schools across the state fail to meet Castañeda's effective instruction standard for newcomer students.*

Recommendations

1. **INCLUDE NEWCOMERS IN STATE DATA SYSTEMS.**
If newcomers are absent from official data systems, they will continue to be absent from conversation, strategic planning, and instruction. Recognizing newcomers as a distinct, vulnerable subgroup – in a similar manner to foster and homeless youth – will surface their issues for policymakers and educational leaders. High school graduation should be tracked to identify districts to emulate and districts in need of support.
2. **PROVIDE TECHNICAL ASSISTANCE.**
Most schools and districts lack the expertise and capacity to design effective instructional programs for newcomer students. They can be efficiently supported by regionally-based experts that advise multiple entities on newcomer education.
3. **SUPPORT THE CREATION OF NEWCOMER-SPECIFIC MATERIALS.**
District leaders, principals, and teachers often lack the knowledge and tools to effectively educate newcomers. They need program design guides, literacy curricula, and instructional resources. These can be developed, supported, and disseminated by the state through collaborations with academics, school districts, nonprofits, and foundations.
4. **RETAIN THE Ca/NEW PROGRAM FOR VULNERABLE NEWCOMERS.**
The CA Newcomer Education and Well-Being program (AB 99, 2017) appropriated ten million dollars to the CA Department of Social Services to support the outside-of-school needs of refugee students. Renewing this program in 2020 will give the state's most vulnerable students a path toward success.