

TO: Dr. Schuler and the Board of Education

FROM: Limaris Pueyo

DATE: May 10, 2023

RE: Multilingual Instructional Materials

One of the key strategies for the Vision 2026 Strategic Plan is implementing Learning Acceleration Strategies and Programming. The Multilingual Department engaged in a work project to support the needs of a growing group of our Multilingual Learners, newcomer students. “Newcomer” is an umbrella term used to refer to students who have recently arrived in the United States. This includes refugee students, unaccompanied youth, migrant students, or students who have experienced interrupted schooling. Newcomer students have less than two years of experience in a US school system and typically have a language proficiency below a level 2.0 as measured by WIDA.

Multilingual learners make up about 10% of our student enrollment K-12, and almost 19% of our current multilingual learners are newcomer students in their first or second year of enrollment in a US school. When newcomer students enter the US educational system, they often have different needs than US-born students. These needs can be linguistic, cultural, academic, and social-emotional. This memo summarizes the work project to adopt a supplemental English language development resource to support newcomer students.

School Year	Newcomers Enrolled	Total ML Enrollment	Newcomer % of ML Population
2021	32	1098	2.9%
2022	96	1112	8.6%
2023	126	1190	10.6%

### Curriculum Selection Process

A newcomer committee was formed during the 2021-22 school year that engaged in professional learning to inform and develop an instructional vision for newcomer students. The committee comprised ML teachers representing elementary, middle, and high schools. The committee members participated in a study of the book *Supporting Newcomer Students Advocacy and Instruction for English Learners*. The participants discussed and reflected on best practices for supporting newcomer students in developing content and English language skills. The committee identified the challenges of creating their own high-quality instructional materials and valued adopting a district-wide curriculum incorporating a scope and sequence for language learning aligned with the WIDA ELD standards. The Newcomer Committee reviewed five instructional newcomer materials. The committee unanimously recommended the adoption of Vista Higher Learning Get Ready! series to support English language development instruction for newcomers in grades 1-12.

### Overview of Vista Higher Learning Get Ready!

The Get Ready! instructional materials serve as supplemental English language development resources for newcomer students and are not intended to replace grade-level content instruction. The lessons are delivered by a multilingual teacher in a small group setting. The student groups can be organized by grade level, and it is recommended that students receive about 30 minutes of instruction daily. All multilingual teachers will be