



**2024-25**  
**Corvallis School District**  
**Emergent Bilingual Plan**



1555 SW 35th St  
Corvallis Oregon, OR 97333  
541-757-5811  
<https://www.csd509j.net/>

**Submitted By: Marcianne Rivero Koetje**

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## OREGON DEPARTMENT OF EDUCATION

### Title III Local Plan (2017-19)

#### Signature Page

**Submission Date:** \_\_\_\_\_

**District Name:** \_\_\_\_\_

**District Address:** \_\_\_\_\_

**City, State and Zip code:** \_\_\_\_\_

**District Phone Number:** \_\_\_\_\_

**District Superintendent:** \_\_\_\_\_  
(Printed Name)

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**EL Coordinator Director:** \_\_\_\_\_  
(Printed Name)

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on three required activities: (1) provide supplemental activities to support ELs (English learners) language development in English; (2) provide supplemental professional development to support ELs access to core content (ELA, Math, Science) to classroom teachers, principal, administrators; and (3) provide supplemental activities for district outreach for parents, families, and community members.

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. (ESSA law link)

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.

In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:

1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.
4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

\_\_\_\_\_  
**Printed Name of Superintendent**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Signature of Superintendent**

## EL Plan Participants List

Please include the list of participants in the planning of this district EL plan. The following list is provided to assist the district in ensuring a broad representation of EL Plan participants:

EL teachers	Charter school staff
EL program coordinators	TAG staff
Building-level administrators	Instructional assistants
Content teachers	Bilingual educators
District-level administrators	Title I-A staff
Special Education staff	Parents
Fiscal staff	Community members
Etc., as appropriate for your districts	

Add rows if needed.

Name	Title/Position

**Purpose:**

The purpose of this manual is to assist districts with writing an EL Local Plan that is consistent with state and federal statutes and rules regarding services to ELs. This handbook includes guidance, recommendations, as well as requirements.

**Legal Requirements:**

The following table includes a list of laws and rules pertaining to services for EL students. Please note: the list may not be comprehensive.

Office of Civil Rights	<a href="http://www2.ed.gov/about/offices/list/ocr/EL/plandev.html">http://www2.ed.gov/about/offices/list/ocr/EL/plandev.html</a> <a href="http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html">http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html</a>
US Department of Education, School Accountability and Title III	<a href="http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html">http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html</a>
Federal Accountability	<a href="https://www.ed.gov/essa?src=ed-search">https://www.ed.gov/essa?src=ed-search</a>
Oregon Statute	<b>ORS 336.079</b> Special English courses for certain children
	<b>ORS 659.850</b> Discrimination in education prohibited; rules
Oregon Administrative Rules	<b>OAR 581-021-0046(8)</b> Bilingual or Linguistically Different Students
	<b>OAR 581-023-0100 (4)</b> Weighted Funding – State School Funds

**Office of Civil Rights Guidance (OCR):**

<http://www2.ed.gov/about/offices/list/ocr/ELL/index.html> (printed view)

“OCR does not require or advocate a particular program of instruction for EL students and nothing in federal law requires one form of instruction over another. Under federal law, programs to educate children with limited proficiency in English must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary. These three fundamental principles of federal law are discussed below.”

**First Principle:** Selecting the Educational Approach

It is the prerogative of each district to select a specific educational approach to meet the needs of its particular EL student population. A district may use any educational approach that is recognized as sound by some experts in the field, or an approach that is recognized as a legitimate educational strategy.

Regardless of the educational approach selected by the district, in assessing compliance with Title VI a twofold inquiry applies: (1) whether the approach provides for English language development; and (2) whether the approach provides for meaningful participation of EL students in the district's educational program. OCR encourages districts to develop their own specific program goals. Whether or not such goals are formally developed, OCR requires the program to meet the twofold requirements of Title VI.

### **Second Principle:** Implementing the Educational Program

Once a district has selected an educational approach, it needs to provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts.

Feedback from districts that have implemented successful programs indicates the need to describe and document the educational approach in a written plan so that staff, administrators, and parents understand how the program works. Part II of these materials, entitled 'Developing EL Programs', provides information to assist districts in developing a written description of its program of services for EL students.

### **Third Principle:** Program Evaluation

Under federal law, adopting an EL program with a sound education design is not sufficient if the program as implemented proves ineffective. As a result, a central element of satisfying Title VI requirements regarding services for EL students is an ongoing evaluation of a district's EL program.

☞ Is the program working?

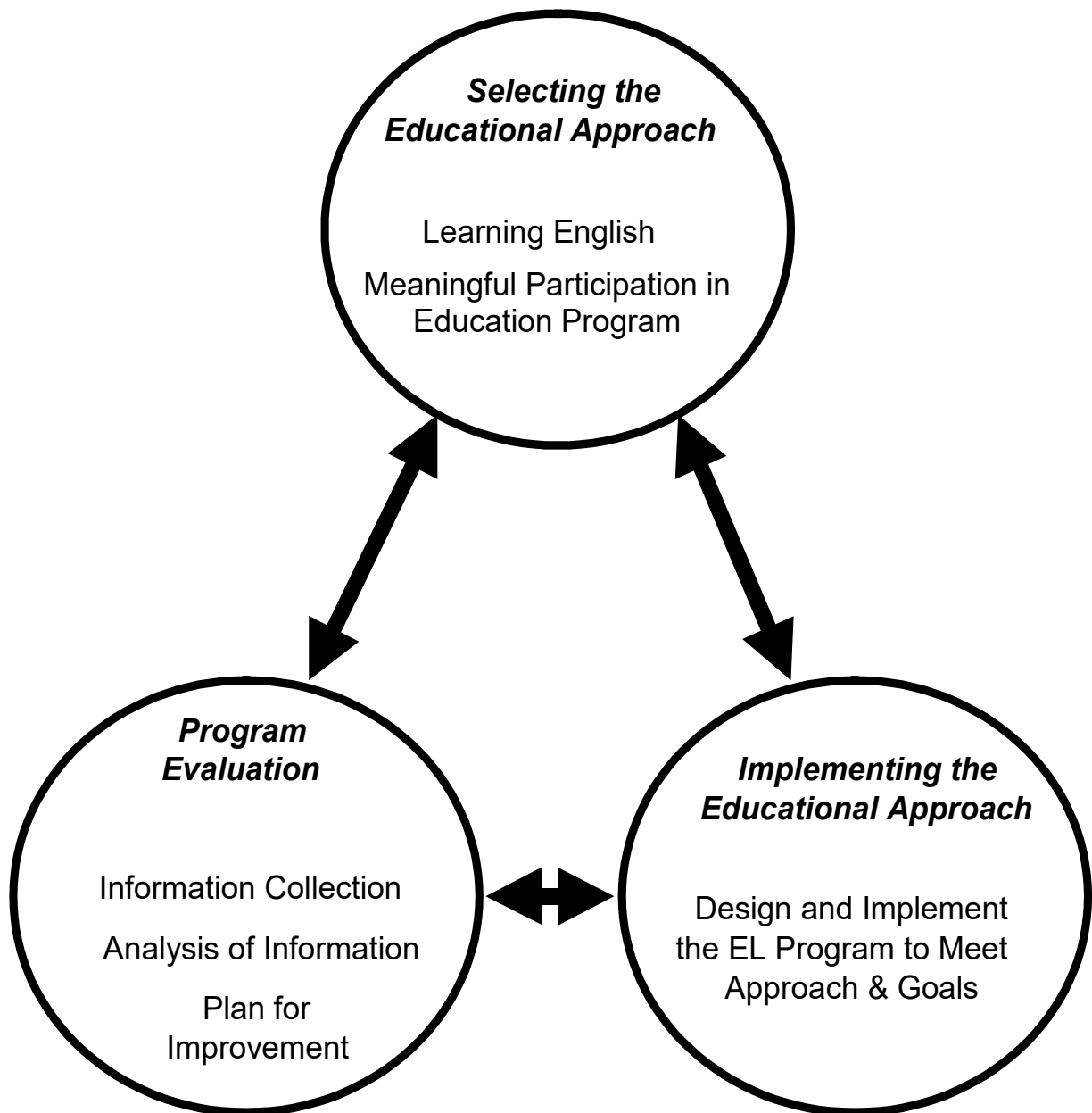
☞ Are EL students gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

Part III of these materials identifies illustrative approaches and various considerations to assist districts in designing their own approach to EL program self-evaluation.

If a program is not working effectively, a school district is responsible for making appropriate program adjustments or changes. This requirement is based on the obligation arising from Title VI for a school district to provide EL students with meaningful opportunities to participate in its educational program.

In addition to satisfying legal obligations, EL program self-evaluations can produce benefits to the district and its stakeholders.

**Three Principles  
For  
Serving EL Students**



Office of Civil Rights <http://www2.ed.gov/about/offices/list/ocr/ELL/index.html>

## EL Plan Development:

The next few sections of this handbook will go step by step through the various components of an EL Plan. It is important to note that each EL plan is district specific. What service models work in some districts or even in some schools may not be feasible in all districts or in all schools. The key to this plan is the implementation of the district's goals for their EL students' academic success. According to the Office of Civil Rights (OCR) "Effective goals for EL students address both English language development and subject matter instruction. To meet other known needs of EL students, the district may also choose to have goals in such areas as staff development, curriculum development, and parental participation." (pg. 7)

### Section 1: District Demographics:

This section provides a snapshot of the district EL population as related to other district data. The focus in this section is to provide a background of the EL population as this information will be helpful when reviewing the district plan of service.

Information requested: Providing a chart of this information is encouraged.			
The size of the district, including number of schools.	7 K-5 Elementary Schools 1 K-5 Charter School 1 K-8 School 2 Middle Schools 2 High Schools <i>(We also have one statewide residential treatment facility (YES House) that lies within our district boundaries; students who enroll there may come from all over the state, and in some cases, out of state. Our district is responsible for providing S services.)</i>		
The enrollment of the district, please include the data date (i.e., spring membership).	<b>6767</b>  <b>Source: ADI Student Enrollment (based on Spring Membership)</b>		
The district's ethnic diversity (could be percent or number).	<b>Federal Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
	American Indian/Alaskan Native	51	0.8%
	Asian	407	6.0%
	Black/African American	98	1.4%
	Hispanic/Latino	1062	15.7%
	MultiRacial	510	7.5%
	Native Hawaiian/Pacific Islander	28	0.4%
	White	4611	68.1%
The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).	<b>35 Languages represented in EL population (out of 48 languages in whole population)</b>		
	Spanish	569	
	Arabic	93	
	Chinese	75	

	<div> <div></div> <div> <div>Korean39</div> <div>English23</div> <div>Vietnamese20</div> <div>Other languages17</div> <div>Russian11</div> <div>German11</div> <div>Japanese10</div> <div>Marshallese8</div> <div>Persian6</div> <div>Hebrew5</div> <div>Tamil4</div> <div>Urdu4</div> <div>Italian3</div> <div>Swahili3</div> <div>Telugu3</div> <div>Thai3</div> <div>Hungarian2</div> <div>Slovak2</div> <div>Portuguese2</div> <div>Bengali; ben2</div> <div>Kurdish1</div> <div>Hindi1</div> <div>Georgian1</div> <div>Amharic1</div> <div>Chuukese1</div> <div>Punjabi1</div> <div>Lithuanian1</div> <div>Filipino1</div> <div>Bulgarian1</div> <div>Afrikaans1</div> <div>French1</div> <div>Kazakh1</div> </div> </div>
The number and percentage of EL students enrolled in district (could include number per school).	<div> <div>927 EL students (13.7% of 6767 total students)</div> <div> <div>School</div> <div>Count of EL</div> <div>% of EL Pop.</div> <div>% of School Pop.</div> <div>Adams Elementary School404.3%9.5%</div> <div>Franklin K-8 School404.3%11.6%</div> <div>Garfield Elementary School18520.0%42.5%</div> <div>Hoover Elementary School485.2%11.0%</div> <div>Jefferson Elementary School131.4%3.9%</div> <div>Lincoln Elementary School879.4%24.2%</div> <div>Mt View Elementary School101.1%2.9%</div> </div> </div>

	<table><tr><td>Wilson Elementary School</td><td>57</td><td>6.1%</td><td>14.2%</td></tr><tr><td>Muddy Creek Charter School</td><td>1</td><td>0.1%</td><td>0.9%</td></tr><tr><td>Cheldelin Middle School</td><td>49</td><td>5.3%</td><td>9.1%</td></tr><tr><td>Linus Pauling Middle School</td><td>142</td><td>15.3%</td><td>19.3%</td></tr><tr><td>Corvallis High School</td><td>174</td><td>18.8%</td><td>14.5%</td></tr><tr><td>Crescent Valley High School</td><td>68</td><td>7.3%</td><td>6.9%</td></tr><tr><td>Corvallis SD 509J (Dist Program)</td><td>11</td><td>1.2%</td><td>11.5%</td></tr><tr><td>YES House</td><td>2</td><td>0.2%</td><td>8.7%</td></tr><tr><td><b>Grand Total</b></td><td><b>927</b></td><td><b>100.0%</b></td><td><b>13.7%</b></td></tr></table>	Wilson Elementary School	57	6.1%	14.2%	Muddy Creek Charter School	1	0.1%	0.9%	Cheldelin Middle School	49	5.3%	9.1%	Linus Pauling Middle School	142	15.3%	19.3%	Corvallis High School	174	18.8%	14.5%	Crescent Valley High School	68	7.3%	6.9%	Corvallis SD 509J (Dist Program)	11	1.2%	11.5%	YES House	2	0.2%	8.7%	<b>Grand Total</b>	<b>927</b>	<b>100.0%</b>	<b>13.7%</b>												
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The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.	<table><tr><td colspan="4">125 (13.5% of 927 EL Students) have an IEP.</td></tr><tr><td><b>Primary Disability Code (from SECC June1617)</b></td><td><b>Count</b></td><td colspan="2"></td></tr><tr><td>10</td><td>12</td><td colspan="2"></td></tr><tr><td>40</td><td>2</td><td colspan="2"></td></tr><tr><td>50</td><td>31</td><td colspan="2"></td></tr><tr><td>60</td><td>1</td><td colspan="2"></td></tr><tr><td>70</td><td>1</td><td colspan="2"></td></tr><tr><td>80</td><td>8</td><td colspan="2"></td></tr><tr><td>82</td><td>16</td><td colspan="2"></td></tr><tr><td>90</td><td>54</td><td colspan="2"></td></tr><tr><td><b>Total</b></td><td><b>125</b></td><td colspan="2"></td></tr><tr><td colspan="4">Included above are 2 EL students who have a 504 plan in addition to the IEP. There are 10 additional EL students with a 504 plan, for a total of 135 EL students with IEPs and/or 504s.</td></tr></table>	125 (13.5% of 927 EL Students) have an IEP.				<b>Primary Disability Code (from SECC June1617)</b>	<b>Count</b>			10	12			40	2			50	31			60	1			70	1			80	8			82	16			90	54			<b>Total</b>	<b>125</b>			Included above are 2 EL students who have a 504 plan in addition to the IEP. There are 10 additional EL students with a 504 plan, for a total of 135 EL students with IEPs and/or 504s.			
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The number of ELs enrolled in the Talented and Gifted program.	40 (4.3% of ELs)																																																
A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, <b>Alternative Programs, Charter schools, CTE, etc.</b> (Districts could choose buildings with specific programs for ELs - i.e., bilingual, two-way, etc.).	<table><tr><td><b>School type</b></td><td><b>Number of Schools</b></td><td><b>Name of School</b></td></tr><tr><td>Title 1-A Targeted Assisted</td><td>0</td><td></td></tr><tr><td>Title 1-A School-Wide</td><td>4</td><td>Garfield Elementary, Lincoln Elementary, Wilson Elementary, and Mt. View Elementary</td></tr><tr><td>Focus and/or Priority Model Schools</td><td>0</td><td></td></tr><tr><td>Schools with Dual Language Immersion Programs (Spanish and English)</td><td>4</td><td>Garfield Elementary, Lincoln Elementary, Linus Pauling Middle School, Corvallis High School</td></tr></table>	<b>School type</b>	<b>Number of Schools</b>	<b>Name of School</b>	Title 1-A Targeted Assisted	0		Title 1-A School-Wide	4	Garfield Elementary, Lincoln Elementary, Wilson Elementary, and Mt. View Elementary	Focus and/or Priority Model Schools	0		Schools with Dual Language Immersion Programs (Spanish and English)	4	Garfield Elementary, Lincoln Elementary, Linus Pauling Middle School, Corvallis High School																																	
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	ELL Sister Programs	5	Garfield Elementary, Lincoln Elementary, Hoover Elementary, Wilson Elementary, Linus Pauling Middle School, and Corvallis High School
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<b>District progress for ELs</b> <b>(Districts can choose to put this information in a table)</b>			
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<b>The number and percentage of ELs showing growth on ELPA21 from 2015-16 to 2016-17 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years.</b>	Source: ADI AMAOs 16-17, as of 12/28/2017  AMAO#1 Percentage of students on track to attain English language as measured by number and percent of students with individual growth percentiles equal to or greater than their individual growth target.  <table><tr><td>All ELs</td><td>199 of 422</td><td>47.2%</td></tr><tr><td>ELSWD</td><td>14 of 82</td><td>17.1%</td></tr><tr><td>ELs 5 or more years</td><td>34 of 94</td><td>36.2%</td></tr></table>			All ELs	199 of 422	47.2%	ELSWD	14 of 82	17.1%	ELs 5 or more years	34 of 94	36.2%			
All ELs	199 of 422	47.2%													
ELSWD	14 of 82	17.1%													
ELs 5 or more years	34 of 94	36.2%													
<b>The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD)</b>	AMAO#2: AMAO 2: Percentage of students attaining academic English proficiency  <table><tr><td>2A: All ELs (&lt; 5 years)</td><td>100 of 482</td><td>20.7%</td></tr><tr><td>2B: All ELs (≥ 5 years)</td><td>27 of 102</td><td>26.5%</td></tr><tr><td>2A: ELSWD (&lt; 5 years)</td><td>6 of 58</td><td>10.3%</td></tr><tr><td>2B: ELSWD (≥ 5 years)</td><td>3 of 41</td><td>7.3%</td></tr></table>			2A: All ELs (< 5 years)	100 of 482	20.7%	2B: All ELs (≥ 5 years)	27 of 102	26.5%	2A: ELSWD (< 5 years)	6 of 58	10.3%	2B: ELSWD (≥ 5 years)	3 of 41	7.3%
2A: All ELs (< 5 years)	100 of 482	20.7%													
2B: All ELs (≥ 5 years)	27 of 102	26.5%													
2A: ELSWD (< 5 years)	6 of 58	10.3%													
2B: ELSWD (≥ 5 years)	3 of 41	7.3%													
The number of students in monitoring year 1 status.	41														
The number of students in monitoring year 2 status.	60														
<b>The number of students in monitoring year 3 status.</b>	43														
<b>The number of students in monitoring year 4 status.</b>	50														
<b>The number of former ELs (not in current EL or monitoring status).</b>	192														
The number of students who have re-entered the ELD program after exiting for proficiency.	1														
<b>The number and percentage of <u>monitored</u> students <u>meeting/exceeding</u> <u>state academic assessments</u> for each of</b>	<i>(AMAO#3 data was not provided in ADI as of 12/28/17. Data below was derived from merging Student Performance in ADI with AMAO records. Results below for standard assessments only; alternate (Extended) assessments noted below table)</i>														

the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).	<b>ELA</b>		<b>All Monitored ELs</b>		<b>Monitored ELSWD</b>	
	Monitor Yr 1	6 of 31	19.4%	0 of 2	0.0%	
	Monitor Yr 2	13 of 44	29.5%	2 of 6	33.3%	
	Monitor Yr 3	15 of 31	48.4%	0 of 3	0.0%	
	Monitor Yr 4	18 of 36	50.0%	0 of 3	0.0%	
	One monitored ELSWD took and met the Alternate Achievement Standard for ELA.					
	<b>Math</b>		<b>All Monitored ELs</b>		<b>Monitored ELSWD</b>	
	Monitor Yr 1	4 of 30	13.3%	0 of 2	0.0%	
	Monitor Yr 2	16 of 44	36.4%	1 of 6	16.7%	
	Monitor Yr 3	11 of 31	35.5%	0 of 3	0.0%	
	Monitor Yr 4	13 of 35	37.1%	0 of 3	0.0%	
	One monitored ELSWD took and met the Alternate Achievement Standard for Math.					
	<b>Science</b>		<b>All Monitored ELs</b>		<b>Monitored ELSWD</b>	
	Monitor Yr 1	2 of 7	28.6%	0 of 1	0.0%	
	Monitor Yr 2	3 of 16	18.8%	0 of 4	0.0%	
	Monitor Yr 3	3 of 9	33.3%	1 of 2	50.0%	
	Monitor Yr 4	17 of 27	63.0%	0 of 2	0.0%	
No monitored ELSWD took the Alternate assessment.						
The number and percentage of ELs who have <u>NOT</u> reached English proficiency having been identified for <u>5 years or more year</u> (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).	<b>≥ 5 years</b>		<b>All ELs</b>		<b>ELSWD</b>	
	5	22 of 38	57.9%	10 of 11	90.9%	
	6	16 of 22	72.7%	10 of 10	100.0%	
	7	16 of 17	94.1%	8 of 8	100.0%	
	8	5 of 7	71.4%	3 of 4	75.0%	
	9	7 of 7	100.0%	3 of 3	100.0%	
	10	4 of 4	100.0%	2 of 2	100.0%	
	11	2 of 3	66.7%	2 of 2	100.0%	
	12	2 of 2	100.0%	n/a	n/a	
	13	1 of 1	100.0%	n/a	n/a	
	14	0 of 1	0.0%	0 of 1	0.0%	
	Total	75 of 102	73.5%	38 of 41	92.7%	
	The number and percentage of the district ELs who have a waiver for ELD services.	49 of 584 (8.4%)				
Includes 4N and 4P in numerator; 1A, 1B, 1C, 1D, 4N and 4P in denominator. Excludes all 3H, 5F, and 5M.						

## Section 2: School District Information on Program Goals (OCR Step 1)

This section of the Local Plan contains the goals the district has selected for their ELs, as well as explains the district's selected Educational Approach.

*Section 2 focuses in on the program of service and what research supports the program.* As such, this section should include appropriate: research-based citations, laws, rules, and background information to assure compliance with regulatory standards. ***In Section 4, districts are asked to explain their selected program in detail.***

**Things to remember:**

If districts have selected different educational approaches based on school, population, or other determined need, please include a brief description for each educational approach provided by the district, and include the relevant research that applies to each educational approach. **Include a list of schools and the specific educational approaches for ELs at each school.**

District goals should reflect:

- Each school's individual circumstances;
- Address both English language acquisition (development) and subject matter (core content) instruction.

The goals should reflect:

- The students to which apply;
  - Which may be different depending on grade level, language of origin, proficiency level, SIFE, ELSWD, Recently Arrived, etc.
- The level of performance expected;
- When the performance level should be attained;
- How success will be measured;
- How the district will measure the effectiveness of their EL program.

**Information requested:**

Describe the district's educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. **This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.**

School	Level	Educational Approach
Adams Elementary	K-5	Co-teaching, pull out, Sheltered Instruction
Garfield Elementary	K-5	Co-teaching, Sheltered Instruction
Jefferson Elementary	K-5	Co-teaching, Sheltered Instruction
Hoover Elementary	K-5	Co-teaching, Sheltered Instruction
Lincoln Elementary	K-5	Co-teaching, Sheltered Instruction
Mt. View Elementary	K-5	Co-teaching, pull out, Sheltered Instruction
Wilson Elementary	K-5	Pull out, Sheltered Instruction
Franklin School	K-8	Co-teaching, pull out, Sheltered Instruction
Cheldelin Middle School	6-8	Class period, Sheltered Instruction

	Linus Pauling Middle School	6-8	Class period, Sheltered Instruction
	Corvallis High School	9-12	Class period, Sheltered Instruction
	Crescent Valley High School	9-12	Els attend CHS
	<p><b>Sheltered Instruction:</b> This approach acknowledges the capability of all emergent bilinguals to perform at the same level of their native speaking peers while recognizing that emergent bilinguals are simultaneously learning new academic concepts and skills and developing academic language in English. To make input comprehensible teachers use strategies from AVID, GLAD and SIOP.</p> <p><b>Co-Teaching and Content Integrated ELD:</b> This model integrates content and language objectives. Academic language specialists explicitly teach the forms and functions of English in each of the four domains focusing on language demands and content objective. The approach emphasizes language as action and is planned and delivered collaboratively in the classroom with general education teachers. The amount of time allocated daily for designated English language development instruction varies per the student need and proficiency level.</p> <p><b>Dual Language Immersion (DLI):</b> Both Lincoln and Garfield Elementary are full immersion schools. Students receive core instruction in Spanish and English simultaneously. In the elementary there is 50:50 model. In middle school DLI students take Spanish language arts and social studies in the target language and in the high school DLI students take one grade level in Spanish including a capstone class that helps prepare them for the Seal of Biliteracy.</p>		
Include the relevant research that supports <b>each of the</b> districts' educational approach(es) for educating ELs. (NOTE: Only citation for research is needed.)	<p><b>Co-Teaching Research:</b>  <a href="http://www.ocs.udel.edu/wp-content/uploads/ocs/ScantleburyGallofoxWassell08Coteaching.pdf">http://www.ocs.udel.edu/wp-content/uploads/ocs/ScantleburyGallofoxWassell08Coteaching.pdf</a></p> <p><b>Best practice for ELLs: Small-Group Interventions:</b>  <a href="http://www.readingrockets.org/article/best-practice-ells-small-group-interventions">http://www.readingrockets.org/article/best-practice-ells-small-group-interventions</a></p> <p><b>Benefits of Co-Teaching for Students with Special Needs:</b>  <a href="http://www.friendshipcircle.org/blog/2013/03/25/the-benefits-of-co-teaching-for-students-with-special-needs/">http://www.friendshipcircle.org/blog/2013/03/25/the-benefits-of-co-teaching-for-students-with-special-needs/</a></p> <p><b>Guiding Principles of Dual Language Education:</b>  <a href="http://www.cal.org/twi/Guiding_Principles.pdf">http://www.cal.org/twi/Guiding_Principles.pdf</a></p> <p>Hammond, Zaretta, and Yvette Jackson. <i>Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i>, Sage Company, 2015</p>		

	<p>Zwiers, Jeff. <i>Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understanding</i>, 2011</p> <p>Dove, Marie. <i>Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection</i>. 2017</p> <p>Honigsfeld, Andrea. <i>Collaboration and Co-Teaching: Strategies for English Learners</i>. 2010</p>
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the district's educational goals for the ELD program	
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Describe the district's educational goal for English language proficiency. <b>Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).</b>		
	<b>EL Group</b>	<b>ELP SMART Goal</b>
	Elementary Emergent Bilinguals	<p>By the spring of 2019, 55% of elementary eligible emergent bilingual students who have been in the program less than five years will meet their individual student growth target on ELPA21.</p> <p>By the spring of 2018 all elementary school students who have been in the program five or more years will exit at a rate of no less than 20%. By the end spring of 2019 the goal is 30%, double that for students in the program less than five years.</p>
	Secondary Emergent Bilinguals	<p>By the spring of 2019, 55% of secondary eligible emergent bilinguals who have been in the program less than five years will meet their individual student growth target on ELPA21.</p> <p>By the spring of 2018 all secondary school students who have been in the program five or more years will exit at a rate of no less than 20 %. By the end spring of 2019 the goal is 30%, double that for students in the program less than five years</p>
	ELSWD	20% of ELSWD who have been in the program five years or more will meet their individual growth target in all domains where their disability does not interfere with their ability to demonstrate proficiency in English as measured by ELPA21.
	Elementary and Secondary Recent Arrivers	By the spring of 2019 45% of elementary and secondary recent arrivers will meet their individual student growth target as measured by ELPA21
	SIFE	<p>Students with Interrupted Formal Education (SIFE) is defined as students who:</p> <ol style="list-style-type: none"> <li>1. Enter a United States school after the second grade;</li> </ol>

		<p>2. Have had at least two years less schooling than their peers;</p> <p>3. Function at least two years below expected grade level in reading and mathematics; and</p> <p>4. May be pre-literate in their first language</p> <p>CSD is in the process of implementing a comprehensive system to accurately track SIFE students. However, it is expected that 40% of this group of students will meet or exceed their growth target.</p>
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Describe the district's educational goal for core content knowledge. <b>Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.</b>		
	<b>EL Sub Group</b>	<b>Core Content Knowledge SMART Goal</b>
	Elementary	<p><b>Reading:</b> Emergent bilinguals at each grade level who complete the school year reading at or above grade level will demonstrate at least one year's growth as measured by the STAR reading assessment.</p> <p><b>Reading:</b> Emergent bilinguals who begin the school year below grade level will demonstrate at least one year's growth as measured by the STAR reading assessment.</p> <p><b>Math:</b> Emergent bilinguals at each grade level who complete the school year reading at or above grade level will demonstrate at least one year's growth as measured by the STAR math assessment.</p> <p><b>Math:</b> Emergent bilinguals who begin the school year below grade level will demonstrate at least one year's growth as measured by the STAR math assessment.</p>
	Secondary	<p><b>Graduation:</b> Graduation rates will increase by 7% as measured by the SBAC</p> <p><b>Reading:</b> On grade 11 SBAC ELA active emergent bilingual median growth percentile will increase 40.0 (level 3) by the Spring of 2019</p> <p><b>Math:</b> On grade 11 SBAC Math active emergent bilingual median growth percentile will increase 40.0 (level 3) by the Spring of 2019</p>
	ELSWD-Elementary	<p><b>Reading:</b> Emergent bilinguals at each grade level who complete the school year reading at or above grade level will demonstrate at least one year's growth as measured by the STAR reading assessment.</p> <p><b>Reading:</b> Emergent bilinguals who begin the school year below grade level will demonstrate at least one year's growth as measured by the STAR reading assessment.</p>

		<p>years growth as measured by the STAR reading assessment.</p> <p><b>Math:</b> Emergent bilinguals at each grade level will complete the school year reading at or above grade level will demonstrate at least one year’s growth as measured by the STAR math assessment.</p> <p><b>Math:</b> Emergent bilinguals who begin the school year below grade level will demonstrate at least one year’s growth as measured by the STAR math assessment.</p>			
	ELSWD-Secondary	<p><b>Graduation:</b> Graduation rates will increase by 7% as measured by the SBAC</p> <p><b>Reading:</b> On grade 11 SBAC ELA active emergent bilingual median growth percentile will increase 20.0 by the Spring of 2019.</p> <p><b>Math:</b> On grade 11 SBAC Math active emergent bilingual median growth percentile will increase 20.0 by the Spring of 2019.</p>			
	SIFE	<p>Students with Interrupted Formal Education (SIFE) defined as students who:</p> <ol style="list-style-type: none"><li>1. Enter a United States school after the second grade;</li><li>2. Have had at least two years less schooling than their peers;</li><li>3. Function at least two years below expected grade level in reading and mathematics;</li><li>4. May be pre-literate in their first language</li></ol> <p>CSD is in the process of implementing a comprehensive system to accurately track SIFE students. However, it is expected that all high schools will increase SIFE student graduation rates by 15%.</p>			
Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? <b>This could include district formative assessments.</b>	CSD will measure the effectiveness of the program based on the following measures: <ul style="list-style-type: none"><li>● <b>STAR Results</b> (progress monitoring and benchmark assessments)</li><li>● <b>SBAC results</b> in reading and math</li><li>● <b>ELPA21 results</b> as reported by AMAO1; making annual progress in learning English, AMAO2; attaining English proficient level on the ELPA21 (percentage of students who have been in the program less than five years and students who have been in language instruction for five or more years.</li><li>● <b>Graduation rates</b> for emergent bilinguals</li></ul>				
Describe how the district will measure the effectiveness of the program based	<table><tr><th>Content SMART Goal</th><th>Measure of Effectiveness</th></tr></table>			Content SMART Goal	Measure of Effectiveness
Content SMART Goal	Measure of Effectiveness				

<p>on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? <b>This could include district progress monitoring assessments.</b></p>	<table border="1"> <tr> <td data-bbox="609 172 1039 445">Elementary Reading and Math</td><td data-bbox="1055 172 1624 445"> <ul style="list-style-type: none"> <li>● STAR Reading and Math assessments administered three times per year.</li> <li>● STAR progress monitoring assessments are administered for students in Tier 1</li> <li>● In-program assessments, common and formative assessments</li> <li>● ELPA21 end of year results</li> </ul> </td></tr> <tr> <td data-bbox="609 445 1039 562">Secondary</td><td data-bbox="1055 445 1624 562"> <ul style="list-style-type: none"> <li>● ODE Graduation Annual Report</li> <li>● SBAC Reading and Math Annual Report</li> <li>● ELPA21 end of year results</li> </ul> </td></tr> </table>	Elementary Reading and Math	<ul style="list-style-type: none"> <li>● STAR Reading and Math assessments administered three times per year.</li> <li>● STAR progress monitoring assessments are administered for students in Tier 1</li> <li>● In-program assessments, common and formative assessments</li> <li>● ELPA21 end of year results</li> </ul>	Secondary	<ul style="list-style-type: none"> <li>● ODE Graduation Annual Report</li> <li>● SBAC Reading and Math Annual Report</li> <li>● ELPA21 end of year results</li> </ul>
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Secondary	<ul style="list-style-type: none"> <li>● ODE Graduation Annual Report</li> <li>● SBAC Reading and Math Annual Report</li> <li>● ELPA21 end of year results</li> </ul>				
<p>Describe the frequency the district will progress monitor the established goals.</p>	<p>For the reading and math goals, STAR reading and math assessments are administered three times a year. Data is reviewed soon after by building level of team.</p> <p>At each high school, the counseling team, administration and Academic Language Specialists monitor on-track reports and conference with students and their families when not on track. A plan of support is developed for any student not on track to graduate.</p>				
<p>Describe how these goals compare to the district's educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district.</p>	<p>Goals for our districts emergent bilingual students were designed to be both attainable and ambitious. It is the goal of the Corvallis School District to close the opportunity gap. Goals for reading and math maintain a trajectory that eventually compares with native speakers of English. Our goals take into consideration the time it takes for an emergent bilingual student to acquire language.</p> <p>This same train of thought can be applied for recent arrivers and SIFE students. Recent arrivers face additional demands of learning social language and navigating a new environment. For future recent arriver and/or SIFE students we will take into consideration the time it takes for a recent arriver or SIFE student to meet graduation level demands while recognizing that they will eventually be held accountable to the same educational demands as their native speaking peers.</p> <p>Our goals for ELSWDDs are similar to the goals of all other emergent bilingual students recognizing that each student in this group will have their own unique learning goals as determined by their IEP team including the expertise of the students Academic Language Specialist.</p>				
<p>Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.</p>	<p>Our goals recognize that all emergent bilinguals are held accountable to the same educational standards as their native speaking peers as they cross the graduation line. We hold the same graduation criteria and preparedness for all students and does not change based on their language status. Our goal reflects our belief that we must provide a trajectory for all students, including our emergent bilinguals, so they graduate career and college ready.</p>				

### **Section 3: Identification of Potential English Learners (OCR steps 2 and 3)**

This section of the Local Plan addresses and describes a district's procedures for identifying students who may be ELs. The purpose of this section is to ensure that the district is using a procedure to identify potential ELs that does not over- nor under-identify students who have linguistic needs.

The State of Oregon has five approved identification assessments that may be used.

These assessments are:

- IPT
- LAS
- Stanford
- Woodcock-Munoz
- ELPA21 Screener

Districts may have additional assessments to determine ELD class placement for identified ELs. These other assessments cannot be used as identification assessments, but may help the district determine which language development class will be the most beneficial for the student.

Information requested:				
Describe the district’s procedure which includes a step to administer the Language Use Survey to all students. <b>Include the school year the district will begin using the state-approved Language Use Survey.</b>				
	Process	Staff Responsible	Timeline	Outcome
	The district uses an online registration platform. The new LUS will be included in the registration information during the 2018-2019 school. Year.	School Office Managers	During registration period	All families registering Corvallis Sch District (CS school comp the LUS
	Registration and LUS are completed by the parent/guardian. (note: LUS is provided in multiple languages. School assists parent/guardian if unable to read. Native American	School Office Managers, ELL Coordinator	Immediately upon registering and submitted to the school	LUS comple

	students need for services is determined on a case by case basis).			
	Copy of LUS is placed in cumulative file and copy given to EL teacher (Language Specialist).	School Office Manager	Within first two days of survey completion	Based on L information, Language Specialist determines n for langua, assessmen
	LUS is reviewed for 'yes' responses to key primary language questions.	Language specialist	Within 5 days of receiving LUS	Language stat office mana schedule lang assessment a Welcome Ce or determi student does have prima language ot than Englis
	Currently students are assessed using the IPT. CSD will shift to the new language screener as soon as it is available.	Language staff who have received training in the IPT administration.	At the start of the school year and must be completed in than 30 days. After the first day of school the IPT (new screener starting 2018-2019 school year) must be completed in the first 2 weeks from enrollment.	Assessment completed on so that serv can begin. student is eli pertinent information added to the Database (na grade, scor home langua If student doe qualify, studo pertinent information recorded in Database a assessment records are fi Cumulative

	<p>Els are placed in appropriate EL services</p>	<p>Building administrator, Language Specialist, Teachers</p>	<p>Within the first 30 days of school or within 2 weeks if enrolled after the year begins</p>	<p>Students receive appropriate services to increase their English language proficiency in order to access core content. A file is created and a copy of the assessment information services plan is communicated to the parents. The file is filed.</p>
	<p>EL file is created for each student</p>	<p>Language Specialist</p>	<p>EL file following guidelines in EL Teacher Handbook is created.</p>	<p>Each student's file is kept by the language specialist. The file is returned to the front office in the summer. The form is placed in the Cumulative folder documenting the student's progress. There is a working EL file.</p>
	<p>Classroom and/or content teachers receive a list of all EL students in their classroom. Language proficiency levels are provided for each student. Teachers also receive current ELPA21 scores as well as any other pertinent data (e.g. STAR reading, math, Express placement, IPT</p>	<p>Language Specialists</p>	<p>Within the first 30 days of school or within 2 weeks if enrolled after school begins.</p>	<p>Teachers make modifications as needed.</p>

	scores and/or writing sample) to assist them in instructional planning.			
	List of EL students is maintained and updated regularly.	Language Specialists, Data Coordinator, ELL Coordinator	Weekly at school, Monthly at district.	Accurate up to date list of all students
	Parent/Guardian Notification form (in home language) is sent, detailing their student's English proficiency scores and offered services. Parent/Guardian are notified of the service the student is receiving.	Language Specialists	Within a week of when EL services have begun.	Parent/Guardians are aware of their student receiving services and make an informed decision if they want their child to participate
Describe the district's procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.	See above (question 29)			
Describe the district's procedure to include a process to identify Native American students who may be ELs.	As part of registration, parents/guardians are able to mark their Native American status. Language specialists review the registration and LUS information and proceed with language identification and eligibility protocols.			
<b>Describe the district's procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).</b>	<p>Before any student is identified as a potential emergent bilingual with a disability, students are given time in the classroom to access core content and language instruction using our RTI decision rules (<i>see appendix-RTI Manual</i>) After targeted instruction has been given including interventions in the students L1 in dual language schools, an IEP including the parent or guardian of the child meets to discuss next steps. Data is reviewed, instructional goals and a plan for interventions are set. During IEP meetings the district ensures that an interpreter is present and any documents are translated. Prior to testing, the IEP team conducts a history and review for culturally and/or linguistically diverse students (<i>see appendix-RTI Manual</i>) Once there is a suspected disability the district partners with Lane ESD to conduct a culturally and linguistically development (CLD) assessment.</p> <p><b>Dual Identified ELSWD Students and Process for Determining Appropriate Identification and Program Services</b></p>			

**Step 1:**

The ELD teacher and Case Manager will monitor the academic progress of all EL students who are on an IEP. ELSWD students receive services for Language and Specialized Education Program Goals. The unique, specific and situational needs of each ELSWD should be considered on a case by case basis. *For students in the Lifeskills Program, District ELL support will check in regularly with the school site team to provide on-going support and monitoring of the student(s) language needs.*

**Step 2:**

The ELD and Case Manager along with the SPED teacher will formally meet to consider the following in detail. Students who are identified as EL and Special Education or 504 may never be able to score a composite score of 4 or 5 on ELF to their disability. In such circumstances, a large gap between the oral and written domains typically exists and will do so for a number of years. As a result, these students can be considered for reclassification of EL services when a review of student evidence documents that the student has reached his/her English language proficiency. Consider the following in these situations:

- How is the student impacted by his/her disability?
- Given the disability, what would you consider English language proficiency for this student?
- Is the student making adequate progress on IEP goals?
- What student work shows evidence of this student's capabilities in English?
- Is the student's academic/English language growth similar to that of his/her peers?

During this meeting, if it is decided to reclassify the ELSWD student, then the team will proceed to step 3. If not, then the ELSWD student will continue to receive services.

**Step 3:**

The ELD teacher notifies the parents of a meeting with the school team to consider Reclassification from the EL Program. School Team members should include the ELD Teacher, classroom teacher, SPED case manager and the building principal.

**Step 4:**

If the parents are unable to attend the meeting, their input is documented and considered at the meeting. If the parents have not provided their input and do not attend the meeting, the school team should document those facts on the Parent Consultation Form in the space for Staff Member comments. The Parent Consultation form is a required document in the Reclassification Portfolio.

**Step 5:**

	<p>The team decides whether the student should be Reclassified from the EL Program and a reclassification tracking sheet and any pertinent evidence should be collected into a reclassification portfolio packet. All Reclassification decisions are subject to approval by BOTH ELL Coordinator and the Director of Student Services.</p> <p><b>Step 6:</b> The Reclassification Portfolio of evidence which describes the teams decision is placed in the student's cumulative file and a copy of the tracking sheet is sent to the District ELL Coordinator.</p> <p><b>Step 7:</b> The ELD teacher notified parents of the Reclassification of EL Services by sending the EL Program Parent Notification letter in the appropriate language. The student's information record will be updated to reclassified status. In addition, the student's program file should be EL Exited to Reclassification and Monitoring Program should begin for four consecutive years. A copy of the parent notification letter will be placed in the students cumulative file.</p>
<p>Describe the district's plan using one of the State's approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. <b>Include the agreement to use the state approved fluency scores at each grade level.</b></p>	<p>Currently students are assessed using the IPT (IDEA Proficiency Test) to determine eligibility for EL services:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup>-12<sup>th</sup> grade – one or more of the IPT-Oral/Reading and Writing subtests scored as Non or Limited English Proficient</li> <li>• K-1<sup>st</sup> grade- IPT-Oral subtest is scored Non or Limited English Proficient</li> </ul> <p>CSD agrees to use the state approved fluency scores at each grade level.</p>
<p>Describe the district's plan for having students assessed by a trained assessor.</p>	<p>Currently our EL Data Coordinator/IPT Assessor assess all incoming or potential students at the Welcome Center. When needed an interpreter is made available to assist. As soon as the new screener is available we will train all EL staff on the administration of the assessment. We will continue to have one central location for testing (the Welcome Center) however, we will ensure that all EL Staff understand all aspects of the screener.</p> <p>Currently all students are assessed using the IPT (IDEA Proficiency Test) at the time of initial eligibility determination. The ADEPT or EXPRESS placement tests may be used to provide additional information for accurate placement for English Language Development classes and for their content/classroom teachers to know each other about the ELL student's current language proficiency level. Students are placed based on English language proficiency levels for ELD services rather than only grade level placement.</p> <p>Starting 2019-2020 school year, CSD will use the placement test developed from the ELPA21 test which is the summative test used by the state of Oregon. Having a</p>

	<p>placement test that correlates with ELPA21 will be helpful making sure student more accurately placed in an English Language Development class.</p> <p>Language Specialists and some key EL educational assistants are trained to conduct all 3 components of the IPT.</p> <p>For kindergarten EL determination is conducted in the spring in a Kindergarten Round-Up, using the Pre-IPT, prior to kindergarten or in August before kindergarten begins so that parent/guardian can make an informed decision regarding the EL service options they would like their student to participate. At the Kindergarten round up we ensure we have a Health Navigator to assist in community needs and as interpreters to help parents/guardians with registration process.</p> <p>Middle and High school students, when possible, are assessed in August so if they are eligible for EL services their schedule can reflect these classes. This avoids students receiving one schedule and then having it changed in the first few days of school.</p>
Describe the district's plan to include the procedures for collecting the assessment data, <b>and</b> sharing the results with teachers.	<p>The testing results is entered into a shared Google document results from the assessment are communicated to Language Specialists, building office manager and/or Registrars.</p> <p>Classroom teachers receive information regarding who the EL student(s) in the classroom or classes are and their current language proficiency level. Academic performance expectations based on language proficiency level is also provided. Additional data made available including STAR reports, essential skills, attendance etc.</p>
Describe the district's plan to include a description of where and how the assessment data will be stored.	All language eligibility data is stored in Google Document. The document includes name, grade and testing results.

#### Things to remember:

- Include the name or title of the person(s) responsible for each step in the identification procedure.
- Include the timeline for each step of the identification procedure.
- Include any procedures that require participation from staff with special skills (interpreter to communicate with parents, Native American Liaison, etc.).
- Include any procedures that address the specific student needs (special education, etc.).
- Include a description of how the district maintains documentation of identification results and how these results are shared with staff.
- Include a description of the assessment used to identify ELs that included the skill areas to be assessed. For example, do the assessment procedures cover all aspects of English language proficiency that could affect a student's ability to participate meaningfully in the regular classroom; does the assessment address speaking, reading, writing, and understanding?
- Include a description of the use of the State-approved identification assessment, including any training provided for the assessors.

- If the district uses other criteria to determine whether a student is an EL, what is that criteria, and does it have an objective measure(s)?

Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students				
	<b>Process</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Outcome</b>
	Parent/Guardian Notification form (in home language) is sent, detailing their student's English proficiency scores and offered services. Parent/Guardian are notified of the service the student is receiving.	Language Specialists	Within a week of when EL services have begun.	Parent/Guardian are aware that their student is receiving EL services and can make an informed decision if they want their child to participate.
	<i>See appendix- Parent Notification letter</i>			
Include the process for ensuring parent notification letters are provided in a language parents can understand.	All parent communication is provided in a language they can understand. All parent communication is available in Spanish, Arabic and English. For any other language we use TransAct.			
<b>Describe where the original Language Use Survey, identification screener results, and original parent identification communication will be stored.</b>	Original LUS will be included in our Online Registration Platform. Copies of the are stored in Language Specialists working folder as well as in the students Cumulative file.			

#### **Section 4: Program of Service for English Learners (OCR Step 4)**

This section includes the educational model and program of services selected by the district. Some of the information in this section may have also been explained in Section 2 (district selected plan and goals). ***It is not necessary to repeat the research cited in Section 2 in this section.***

This section includes information regarding:

- The program of service for language development.
  - This includes the methods and services used to teach ELs the domains of English.
    - Including all EL groups:
      - ELSWD
      - SIFE
      - Recent arriver (elementary and secondary)
      - Pre-K options for districts with pre-K programs
      - Newcomers

- Etc.
- The program of service for core content instruction.
  - This includes the methods and services the district will use to ensure that ELs can meaningfully participate in academic programs, **as well as** elective programs (music, career, and technical, etc.).
  - Bilingual options
  - Alternative programs
  - Etc.

Things to remember:
<ul style="list-style-type: none"> <li>• Include how and where the language development instruction will be delivered.</li> <li>• Include who will be providing the language development instruction.</li> <li>• Include a description of the standards and criteria the district used to determine the amount and type of services to be provided for ELs. Ensure this description includes a process to decide the appropriate amount and type of services. (This could be a special program to support newcomers.)</li> <li>• Include a description of how the district will provide training for teachers so ELs can meaningfully participate in core instruction.</li> <li>• Include any guidelines or standards for providing ELs each of the instructional services in the district. (This could include procedures for Title I-A support, class scheduling, etc.)</li> <li>• Include a description of the variations in the district programs of services between schools, grade levels, etc.</li> </ul>

### OCR Policy

Many districts design their EL programs to temporarily emphasize English over other subjects. While schools with such programs may discontinue special instruction in English once EL students become English proficient, schools retain an obligation to provide assistance necessary to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English.

*OCR's "Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited-English Proficiency." (1991 OCR policy memorandum)*

*See also Castañeda v. Pickard, 648 F. 2d 989 (5<sup>th</sup> Cir., 1981).*

Information requested:				
Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. <b>Consider putting this information in a chart – by school,</b>				
	School	Level	Groups Served	Educational Approach/Program/Location
	Adams Elementary	K-5	Emergent	In class co-teaching and pull
	Garfield Elementary	K-5	Bilinguals	In class co-teaching, Dual Immersion School

<b>grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).</b>	Jefferson Elementary	K-5	ELSWD	In class co-teaching
	Hoover Elementary	K-5	Newcomers	In class co-teaching
	Lincoln Elementary	K-5	SIFE	In class co-teaching, Dual Immersion School
	Mt. View Elementary	K-5	Recent Arrivers	In class co-teaching and pull
	Wilson Elementary	K-5		Pull out
	Franklin School	K-8	Emergent	In class co-teaching and pull
	Cheldelin Middle School	6-8	Bilinguals, ELSWD,	Class period
	Linus Pauling Middle School	6-8	Newcomers, SIFE, Recent Arrivers	Class period, Dual Immersion Strand
	Corvallis High School	9-12	Emergent Bilinguals, ELSWD, Newcomers, SIFE, Recent Arrivers	Class period, Dual Immersion Strand
	Crescent Valley High School	9-12		Els attend CHS
<b>Describe the methods and services the district will use to teach English language. Break this out by each different English language program.</b>				
	<b>Educational Methods</b>	<b>Description</b>		
	ELD Class period	<ul style="list-style-type: none"> <li>Goal is to gain English language proficiency</li> <li>Students are grouped according to proficiency level</li> <li>Explicit instruction in English language with a focus on oral language development and writing practice</li> </ul>		
	Co-Teaching	<ul style="list-style-type: none"> <li>Co-teaching with grade level/core content teacher in order to provide English Language Development according to proficiency level and aligned to ELP standards.</li> </ul>		
	Dual Immersion	<ul style="list-style-type: none"> <li>Goal is for students to access core content subject matter and develop strong skills and proficiency in students' first (L1) and second (L2) language.</li> <li>Approximately half of the students are native speakers of English and half are English language learners (emergent bilinguals)</li> </ul>		

- Instruction is provided in both languages in a simultaneous biliteracy model.

### Program of Services for English Learners

Programs to Teach English Language	How	
	Description	Instruction
Co-Teaching ELD	<ul style="list-style-type: none"> <li>• Goal is fluency in English</li> <li>• Program is targeted to English language learners</li> <li>• Students in sheltered instruction for content subjects</li> <li>• Students participate in specific group instruction in regular classroom aimed at developing English grammar, vocabulary, and communication skills.</li> <li>• Student grouping is based on Language Proficiency Level</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is based on CCSS in English Language Arts and ELP standards</li> <li>• Instructional practices are research based best practices for ELD</li> <li>• ESOL endorsed teachers with training in standards based ELD instruction</li> </ul>
Pull-out ELD	<ul style="list-style-type: none"> <li>• Goal is fluency in English</li> <li>• Program is targeted to English language learners</li> <li>• Student in sheltered instruction for content subjects</li> <li>• Students pulled-out of regular classroom in order to participate in specific group instruction aimed at developing English grammar, vocabulary, and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is based on CCSS in English Language Arts and ELP standards</li> <li>• Instructional practices are research based best practices for ELD</li> <li>• ESOL endorsed teachers with training in standards based ELD instruction</li> </ul>

		<ul style="list-style-type: none"> <li>• Student grouping is based on Language Proficiency Level</li> <li>• Co-teaching with grade level/core content teachers in order to provide ELD according to proficiency levels and aligned with ELP standards</li> </ul>	
	ELD Class Period	<ul style="list-style-type: none"> <li>• Goal is fluency in English</li> <li>• Program is targeted to English language learners</li> <li>• Students in sheltered instruction for content subjects</li> <li>• Students participate in specific group instruction in regular classroom aimed at developing English grammar, vocabulary, and communication skills.</li> <li>• Student grouping is based on Language Proficiency Level</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is based on CCSS in English Language Arts and ELP standards</li> <li>• Instructional practices are research based best practices for ELD</li> <li>• ESOL endorsed teachers with training in standard based ELD instruction</li> </ul>
Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). <b>Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).</b>	<p><b>For Schools engaging in Co-Teaching:</b> In order to ensure that English language learners are not pulled out and have meaningful access to content, Language Specialists push into class and provide language support. Integral to co-teaching is planning. Language Specialist and classroom teacher co-create and co-plan instruction in order to have an emphasis on the language needs of ELs using instructional strategies that promote comprehension and application of content.</p> <p><b>For school using ELD Pull Out:</b> In order to ensure that English language learners are not pulled from core content or special programs in order to receive ELL services, all elementary schools have a non-instructional schedule with an intervention band (no new instruction occurs during this time), during which ELs may participate in instruction. At the secondary level, the ELD class period occurs in place of study hall, not in place of core instruction.</p>		
		How	

	Programs to ensure meaningful participation in core instruction	Description	Instruction
	Dual Language Immersion	<ul style="list-style-type: none"> <li>● Goal is for students to access core content subject matter and develop strong skills and proficiency in students' first and second language</li> <li>● About half the students are native speakers of English and half are English language learners from the same language group.</li> <li>● Instruction in both languages 50% Spanish, 50% English for all students from the beginning.</li> <li>● ELD is included via co-teaching and content instruction. Language Specialists co-plan and co-teach content such as literacy, social studies and/or writing with a focus on ELP standards and production.</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum is based on Oregon CCSS for all content areas in conjunction with ELP standards. Instructional practices used are research based best practices for dual language program bilingualism and bi-literacy</li> <li>● All classroom teachers have ESOL endorsements and Spanish classroom teachers may have an added Spanish endorsement. There is district emphasis in hiring and retaining native Spanish speaking educators.</li> </ul>
	Sheltered Instruction	<ul style="list-style-type: none"> <li>● Goal is for students to access core content subject matter and gain fluency in English.</li> <li>● Content instruction in English with adjustment by teacher to proficiency level so subject matter is</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum is based on CCSS with conjunction ELP standards.</li> <li>● Instructional materials adapted based on students' reading and academic needs.</li> <li>● Instructional practices research based best</li> </ul>

		comprehensible (e.g. SIOP, GLAD methods) <ul style="list-style-type: none"> <li>• L1 support as needed</li> </ul>	practices for sheltered instruction. <ul style="list-style-type: none"> <li>• All classroom teachers with ESOL endorsements and Spanish classroom teachers may have an added Spanish endorsement. There is a district emphasis in hiring and retaining native Spanish speaking educators.</li> </ul>
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Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. – <b>include how the district will measure the effectiveness of this professional development.</b>				
	Professional Development Opportunity	When	Participants	Measure of Effectiveness
	Academic Language Seminars focused on Jeff Zwiers research and practice	Quarterly	All Language Staff	All Language Specialist have been engaged in three Academic Language Seminars lead by a SIOP trainer. Ongoing coaching and support provides time to apply and practice new concepts and knowledge. Additionally, Language specialists have had the opportunity to present their learning around academic language in the classroom to general education teachers during professional development days.  Our measure of success is our emergent bilinguals performing in the areas of reading as measured by SBAC and in-district assessment.
	Building Based Integrated Professional Development	Monthly	All Language Staff and Classroom Teachers	
	GLAD and SIOP Professional	Building Based	All Language Staff	CSD partnered with a near district to provide GLAD training for staff. Instruction

	Development Support	and On-Going		coaches were trained and providing on-going support. CSD is in the process of recruiting and training four GLAD Trainer of Trainers.  Our measure of success is integration and use of these strategies in the classroom that students are able to access core content.
	New ELL Staff Orientation	On-Going	Newly hired staff	A new teacher mentor is assigned to new teachers including language specialists. The mentor provides ongoing coaching and support. Additionally, building instructional coaches provide support in the areas of instruction, data review and ongoing training.
	Sheltered Instruction Coaching	On-Going	Schools with instructional coaches (IF): Academic language staff and classroom teachers	Our measure of success is integration and use of these strategies in the classroom that students are able to access core content.
Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. <b>Include how the district will measure the effectiveness of these services.</b>	<p>In order to determine the amount and type of ELD instruction a student needs, professional learning communities (PLCs) review data (ELPA21, language based formative assessments, IPT, EXPRESS placement and writing samples). Using this data, ELD teachers and classroom teacher determine students' instructional needs and proficiency levels. Students are grouped according to proficiency level and instructional need. Teachers design instruction to meet specific group needs. ELD students needing additional support will receive additional time above and beyond their core support.</p> <p>The district will measure the effectiveness of these services in the following ways:</p> <ul style="list-style-type: none"> <li>• on-going analysis of data via the Response to Instruction (RTI) process</li> <li>• on-going collaboration of grade level Professional Learning Communities (PLCs) and the cycle of inquiry</li> <li>• analysis of on-going formative assessments</li> <li>• analysis of benchmark and progress monitoring assessments</li> <li>• classroom observations</li> </ul>			

	<ul style="list-style-type: none"> <li>• student-teacher conferencing.</li> </ul>
<p><b>Describe the district’s plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. <u>Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.</u></b></p>	<p>Over the last four years, CSD has moved to an inclusion model for ELSWD students with significant cognitive, emotional, behavior students. Students are included in regular program instruction and case managers co-create IEP goals with the support of the Academic Language Specialist and building leadership team to address the specific IEP and language goals of the students.</p> <p>For students in the Lifeskills program at Jefferson Elementary and Linus Pauling Middle School, students who have significant disabilities the building team addresses the specific needs of each student via the IEP process. Depending on the needs of the student, staffing considerations and augment technology are included as part of the students individualized educational plan.</p>

### **Section 5: Staffing and Resources (OCR section 5)**

This section covers the portion of the EL Plan related to staffing, materials, equipment, etc. In Oregon, the staffing, materials, and equipment is also required as part of the weighted state school fund OAR 581-023-0100 (4), as well as educational assistants in OAR 581-037-0006 and 581-037-0025.

<b>Things to remember: Staffing</b>
<ul style="list-style-type: none"> <li>• Does the description identify the number and types of instructional staff providing services for the language development program (teachers, instructional assistants, etc.)?</li> <li>• Does the description of staffing meet the requirements of Oregon’s OARs for teacher and instructional assistant?</li> <li>• Does the description of staffing include the qualifications of the staff implementing the district’s language development program?</li> <li>• Does the description include the methods and criteria the district will use to ensure the staff is qualified to provide the district’s language development program?</li> <li>• If the district is required to use temporary staff who do not meet the established qualification standards, does the plan address the training needs of current staff, the amount, type, and schedule of training to be provided, the steps the district is taking to recruit qualified staff, and the schedule for having qualified staff in place?</li> </ul>
<b>Things to remember: Resources</b>
<ul style="list-style-type: none"> <li>• Does the description included the materials and resources used in the implementation of the district language development program?</li> <li>• Does the description include a plan for reviewing resources needed for the districts language development plan on an ongoing basis?</li> </ul>

- Does the plan address what the district has planned to do when the district does not currently have the resources necessary for the language development program, and the schedule or plan for obtaining the necessary items?

Information requested:			
Describe the number and categories of instructional staff implementing the district’s language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).			
	School Name	Level	Language Staff
	Adams Elementary	K-5 primarily co-teaching some small group pull out	.5 FTE certified .4 FTE classified
	Garfield Elementary	K-5; Co-Teaching	4.0 FTE Certified 2.0 FTE classified
	Franklin Elementary	K-8; small group pull out	.33 FTE Certified
	Jefferson Elementary	K-5 primarily co-teaching some small group pull out	.25 FTE Certified
	Lincoln Elementary	K-5; Co-Teaching	3.0 FTE Certified .25 FTE Classified
	Hoover Elementary	K-5; Co-Teaching	1.0 FTE Certified .25 FTE Classified
	Mt. View Elementary	K-5 primarily co-teaching some small group pull out	.25 FTE Certified
	Wilson Elementary	K-5 small group pull out	1.0 FTE Certified .5 FTE Classified .4 FTE Classified
	Linus Pauling Middle School	6-8 Designated class period	.75 FTE Certified
	Cheldelin Middle School	6-8 Designated class period	.5 FTE Certified
	Corvallis High School	9-12 Designated class period and co-teaching	1.0 FTE Certified .81 FTE Classified .25 FTE Classified
Crescent Valley High School	9-12 Students attend CHS for English Language Development	No Language Staff	
Describe the qualifications used by the district to assign instructional staff to the district’s language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon’s OARs.	The Corvallis School District 509J Human Resources Department actively recruits staff within the state as well as across the country. A strong focus is to increase number of teachers with ESOL, Bilingual and Spanish endorsements and increase diversity of staff. CSD is collaborating with Oregon State University on the TEAM Grant which provides 8 CSD staff tuition free ESOL endorsements. An additional staff will begin a similar process starting summer of 2019. Furthermore, the Corvallis School District is collaborating with WOU and OSU on ‘Grow Your Own’ recruitment program for culturally and linguistically staff. The Your Own program provides access to staff in their pursuit of a teaching license		

Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.	The Human Resources Department monitors the qualification of the staff work with Emergent Bilingual (EB) students based on the following criteria: <ul style="list-style-type: none"><li>● Academic Language Specialist must hold an ESOL endorsement</li><li>● Sheltered Instruction or Pathway teacher must hold an ESOL endorsement and/or documented sheltered instruction training (SIOP, GLAD, SDAIE, Constructing Meaning) and a credential in the course area.</li><li>● Dual Language Immersion (DLI) English teacher must hold an ESOL and a credential in course area.</li><li>● DLI Spanish Teacher must hold an ESOL plus bilingual endorsement or Spanish endorsement and a credential in the course area.</li></ul>								
Describe the contingency plan for addressing staffing issues for the EL program ( <b>include all specialize programs supporting ELs</b> ) Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.	<u>Temporary Academic Language Specialists:</u> If it is necessary, the temporary hire is ESOL endorsed as well as content endorsed. The district's ELL Coordinator, building administrator and coach are assigned to strategically train so that the ELD instruction is minimally interrupted. Temporary assigned teachers in the general education program receive targeted training to support the EBs assigned to their class list. The building instructional coach or ELL coordinator will provide one on one coaching and support.  <u>Staffing and Recruitment Plan of Qualified Academic Language Teachers:</u> <b>Spring:</b> Open Academic Language staff positions are identified <b>Spring/Summer:</b> HR posts positions <b>Ongoing:</b> Hiring process continues for open positions. The interview team includes building administrator, ELL District Coordinator, Language Specialist, classroom teacher. <b>August:</b> All new teachers are invited to a three-day New Teacher Academy. New language specialists receive additional support and training by ELL District Coordinator. During the Back-to-School Rally, language specialists are invited to attend additional training lead by either current language specialist staff, building administrator and/or instructional coaches. <b>On-Going:</b> All new staff are work with a district New Teacher Mentor as well as assigned a building mentor. <b>On-Going:</b> All Academic Language Specialists receive quarterly full day training designed to deepen understanding of instructional practices and supporting the language needs of students. <b>September and On-Going:</b> ELL District Coordinator and the EL Assessment Coordinator meet with every Language Specialist at their school site and create plan for coaching, data review and compliance procedures. Additionally, Language Specialists receive ongoing coaching for any compliance or instructional needs. accomplished via electronic communication and/or face-to-face visits.								
Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.	<table><tr><th>Level/Program</th><th>Instructional Materials</th><th>Supplies</th></tr><tr><td>Elementary</td><td>Dual Language Schools:</td><td>Teachers have access to color printing as needed</td></tr></table>			Level/Program	Instructional Materials	Supplies	Elementary	Dual Language Schools:	Teachers have access to color printing as needed
Level/Program	Instructional Materials	Supplies							
Elementary	Dual Language Schools:	Teachers have access to color printing as needed							

		<p><b>EngageNY Thematic Teaching.</b> Teacher use a Co-Teaching model as their core program. This model uses high leverage researched based Project GLAD and sheltered instructional strategies. Teachers access materials through thematic units in EngageNY. Units have been created over the past two years, are available in two languages, and all teachers have access via EdCaliber and Google Drive.</p> <p><b>Four Elementary Schools:</b> Use a combination of Susana Duttro's <b>EL Achieve</b> as well as use the school's current language Arts curriculum and ELP standards to plan unit lessons.</p> <p><b>Imagine Learning</b> licenses are used to intervene with newly arrived students who need more time and support learning English.</p> <p><b>English at Your Command:</b> (National Geographic Available to elementary Academic Language Specialists</p> <p>District wide Academic Language Specialists have been trained on Jeff Zwiers <i>Academic</i></p>	<p>for picture files, chart paper, markers etc.</p> <p>At CSD all students have a device assigned to them (iPad or Chromebook)</p> <p>Teachers have access to Interactive Kits that include talking chips, board games, graphic organizers, etc.</p> <p>Reference books, picture dictionaries, interactive notebooks, levelled books</p>
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		<p><i>Conversations Classroom Talk That Fosters Critical Thinking and Content Understanding</i> as a framework for enhancing language in the classroom. It is the hope of the district to promote these critical concepts with general education teachers K-12.</p>	
	Middle School	<p><b>English 3D</b> by Kate Kinsella (Scholastic). Used to EBs who have received ELD services for more than 5 years, are in grades 6-10, are intermediate to advanced proficiency levels, taught by middle and high school language specialist teachers with ESOL endorsements.</p> <p><b>High Point</b> (National Geographic) Available for use in 6-8 grade. Middle school students with access to this curriculum are grouped based on proficiency levels.</p> <p><b>Imagine Learning</b> licenses are used to intervene with newly arrived students who need more time and support learning English.</p>	<p>Teachers have access to color printing as needed for picture files, chart paper, markers etc.</p> <p>At CSD all students have a device assigned to them (iPad or Chromebook).</p> <p>Teachers have access to Interactive Kits that include talking chips, board games, graphic organizers, etc.</p> <p>Reference books, picture dictionaries, interactive notebooks, levelled books</p>
	High School	<p><b>Top Notch/Summit</b> (Pearson) Taught by high school Academic Language</p>	<p>Teachers have access to color printing as needed for picture files, chart paper, markers etc.</p>

		Specialists with ESOL endorsements. High school students in this program are grouped by proficiency level.	<p>At CSD all students have a device assigned to them (iPad or Chromebook).</p> <p>Teachers have access to Interactive Kits that include talking chips, board games, graphic organizers, etc.</p> <p>Reference books, picture dictionaries, interactive notebooks, levelled books.</p>
Describe the district's plan for regular and on-going review of district ELP materials and the timeline associated with the review. <b>Include all instructional materials for all programs supporting ELs.</b>	<p>CSD reviews materials used for English Language Development at the same time the English Language Arts curriculum is reviewed. The timeline for this formal review is every 7 years, using the ODE instructional materials adoption schedule. The District EL Coordinator meets Academic Language staff quarterly and on-going with building principals. On-going debriefing during meetings and walk-throughs ensure that instructional materials are being used and meeting the needs of students. In addition, to on-going walk-throughs, teachers use the PLC model to review data collected from unit assessments. Additionally, language specialists are integral to the Response to Intervention/Instruction process. They attend building meetings and provide input and recommendations for students not at a benchmark. If students are not making adequate progress, teachers, along with the Academic Language Specialist work collaboratively to determine instructional and resource/material needs in the classroom.</p>		
Describe the district's contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.	<p>Over the last several years, CSD has shifted its focus from investing in programs to critically looking at models of instruction and increasing staffing support. Therefore, our teachers have undergone and will continue to undergo training and professional development as described in this plan. As a result, we have the ability to implement the District EL Plan and by increasing communication and analysis of our student progress, we are better positioned to serve our student population.</p> <p>Our next steps for instructional materials are as follows:</p> <ol style="list-style-type: none"> <li>1. Middle and High School materials review and articulation</li> <li>2. Newcomer supplemental materials review and articulation</li> </ol>		

### **Section 6: Transition from English Language Development Program (OCR step 6)**

This section addresses the procedures and criteria for determining when students no longer need EL services, and methods that the district will use to monitor the success of students after EL services have been discontinued.

### Things to remember: Exiting Procedures

- Does the plan describe all assessment instruments and procedures used as part of a transition assessment (e.g., observations, etc.)?
- Are the guidelines and criteria for the use of assessment information included in the procedures?
- Do the transition procedures describe how the district will assess the English language skills of EL students in the proficiency areas: understanding, speaking, reading, and writing?
- Do the transition procedures describe the methods and standards that will be used to assess whether students receiving EL services have progressed to the point that such services are no longer needed to enable the student to meaningfully in the district's regular program?
- Do the transition procedures identify the person(s) who will conduct the transition assessments and any qualifications person(s) must meet to conduct the assessments?
- Are the timeframes for implementing the transition assessment procedures described?
- Do the procedures include a statement of the criteria (e.g., test scores or other performance standards, teacher observations) that will determine when a student is English language proficient and no longer in need of the district's program of services?
- Do the procedures include a description of the documentation that will be maintained on the assessment results (e.g., need for services), and the decision whether to transition the student from the district's alternative program of services?
- **Do the procedures include a description of how the district will address English proficiency for ELSWD students?**

### Things to remember: Monitoring

- Does the plan identify the staff person(s) who will be responsible for monitoring former EL students?
- Does the plan establish guidelines for how often the district will monitor former EL students (e.g., quarterly, each semester)? How long will the district monitor such students?
- **Does the plan include details on how the district will ensure that monitoring procedures are implemented routinely and timely?**
- Does the plan identify the information the district will review to measure whether individual former EL students are successful in the district's overall educational program (e.g., grades, test scores, teacher observations, etc.)?
- If a former EL student, under the district's criteria, is not successful in the district's regular program, does the plan indicate:
  - How the district will determine whether a lack of success is due to academic deficits incurred while the student was receiving EL services, the lack of English language proficiency, or other reasons?
- Does the plan include appropriate notification procedures to inform parents of service options?

Information requested:	
Describe the district's criteria used to determine that an EL is proficient. <b>Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.</b>	The ELPA21 is the primary source used to determine proficiency of active and v Emergent Bilinguals. See question #32for special considerations.
<b>Describe the district's procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.</b>	Special consideration is given for Emergent Bilinguals with IEPs whose disability precludes them from demonstrating proficiency on the ELPA21. Taking their disability into account, they are able to provide additional evidence to demons proficiency. Also, Emergent Bilinguals, including SIFE and recent arrivers, who h scored close-to-proficient are allowed to provide using multiple measures to demonstrate proficiency in the domains when they may have missed by points than or equal to the standard error of margin.
Describe the staff responsible and their role in the exiting process.	Staff responsible for reclassifying an El who has meet all criteria for exiting the program includes: Language Specialist, classroom teacher(s), Parent/Guardian, Building Administrator and ELL Coordinator. The Language Specialist is respons for gathering the appropriate academic data, filling out the 'move to monitor' f and presenting the data to the team at the 'move to monitor' meeting.
Describe how and where the documentation of the district's exiting procedures will be maintained, <b>and</b> who is responsible for maintaining the documentation.	After the final recommendation to reclassify a student has been made, the team participants including the parent/guardian is signed. A copy is kept in both the students cumulative file as well as a hard copy is kept on file at the district offic Parents are notified with a letter stating that their student has exited/been reclassified. A copy of the letter is filed in the student cumulative file as well as district office. Note: Letters are available in multiple languages.

**Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.**

When Emergent Bilinguals have scored proficient on ELPA21, parents are notified by letter that their student has obtained proficiency, are exiting English Language Development services, and will be monitored for the next four years. During the reclassification process, parents are contacted and invited to the meeting. If parents are not available, the Language Specialist makes every effort to share information via a phone conversation and gather parent input. When needed, an interpreter is made available.

**Describe the district’s monitoring plan for each of the four years a student is in monitored status (who is responsible, what is the frequency, is the frequency different depending on the student’s academic progress or monitoring year, what documentation is reviewed, how and where is the documentation collected and stored).**

Emergent Bilinguals who have exited ELD based on reaching a proficient level are monitored for four years. Emergent Bilinguals who have waived services are monitored indefinitely until they score proficient on the ELPA21 (special considerations are given to waived ELSWD). Formal monitoring occurs mid-semester twice per school year. At the elementary level for each of the four years, classroom teachers participate in the monitoring process. At the secondary level, grades, attendance are reviewed in addition to gathering input as indicated in the table below. Documentation is collected at the school site and shared with the district office.

Frequency	Who	What
Year 1	Language Arts, Math, Science, Social Studies, and one other (e.g. SpEd, elective, counselor)	Survey to teachers Parent receives a letter
Year 2	Language Arts, Math, Science, Social Studies, and one other (e.g. SpEd, elective, counselor)	Survey to teachers Parent receives a letter
Year 3	Language Arts, Math, Science, Social Studies, and one other (e.g. SpEd, elective, counselor)	Survey to teachers Parent receives a letter
Year 4	Language Arts, Math, Science, Social Studies, and one other (e.g. SpEd, elective, counselor)	Survey to teachers Parent receives a letter
Waived	Language Arts, Math, Science, Social Studies, and one other (e.g. SpEd, elective, counselor)	Survey to teachers Parent receives a letter

Describe the district’s procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program **for the monitored students in each of the four years.**

Students who have met the Move to Monitor criteria are generally considered proficient and able to benefit fully from general education instruction. In some the local evidence indicates that a student may need additional instruction in the program.

Return to ELD Services Process		
Language Specialist, classroom/content teacher, parent or student		<ul style="list-style-type: none"> <li>Requests consideration for retention in the EL program based on teacher or parent concern that the student is not able to access content in the regular classes because of English language proficiency in one or more of the areas: reading, writing, speaking, or listening</li> </ul>
Academic Language Specialist		<ul style="list-style-type: none"> <li>Reviews student transcript/report card. In-depth assessments and diagnostic assessments that focus on linguistic abilities rather than core content knowledge and anecdotal records.</li> <li>Compile information for team meeting.</li> </ul>
Team		<ul style="list-style-type: none"> <li>A team comprised of Academic Language Specialist, classroom teacher, administrator and parent (and student when appropriate) will discuss and review student performance to determine if student can benefit fully from instruction in the regular educational program</li> </ul>
Team		<ul style="list-style-type: none"> <li>Completes EL Return to Program form</li> <li>Determination will be made by the team as to whether the student will participate in the program or will remain exited</li> <li>Team review determines what other general education supports should be implemented for student success</li> </ul>
Academic Language Specialist		<ul style="list-style-type: none"> <li>Written documentation of the decision will be provided to</li> </ul>

		<p>parent. Note: Forms are available in multiple languages and every effort is made to ensure the communication in the parents' home language.</p> <ul style="list-style-type: none"> <li>• Written documentation will be provided to teachers of the student</li> <li>• Written documentation will be placed in student cumulative folder</li> <li>• EL database will be updated</li> </ul>
Describe the district's plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. <b>This support addresses monitored student's academic needs, not to determine to re-enter the student in the EL program.</b>	<p>All exited Emergent bilingual students are monitored for four year following the exit. It is the Academic Language Specialist's responsibility to formally monitor students twice each year to determine that they are able to meaningfully participate in the classes or classroom they are currently in. Classroom teachers and principals will be notified of which students in their classroom or school are on monitor status so that they may remain aware of these students' academic progress.</p> <p>As part of CSDs RTI process, professional learning communities (PLC) meet regularly to review student needs. Additionally, school teams meet regularly, by grade level during building wide RTI meetings to review data. If a PLC and/or RTI team determines that a monitored student is in need of additional academic support, the school team first considers appropriate adjustments to core instruction that would be supportive. The school team may also decide one of various six to eight-week interventions and track resulting data. Furthermore, each school team has a Student Support or Care team. When a concern arises and/or interventions are not working, the team meets and discusses solutions or potential change in intervention. Title III is available to all monitored Emergent bilinguals needing intervention. Secondary schools have tutoring and mentoring options for students.</p>	
Describe the district's plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student's progress and opportunities for support through the ELD program.	Waived emergent bilinguals are monitored using the same process as exited emergent bilinguals, see question #58. Parents/guardian are notified only when students are demonstrating a lack of success and a return to ELD is being recommended. Parents/guardian of waived emergent bilinguals also receive ELP score reports annually.	
<b>Describe the district's communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the</b>	Parent/guardian of monitored emergent bilinguals will receive a form letter in the first two years of monitoring outlining the progress of their students. If a student needs additional academic support to be successful during monitoring, the school provides support within the RTI system. Parent notification is made of any student participating in RTI.	

<p><b>student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.</b></p>	<p>If a school level team has recommended a monitored student to be considered returning to ELD, a parent/guardian will be contacted and included in the meeting before a decision is finalized. When a student has successfully completed four years of monitoring a letter is sent the students parent/guardian.</p>
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**Section 7: Equal Access to Other School District Programs (OCR step 7)**

This section of an EL Plan addresses equal access for EL students to the full range of district programs, including special education, Title I, Gifted and Talented programs, and nonacademic and extracurricular activities.

Things to remember:
<ul style="list-style-type: none"> <li>Does the plan describe methods to ensure that staff is aware of the district’s policy regarding ensuring equal opportunity for all students to participate in the range of programs made available to students generally?</li> <li>Does the district have, or know where to obtain, any test or assessment materials needed to determine EL students’ eligibility for special programs, including special education, Title I, and Gifted and Talented?</li> <li>Include the steps for pre-referral process, IEP determinations for service, IEP determinations for ELPA participation, and the person(s) responsible for the various parts of the process.</li> <li><b>Include how the district includes ELD teachers in the IEP meeting for ELSWD.</b></li> <li><b>Include the decision process for language development services for ELSWD in the IEP meeting.</b></li> <li>Include the steps for identification of Talented and Gifted program participation. What specific considerations does the district have for ELs?</li> <li>Include the criteria for providing additional academic support through Title I-A for targeted assisted programs.</li> <li>What methods or steps are taken to ensure that EL students have an equal opportunity to participate in extracurricular and nonacademic activities?</li> <li>Include any district procedures around scheduling students in classes that are appropriate. (This could include busing, grouping students in grade-level classes by proficiency, etc.).</li> </ul>

Information requested:	
<p>Describe the district’s procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.</p>	<p>The Corvallis School District strives for a strong RTI process when considering the unique academic needs of emergent bilinguals. CSD has established the RTI framework that guides teachers, building principals and parents in addressing academic and behavioral challenges that students have and provides structured support the pre-referral process. For more information our CSDs RTI processes refer to <i>Appendix-RTI Manual</i>.</p> <p>CSD currently has three schools implementing SWIFT Multi-tiered systems of support and plans to continue in its application throughout the district. SWIFT is a Multi-tiered System of Support—known as MTSS— is a way to meet the learning needs of all students.</p>

	<p>all students. When a school uses MTSS, all students are taught the same basic content, but some students may get extra help. This help is not the same as special education because it is for any student who needs it. Data from daily work, homework, quizzes, tests, and even games may be used to learn who needs more support. For more information on SWIFT go to <a href="http://www.swiftschools.org/">http://www.swiftschools.org/</a></p> <p>Classroom teachers and academic language specialists collect student data using a variety of assessments. School teams meet to determine appropriate interventions and ways to strengthen the core program. Progress is monitored for 6-8 weeks and reviewed during grade level RTI school team meetings.</p>
<p>Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.</p>	<p>Academic language specialists are a crucial member for intervention decisions as part of the special education referral process. Jointly, the academic language specialist and special education teacher will determine the best educational plan for ELSWD.</p> <p>In elementary schools, the specialists are part of data teams and PLCs. They provide additional data that gives information about students' level of proficiency and language acquisition. They also help teams select appropriate interventions that address students' language needs.</p> <p>In the determination of difference versus disability with linguistically and culturally diverse students, school teams strive to make careful educated decisions about learners. CSD is striving to improve the systems and procedures of pre-referral process for emergent bilinguals.</p>
<p>Describe the process for determining the best ELD educational program is selected for each ELSWD.</p>	<p>For students already receiving special education services, language development and ELD instruction must be discussed and addressed in the students IEP annually. Special education teachers consult with the academic language specialist in order to have accurate and current information about the students level of language proficiency. Additionally, Language specialists are required to attend IEP meetings for their active students in order to provide input and feedback regarding the students present levels. During the meetings the IEP team discuss ELPA testing and document accessibility supports, including modifications/domain exemptions, that are most appropriate for each student in an IEP.</p> <p><b>Process for Testing Students with Significant Disabilities ELPA21</b></p> <p>This process needs to be completed for each student individually. Each student's abilities are unique, and there is no set of accessibility supports that applies to a group or a category of students.</p> <ol style="list-style-type: none"> <li>1. ELD team meets with IEP team to discuss: <ol style="list-style-type: none"> <li>a. Domain exemptions (follow guidance provided by ODE):</li> <li>b. Universal tools, designated supports and accommodations (use sections 52-58 in the Oregon Accessibility Manual). Designated supports should match what is typically used in classroom instruction for each student.</li> </ol> </li> </ol>

- Use ELPA21 Test Specifications and Blueprints (Notes on Domain Exemptions in each domain) to help the team decide which domains are most accessible to the student.
  - Members of the team who are not familiar with the ELPA test take a practice ELPA test to familiarize themselves with the demands of the assessment tasks.
  - Once the accessible domain(s) is/are determined, it is strongly recommended that the student is given a small number of items from that/those domain(s) from the practice tests to determine if additional designated supports and accommodations are necessary or to validate the fact that the correct designated supports/accommodations are already included in the IEP.
2. Document domain exemptions and designated supports/accommodations in the IEP. Send an email to Laurie Corliss, District Testing and Assessment Coordinator, with the student's ID and the list of domains from which the student should be exempt.
  3. Set a testing schedule for the student. Testing might extend over a long period of time (not to exceed 45 calendar days). Before starting the test, provide practice opportunities using selected items from the practice test and all designated supports that are documented in the IEP.
  4. Before starting the test, check TIDE to make sure domain exemptions have been entered properly. Once the student starts the test, domain exemptions and designated supports cannot be changed.
  5. Administer the test according to the requirements of the Oregon Test Administration Manual.

#### **Testing Considerations for the IEP Team**

- Decisions on exemptions from individual domains are based on access to the assessment, not on eligibility category or educational placement, and should be made on a case by case basis.
- An IEP team shall not exempt a student from all domains of the ELPA. Students identified as English Learners are required to participate in at least one domain as outlined in Executive Numbered Memo 001-2014-15- English Learner Students with Disabilities.

	<ul style="list-style-type: none"> <li>● Accessibility Supports on the ELPA (as well as any other state assessment) should mirror what is provided in instruction.</li> </ul> <p><b>Considerations for IEP Team by Domain</b></p> <p><b>Listening Discussion Topics:</b></p> <ul style="list-style-type: none"> <li>● What are the student’s receptive language abilities?</li> <li>● What receptive communication modes does the student use?</li> <li>● Does the student respond to auditory content when provided in his/her dominant or preferred receptive communication mode?</li> <li>● Is the communication technology that supports the student’s dominant or preferred receptive communication mode allowable on the ELPA?</li> </ul> <p><b>Speaking Discussion Topics:</b></p> <ul style="list-style-type: none"> <li>● What are the student’s expressive language abilities?</li> <li>● What expressive communication modes does the student use?</li> <li>● Is communication technology used by the student allowable on the ELPA?</li> </ul> <p><b>Reading Discussion Topics:</b></p> <ul style="list-style-type: none"> <li>● How does the student access text?</li> <li>● What alternate formats does the student use to access text from various sources?</li> <li>● Is that alternate format allowable on the ELPA?</li> </ul> <p><b>Writing Discussion Topics:</b></p> <ul style="list-style-type: none"> <li>● How does the student produce text?</li> <li>● What alternate formats does the student use to produce text?</li> <li>● Is that alternate format allowable on the ELPA?</li> </ul>
<p><b>Describe the district’s process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.</b></p>	<p>CSD utilizes multiple methods to ensure the IEP meeting and IEP documents are accessible for parents of emergent bilinguals.</p> <ul style="list-style-type: none"> <li>● Interpreter is made available for all IEP meetings. We actively recruit and hire interpreters in the most common languages of our district: Spanish, Arabic, Chinese Mandarin. We schedule the interpreters for all meetings.</li> <li>● District Translators: We have hired three district translators who translate IEP documents into Spanish</li> <li>● TransAct: We use TransAct for any meeting in which we do not currently have an interpreter for.</li> <li>● Collaboration with Linn Benton Lincoln Education Service District: Use of translation and interpreting services when needed.</li> </ul>
<p><b>Describe the district’s procedures for identifying ELs as Talented and Gifted.</b></p>	<p>The district serves academically talented and gifted students in grades K-12, including talented and gifted (TAG) student from such special populations as ethnic minorities, the economically disadvantaged, the culturally different, the</p>

<p>Include the steps, assessments, timeline, and person(s) responsible.</p>	<p>underachieving gifted, and students with disabilities. Students will be identified based on:</p> <ul style="list-style-type: none"> <li>● Use of research based best practices to identify talented and gifted students from underrepresented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, economically disadvantaged.</li> <li>● Behavioral, learning, and/or performance information. ☐A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.</li> <li>● A nationally standardized academic achievement test of reading or mathematics or the Smarter Balanced Assessment for assistance in identifying academically talented students.</li> <li>●</li> </ul> <p><b>Additional assessments that help identify our emergent bilingual students:</b></p> <p>The NNAT3 (Naglieri Version 3). The NNAT test is a nonverbal measure of general ability that yields a norm-based score, helpful in identifying students in K–12 with potential for advanced scholastic achievement. Students in the second and fourth grade are tested in the Fall. Additionally, new students are tested throughout the year.</p> <p>Logramos: Test content aligned with content standards and identifies student strengths and weaknesses for relative comparisons by content areas and skills at the groups and individuals. It is valid and reliable data and provides information in conventional Spanish common to students from a variety of Spanish-speaking countries.</p> <p>Students may be identified at or above the 97th percentile on one of these tests. In addition, students who demonstrate the potential to perform at the eligibility criteria may be identified. The district’s TAG program and service options will be developed and based on the individual needs of the student.</p> <p>Each building has a TAG coordinator who communicates information to staff and parents. Additionally, there is a building assessment coordinator who is responsible for administering the above assessments yearly.</p>
<p>Describe the district’s plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.</p>	<p>All emergent bilinguals receive instruction in core subjects regardless of their proficiency level. Students who are newcomers may receive core instruction through a newcomer class. In elementary Newcomers receive English language development and may receive additional support in a 6-8 week Newcomer group.</p> <p>All emergent bilinguals have access to electives. Teachers and counselors provide ongoing support to emergent bilinguals during forecasting to ensure they have access to elective classes.</p> <p>CSD will be training four GLAD trainer of trainers. This training will ensure that teachers from all content areas are sheltering instruction thus making content comprehensible and accessible to emergent bilinguals. Additionally, the current sheltering of content has provided meaningful access to content for our students.</p>

	<p>our push-in co-teaching classrooms, emergent bilinguals are full time in the classroom, unless they require other services such as special education. As a result, the capacity and efficacy of teachers is growing across the board in terms of the application of best practices for emergent bilinguals. The co-planning and implementation of ELP standards-based instruction is increasing meaningful engagement and rigor in the classroom.</p> <p>Instructional rounds have provided a tool for measuring access to core content in the classroom. Administrator groups and teacher leaders engage in the practice on a yearly basis. Feedback from the rounds helps inform practice and program improvement.</p>
Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).	All Corvallis School District schools that receive Title I funding are school-wide programs and ensure equal access to all emergent bilingual students.
<b>Describe the district's plan for EL graduation (4 year, 5 year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability)</b>	<p>It is our intention that the emergent bilinguals will graduate at the same rate as peers. With the support and collaboration of the high school administration, counselors, academic language specialist and casemanager each student graduation credits and specific needs are addressed.</p> <p>ELSWD students have an individualized transition plan as part of their IEP when their goals including post-secondary planning is included.</p>

### **Section 8: Parent and Community Involvement**

This section of the Local Plan is dedicated to the requirements of parent notification letters, interactions with private schools, and interactions with community members.

#### **Things to remember:**

- Does the district include the procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters)? This should include: **Language parent can understand, how disseminated, where and how documentation of completion of procedure is maintained.**
- Does the district include the procedure, timeline, and the person(s) responsible for the dissemination of the AMAO letters (if the district does not meet the AMAOs)? This should include: **Language parent can understand, how disseminated, where and how documentation of completion of procedure is maintained.**
- Does the district include the methods used to notify parents and students of available programs and services? This should include: **Language parent can understand, how disseminated, where and how documentation of completion of procedure is maintained.**

- Does the district include the methods used to notify parents of ELs regarding school activities communicated in language parents can understand (i.e., regarding progress reports, parent teacher conferences, handbooks, fund raising, extracurricular activities, etc.)?
- Does the district include the procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools? This should include: **Meeting notifications, explanation of federal programs, discussion of services available, and right to refuse federal programs in addition to how, where, and who will maintain the documentation of the consultation.**

Information requested:	
Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).	Parents are informed of their child's placement in the districts ELL program within 10 days of registering at the beginning of the year and within two weeks of registering once the school year has begun in a language that they can understand by the Notification letter, which the academic language specialist in each building is responsible for sending. In spring parents are informed of their child's English language acquisition progress in a language they can understand. The ELPA21 report card documents is mailed to parents either in English or Spanish with the end of year report card.
Describe the district's methods used to notify parents and students of available programs and services, <b>including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.</b>	<p>Our schools with the highest emergent bilingual population house a Health Navigator. The Health Navigator is a critical position in these schools as they assist culturally and linguistically diverse students and their families navigate needed services such as insurance, medical check-ups and connections to other community services.</p> <p>All new emergent bilingual students are assessed at CSD's Welcome Center. At the Welcome Center parents are informed of their program options including bilingual programs, transportation, program offerings etc.</p>
Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education?	<p>CSD provides interpreters for registration, conferences, IEP meetings, parent meeting and as needed to make contact by phone, in person or in writing to keep parents update on opportunities for their children. Schools provide specific parent and family information opportunities that address specific issues regarding school culture and Positive Behavior Support (PBS) information, understanding state assessments including ELPA21, and transitioning from one school level to the next (i.e. Elementary to middle school and middle school to high school). Meetings are conducted bilingually when needed. Progress reports and school handbooks are home in both languages in dual language schools.</p> <p>With the guidance and support from the Districts ELL Coordinator, an interpreter coordinator is responsible for recruiting, training and the assignment of interpreters as needed throughout the district. Ongoing training in Special Education and education-based terminology is provided to ensure quality interpreting. In addition the district contracts with translators to translate district-wide (e.g. registration forms, student handbooks, medical forms, special education documents and annual</p>

	other form required by law). The district also uses TransAct for federally required documents. Additionally, CSD has hired district level translators to be on call to translate district level communication such as board reports, medical and/or emergency information.
Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?	Each Spring, initial contact is made with each private school. A district team including a federal program representative and ELL Coordinator meets with each private school administrator to discuss private school participation in federal programs. Private school administrators are made aware of the need for home language or language use survey, and that Title III services are available to them if students qualify.
<b>Describe the district's procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.</b>	Currently, there are no Recent Arrivers in the private schools. Our practice, however, would be for the federal programs representative and ELL Coordinator to meet with any private schools each fall to share information on recent arrivers and discuss methods of service and support.
<b>Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.</b>	The ODE EL Legislative Report is presented annually to the board via a Wednesday report with a follow up presentation by the EL Coordinator and/or Teaching and Learning Department coordinators. The report is then posted on our district website.
<b>Describe the district's procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.</b>	<p><b>District Based Leadership Opportunities:</b></p> <p><b>District Equity Leadership Team Advisory:</b> Goal is to build relationships with parents and hear about the experiences their children have had as students in Corvallis. DELTA parent representatives will provide a critical perspective and voice in our equity work. The DELTA group meets on a regular basis with district leadership. Goals will be to continually seek their advice and recommendations on ways to improve our district equity transformation activities.</p> <p><b>Spanish Speaking Advisory Group:</b> This group is comprised of Spanish speaking parents from our K-12 system. The purpose of the group is to build the leadership positionality of the parent leaders as advocates for their children and community. The group meets monthly and is facilitated by a district level representative.</p> <p><b>District Wide Recruitment of Culturally and Linguistically Diverse Parents:</b></p> <p><b>INTO-Corvallis School District Partnership:</b> This partnership has helped grow the number of culturally and linguistically diverse volunteers in our schools.</p> <p><b>School Based Leadership Opportunities</b></p> <ul style="list-style-type: none"> <li>• <i>Bilingual PTO/PTA:</i></li> <li>• <i>Garfield Spanish Speaking Parent Group:</i></li> <li>• <i>Juntos Parent/Family Involvement</i></li> <li>• <i>Intercambio Zumba</i></li> <li>• <i>Books and Breakfast</i></li> <li>• <i>Culturally Relevant Celebrations</i></li> </ul>



## **Section 9: Program Evaluation**

This section of the Local Plan is dedicated to the requirements of evaluating the program's effectiveness.

### **OCR Policy**

Districts are required to modify the programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipient cannot comply with this requirement without evaluating their programs.

Generally, districts measure "success" in terms of whether the program is achieving the particular goals the district has established for the program and its students. If the district has established no particular goals, the program is successful if its participants are achieving proficiency in English and are able to participate meaningfully in the district's program.

Source: [1991 OCR policy memorandum](#)

#### **Things to remember:**

##### **Key Elements**

- Does the evaluation focus on overall, as well as specific program goals?
- Do the goals address expected progress in English language development and subject matter instruction?

##### **Comprehensive Scope**

- Does the evaluation cover all elements of an EL program, including program implementation practices (such as identification of potential EL students, assessment of English language proficiency, serving all eligible students, providing appropriate resources consistent with program design and student needs, implements transition criteria, etc.), as well as student performance (such as progress in English language development and academic progress consistent with the district's own goals)?

##### **Information Collection Methods**

- Is the information collected on each EL program element assessed with reference to the specific requirements of the district's EL Plan? (For example, when looking at the process for identifying potential EL students, does the evaluation determine whether the district has followed the established plan for identifying potential EL students, referral for English language assessment, and criteria for transitioning and/or exiting from EL services?)
- Do information sources and methods for gathering information to evaluate whether the program is being implemented as planned include, among others, the following examples:
  - file and records reviews?
  - staff interview and surveys?
  - input from parents, student surveys, or focus group meetings?
  - grievances or complaints made to the district regarding program implementation or service delivery?

### Review of Results

- Does the evaluation process result in sufficient information to enable the district to determine whether the program is working, and to identify any program implementation or student outcome concerns that require improvement?
- Does the evaluation determine whether staff have followed applicable procedural and service requirements, including frequency, timeliness, and documentation?

### Plan for Modification/Improvement

- Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluations process? Does this process take into account information provided by stake-holders and persons responsible for implement recommended changes?

### Implementing Program Changes

- Are modifications scheduled to be promptly implemented?

### Ongoing Review

- Is the program evaluation ongoing and sufficiently frequent to allow the district to promptly identify and address concerns with the district's EL program?

### Alignment of Evaluation with Goals and Objectives:

- Does the information collected permit an assessment of performance in comparison to any specific goals or measures of progress that have been establish for the district's EL program, and whether EL students are meeting those goals?

**Note:** Section 9 is an evaluation of the district program; this section is not meant to restate the prior sections. For the questions around identification, placement, monitoring, exiting – having a EL student file review would provide beneficial information on how these policies are implemented. A teacher survey on instructional materials may provide the information necessary to determine if additional items are needed to implement the district plan effectively.

### Program implementation Evaluation

Information requested:	
Describe the district's program evaluation process of the implementation of district's EL Plan. <ul style="list-style-type: none"><li>○ Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the</li></ul>	CSD has several processes deigned for a continuous evaluation of its ELL program. The ELL coordinator along with the Teaching and Learning department, school and parent groups all have the opportunity to give input into the program to ensure continuous improvement. Feedback and evaluation groups include: <b>School Leadership Teams:</b> Each school holds regular leadership team meetings to review data and plan for continuous improvement. This group often has the Academic Language Specialist as part of the team whose primary focus is the needs of the emergent bilinguals.

information sources and methods for gathering information:

- Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).
- Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/complaints made to the district regarding district program implementation or service delivery.

**School Data Team Meetings:** Each school holds regular data team meetings to review data and plan for continuous improvement. This group has the Academic Language Specialist as part of the team whose primary focus is the needs of the emergent bilinguals.

**Teaching and Learning Department Team:** This group is made up of the ELL coordinator, K-12 coordinators, and special education coordinators. This group meets weekly to review procedures, communication to staff and makes any necessary adjustments.

**Parent Voice and Leadership:** Parent leaders are cultivated by the Corvallis School District and its school leaders. Each building has a site council and/or opportunities throughout the year for facilitated conversations around school improvement, supports for learners including emergent bilingual students.

**Spanish Speaking Advisory Group:** This group is comprised of Spanish speaking parents whose students are in the school district. The group meets monthly and is facilitated by the ELL Coordinator. Data is shared and procedural information regarding the ELD program is communicated. The meetings are solely held in Spanish.

**Timeline of Feedback and Evaluation:**

Event	Timeline/Frequency	Description	Persons responsible
School Site Visits	Quarterly	ELL coordinator, Teaching and Learning coordinator and building principals conduct classroom visits and walk-thrus to ensure that quality ELD instruction is being delivered.	ELL Coordinator, Teaching and Learning Coordinator, Principals
OLN Program Evaluation Rubric	Spring	The research-based rubric developed by Education Northwest to conduct a full program evaluation. The rubric is shared with all key stakeholders and	ELL Coordinator, ELD Staff, Teaching and Learning, Principals

			based on the information, action plans and program goals are created for the following year.	
	Teaching and Learning Needs Assessment and Goal Development	Fall and Spring	This leadership team meets annually to review district data including ELPA21 and summative data. Based on findings, the team discusses staffing, professional development and district and program goals.	ELL Coordinator Teaching and Learning, Executive Teacher
	School Site Evaluation	Annually	School Leadership teams review data and systems and create school improvement plans.	School based leadership team
	<p>The 2017-2019 needs assessment was based on the following data:            OLN Program Evaluation Rubric, data review, assessment data including SBAC, graduation rates, freshman on-track, ELPA21 data, STAR Reading and Math, Logramos and records review.</p>			
Include the evaluation of the district's identification process. <b>Did the district meet the timelines for each step of the district's identification process?</b>	<p><u>Review of Identification Process:</u>            With the onset of the ELPA21, there is increased collaboration between the state of Oregon, our local ESD and school districts. There are instances when there are students who register in our district already haven taken the initial assessment. We are able to distinguish between potential emergent bilingual who have never had ELD language testing and those who have been assessed. If students have been previously identified within a calendar year within the state of Oregon, the district will accept equivalent test results for the program placement.</p>			
Include the evaluation of the student initial identification assessment process.	<p>Screening occurs for all students who indicate a language other than English in the area of the Home Language Survey. Our district will be transitioning to the new Language Use Survey (LUS) Fall of 2018. Based on information from the LUS the</p>			

<p><b>Did the district administer the identification screener timely?</b></p>	<p>administered to determine eligibility for ELD services. During the 2018-2019 school year, CSD will be piloting the new ELPA21 Screening tool.</p> <p>At the local schools, the process begins with the office manager notifying our language testing coordinator. Starting in the 2018-2019 school year, all new emergent bilinguals will be tested at our Welcome Center. After the initial contact with the parent, the Language Specialist is notified of a potential emergent bilingual. The language testing coordinator documents every student who is screened and tested. The office manager gives a copy of the HLS or LUS to the Academic Language Specialist. Additionally, the testing coordinator gives a copy of the testing results to both the Language Specialist and school office manager. A copy of the screening results is kept in the student cumulative file. At the start of the school year, the coordinator and language testing coordinator check in on every school for accuracy and compliance.</p>
<p>Include the evaluation of placement in EL program services to all students with identified language needs.</p>	<p><u>Elementary:</u></p> <p>At the elementary level the placement of emergent bilinguals is clear. In schools using the push-in model there is an emphasis on supporting the emergent bilingual in accessing the core content in the classroom. In satellite locations, there are paraprofessionals and teachers who hold ESOL endorsements and additional sheltered instruction training. In schools with low numbers of emergent bilinguals, students are strategically placed in 'pathway classrooms.</p> <p><u>Secondary:</u></p> <p>All students who are given the initial screening assessment and qualify for ELD services are placed in ELD class period courses. In addition, a class placement assessment is given to each student to gather additional language information to ensure appropriate class placement.</p>
<p>Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service.</p>	<p>Throughout the school year, Academic Language Specialists are asked to communicate their needs for instructional materials (e.g. visuals, books, technology, licenses, apps, software and other web-based tools). Materials are purchased if they demonstrate that they enhance language instruction and accelerate students' language and content learning. CSD is a 1:1 district and makes every effort to ensure that students have access to grade and age appropriate software and apps.</p> <p>During the next adoption cycle, a committee of teachers will be gathered to review ELD materials recommended for adoption by the ODE. Important to our school district is not only the adoption materials but a larger conversation about how we can best provide instruction, tied to the ELP standards, that gives students access to core content.</p>
<p>Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program.</p>	<p>As the state provides clearer guidance of the new process and use the ELPA21 materials and decision rules, CSD will follow this process for reclassification. From the Oregon Department of Education: <i>Oregon plans to rely primarily on student performance on the state's adopted summative ELPA21 for English Learner (EL) exiting decisions.</i></p>

	<i>Most students that receive a proficiency determination based on their ELPA21 r will be exited from the EL program.</i>
Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program <b>for each year of monitoring.</b>	<p>In the spring of 2017, a group of teachers and the ELL coordinator gathered on multiple occasions to re-evaluate all ELL documents including the monitoring forms. The team updated the forms by making them more succinct and updating the content. The team needed to assess student progress additionally added space for staff to mark the monitoring noting monitoring for four-years.</p> <p>We were able to successfully streamline the forms as well as ensured that all forms were translated into multiple languages. We continue to streamline our second monitoring process so that the Academic Language Specialist and content teachers are able to communicate added supports and effective strategies corresponding to areas of need for students in the mainstream classrooms.</p>
Include the evaluation of EL parent participation in school/district decision making groups and the district's recruitment practices.	<p>CSD has bilingual family liaisons at 4 of 6 elementary schools, 1 of 2 middle schools and 1 of 2 high schools (this does not include the alternative high school). We also employ a Family Liaison coordinator who oversees the coordination and collaboration efforts of all the liaisons. One of the main objectives of the liaisons is to build a partnership network between the school and families. The family liaison coordinator meets monthly with all staff who support parents throughout our district.</p> <p>Bilingual liaisons, principals and Academic Language Specialists invite parents to provide input about school programming via parent meetings. Some of the events include:</p> <ul style="list-style-type: none"> <li>● Kindergarten Open House</li> <li>● Back-to-School events</li> <li>● Curriculum Nights</li> <li>● Bi-lingual PTO/PTA meetings</li> <li>● Spanish speaking parent meetings</li> <li>● Arabic parent focus group</li> <li>● On-going parent meetings at school sites</li> <li>● Principal Chats and coffees</li> </ul>

**Note:** Combining the following questions is allowable. The rate of ELs acquiring language is the length of time it takes students to progress to proficiency. The performance question looks at the acquisition process of the ELs in respect to the student's performance on Reading/Math assessments.

#### Student Performance Evaluation – English language

<b>Information requested:</b>	
Describe the district's rate of ELs acquiring English language skills. Is the	Currently in AMAO#1 the percentage of students on track to attain English language as measured by number and percent of students with individual growth percent equal to or greater than their individual growth target is at 47.2% for all emergent

pace consistent the with district’s EL program goals or expectations?

bilinguals. Our district goal states that by the spring of 2019, 55% of eligible emergent bilingual students who have been in the program less than five years meet their individual student growth target on ELPA21. We believe that the pa consistent with the district’s emergent bilingual goals and expectations. However we are taking steps to ensure that emergent bilinguals continue to grow in their language proficiency and overall school experience by:

- Access to career technical education (CTE) courses and electives
- Increased teacher professional development in sheltered instruction
- Communication with parents and families
- Increased student voice and participation
- Ongoing monitoring of instruction and formative data

Describe the district’s rate of language development progress compatible with the district’s objectives for academic (core content) progress.

Grade 3 ELA SBAC Performance (percent at level $\frac{3}{4}$ )	2014-2015	2015-2016	2016-2017
Emergent Bilinguals	8%	5%	13%
All Students	55	53	58
Grade 3 Math SBAC Performance (percent at level $\frac{3}{4}$ )	8	15	24
All Students	53	59	63
Grade 5 ELA SBAC Performance (percent at level $\frac{3}{4}$ )	12	5	16
All Students	63	64	59
Grade 5 Math SBAC Performance (percent at level $\frac{3}{4}$ )	5	8	12
All Students	55	55	45
Grade 8 ELA SBAC Performance (percent at level $\frac{3}{4}$ )	0	0	23
All Students	76	73	69
Grade 8 Math SBAC Performance	0	11	15

(percent at level  $\frac{3}{4}$ )

All Students

68

63

59

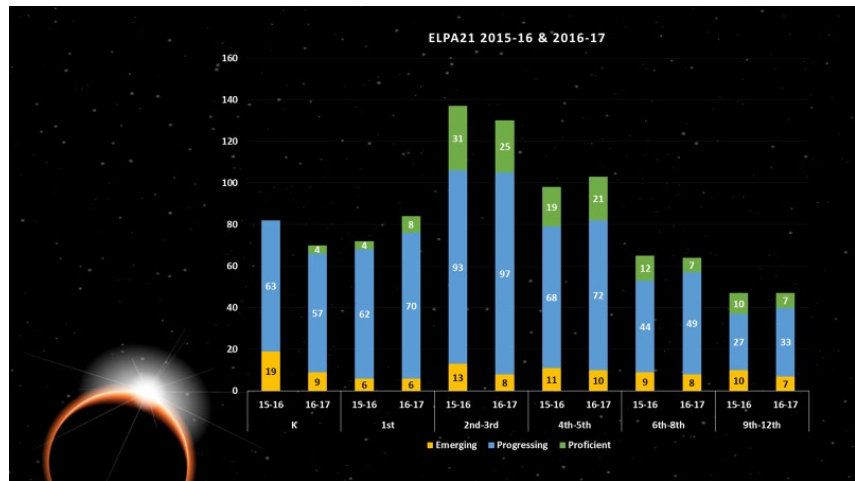


Chart reflects not only the grade-level distribution of EB students (generally high at 2nd-5th grade), but also a relatively common pattern of proficiency distribution from year to year (same grade, different students). What this chart does not illustrate is how students move from one proficiency level to the next.

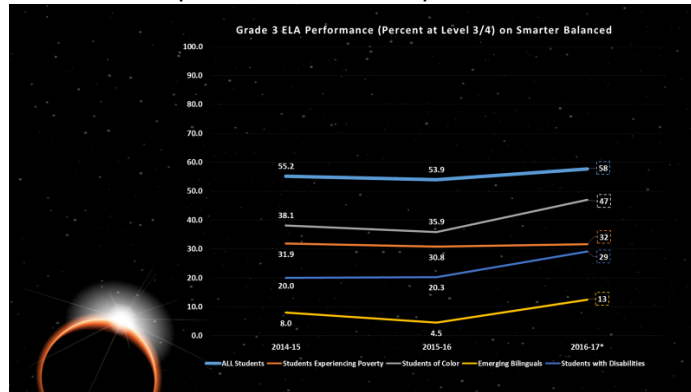
The previous ELPA test reported 5 levels of proficiency; the general goal was for students to progress to the next level each year, exiting out of the program within about 5 years. ELPA21, however, reports 3 levels of proficiency (Emerging, Progressing, Proficient), with the majority of EB students falling in the “Progressing” band. This change in the proficiency indicator should NOT be misconstrued as a change in expectations for the rate in which students move through and out of services. We would still consider a student to be “on track” if s/he moved from Emerging to Progressing within one year, and perhaps remain at the Progressing level for 2 or 3 years, before reaching a Proficient level. And while most students are exited (reclassified) when they reach the Proficient level, we use multiple data points before deciding whether the student is truly ready for “unsupported” grade-level content instruction.

526 students tested in 2015-16; 506 tested in 2016-17. (40+ students were exited after the 2015-16 test.) Of the 359 students who tested in both years, 64% who were at the Emerging level in 2015-16 moved onto the Progressing level in 2016-17. For students who had been at the Progressing level, 81% remained at that level while 17% achieved a Proficient level.

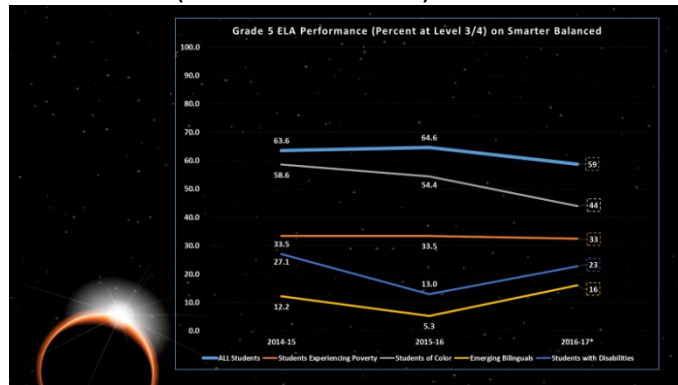
Describe how the ELs are performing in English language skills compared to the district’s goals and standards.

Over the last three years our emergent bilingual population has grown in the acquisition of language in both English language arts and math as measured by See question #87.

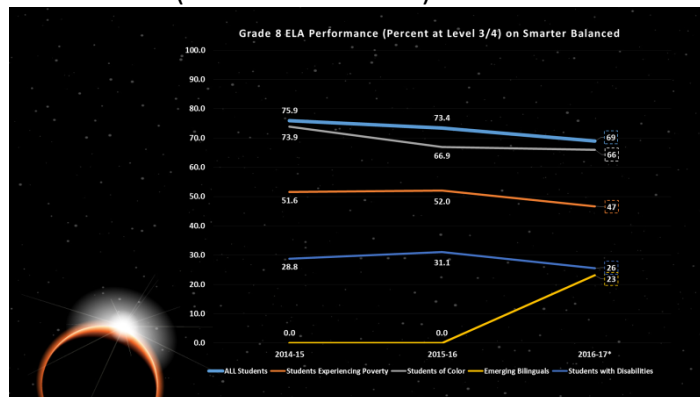
### Grade 3 ELA (Percent at Level $\frac{3}{4}$ ) on Smarter Balanced

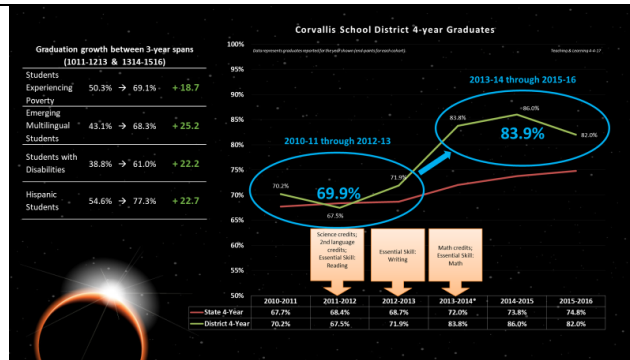


### Grade 5 ELA (Percent at Level $\frac{3}{4}$ ) on Smarter Balanced



### Grade 8 ELA (Percent at Level $\frac{3}{4}$ ) on Smarter Balanced





Comparison of 3-year spans (weighted average rates). Data represents graduation reported for the year shown (end-points for each cohort). 2013-14\* was the first year ODE started including modified diplomas in the 4-year cohort graduation rate. While the statewide counts for modified diplomas has continued to trend upwards, ours hit a “high” of 16 modified diplomas in 2013-14.

Describe how the district’s ELs are progressing in English language skills so they will be able to successfully handle regular coursework.

Over the last three years our emergent bilingual population has grown in the acquisition of language in both English language arts and math as measured by See question #87. CSD is cognizant that many of our emergent bilinguals are at level in their native tongue and need the scaffolds in English to access regular coursework. We continue to provide professional development for teachers (e.g. GLAD, SIOP, instructional strategies) so that teachers have the skill and competency to support the language growth of the emergent bilinguals in their classrooms. Additionally, we believe that building leadership is key to the success of emergent bilinguals. During monthly levels meetings, building principals collaborate on deepening their knowledge of compliance, student rights and best practices for supporting emergent bilinguals and their families.

Describe how the **monitored** ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.

(AMAO#3 data was not provided in ADI as of 12/28/17. Data below was derived by merging Student Performance in ADI with AMAO records. Results below for state assessments only; alternate (Extended) assessments noted below table.)

ELA	All Monitored ELs	Monitored ELSWD
Monitor Yr 1	6 of 31 19.4%	0 of 2 0.0%
Monitor Yr 2	13 of 44 29.5%	2 of 6 33.3%
Monitor Yr 3	15 of 31 48.4%	0 of 3 0.0%
Monitor Yr 4	18 of 36 50.0%	0 of 3 0.0%

One monitored ELSWD took and met the Alternate Achievement Standard for ELA

Above is AMAO3 data on monitored students’ performance on English language assessments. By the fourth-year half of monitored students are meeting or exceeding state benchmarks. An area of growth is for the ELSWD students. CSD is working closely with building principals and special education department on providing a comprehensive program that ensures students language skills are being addressed in an inclusive manner. The case manager, Academic Language Specialist and leadership team at each building collaborate on the specific needs of each ELSWD student including instructional and classroom level needs and accommodations.

	Twice per school year, the ESL Department asks schools to evaluate how Monitored students are progressing academically. Schools are asked to consider grades, attendance, behavior, and any academic interventions that are being implemented as a means for assessing Monitored students ability to handle regular coursework. If students are performing well academically, this can be indicated on our Monitored form. If students are not doing well academically, schools must indicate a possible reason as well as the intervention(s) in place to support the student. If these interventions have been in place for an extended period of time with no improvement for the student, then a reinstatement could be considered.
<b>Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.</b>	The majority of our former emergent bilinguals are at the high school level. A data sheet is kept identifying these students and is shared with high school counselors, language teachers and staff. Teachers provide sheltered instruction that ensures students access to content and coursework.

### Student Performance Evaluation – Academic Performance

Information requested:																
Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.	See question #88															
Describe how the <b>current</b> EL, <b>monitored</b> EL, and <b>former</b> EL students are doing, over time, as compared to the academic performance of all other students.	<p><b>AMAO#1</b> Percentage of students on track to attain English language as measured by number and percent of students with individual growth percentiles equal to or greater than their individual growth target.</p> <p>All ELs 199 of 422 47.2% ELSWD 14 of 82 17.1% ELs 5 or more years 34 of 94 36.2%</p> <p><b>AMAO#2:</b> AMAO 2: Percentage of students attaining academic English proficiency</p> <p>2A: All ELs (&lt; 5 years) 100 of 482 20.7% 2B: All ELs (≥ 5 years) 27 of 102 26.5% 2A: ELSWD (&lt; 5 years) 6 of 58 10.3% 2B: ELSWD (≥ 5 years) 3 of 41 7.3%</p> <table><thead><tr><th>ELA</th><th>All Monitored ELs</th><th>Monitored ELSWD</th></tr></thead><tbody><tr><td>Monitor Yr 1</td><td>6 of 31 19.4%</td><td>0 of 2 0.0%</td></tr><tr><td>Monitor Yr 2</td><td>13 of 44 29.5%</td><td>2 of 6 33.3%</td></tr><tr><td>Monitor Yr 3</td><td>15 of 31 48.4%</td><td>0 of 3 0.0%</td></tr><tr><td>Monitor Yr 4</td><td>18 of 36 50.0%</td><td>0 of 3 0.0%</td></tr></tbody></table>	ELA	All Monitored ELs	Monitored ELSWD	Monitor Yr 1	6 of 31 19.4%	0 of 2 0.0%	Monitor Yr 2	13 of 44 29.5%	2 of 6 33.3%	Monitor Yr 3	15 of 31 48.4%	0 of 3 0.0%	Monitor Yr 4	18 of 36 50.0%	0 of 3 0.0%
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Monitor Yr 4	18 of 36 50.0%	0 of 3 0.0%														

	One monitored ELSWD took and met the Alternate Achievement Standard for EL
Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.	<p>Consistent measure the district is using to assess the overall performance of emergent bilingual students in meeting the goals of the district include</p> <ul style="list-style-type: none"> <li>● Ongoing progress monitoring of academic growth in math and reading as measured by the STAR assessment.</li> <li>● Formative assessments developed by PLC and building teams</li> <li>● Qualitative data and in-class observations</li> <li>● Use of SWIFT tools such as the FIA- Fidelity Integrity Assessment</li> </ul>

### Program Improvement/Modifications

Information requested:	
List any identified concern(s) based on this evaluation.	As a district we will continue to address the needs of our ELSWD group of students; from initial identification practices to ongoing monitoring and support. We will be attending the EL Alliance pre-conference this spring where ODE and field experts will be discussing ELSWD considerations and best practice.
Describe how the district will address the concern(s).	<p>District achievement data and other indicators indicate the primary focus for our district should be to increase staff training in sheltered instruction techniques. Although we have trained many staff members over the years, consistent implementation will be the focus in future years. Activities to address more consistent implementation of sheltered instruction across the district include:</p> <ul style="list-style-type: none"> <li>● Recruit and train GLAD Trainer of Trainers</li> <li>● Recruit and train SIOP Trainer of Trainers</li> <li>● With the support of the ELL coordinator, Teaching and Learning Team and Human Resources and New Teacher Mentor, implement a professional development plan that includes three-year training plan for current and future teachers.</li> <li>● All ELL staff and administrators attend EL Alliance Conference in the Spring every year.</li> <li>● Dual Language program will continue to use the Center for Applied Linguistics (CAL) Guiding Principles Dual Language Program Rubric to monitor program implementation and improvement efforts.</li> <li>● Starting in the winter of 2017, CSD will be contracting with Rosa Molina, a leading researcher and consultant of Dual Language Education. With her support and guidance, we will work to continuously improve and grow our dual language program K-12 that serves a majority of our emergent bilingual students in our district.</li> <li>● In 2013 CSD began district level conversations and training around Equity. As of this past fall over 500 CSD staff members have been training in courageous conversations about race. Additionally, every building has an Equity Team whose specific purpose is to interrupt inequities for students and their families and promote access and voice.</li> </ul>

**Resources:**

Office of Civil Rights Guidance

<http://www2.ed.gov/about/offices/list/ocr/EL/index.html>

US Dept. of Education – Title III

<http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

Oregon Department of Education – Title III District ELD Plan web page

<http://www.ode.state.or.us/search/page/?id=2596>

Oregon Department of Education – Title III EL Program Guidance web page

<http://www.ode.state.or.us/search/page/?id=3763>

Oregon Department of Education – State Policy, Laws and Rules web page

<http://www.ode.state.or.us/search/results/?id=66>

## EL Plan Scoring Rubric

District #:

Reader:

### Section 1: District Demographics

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #		Yes	No	N/A
1	The size of the district, including number of schools.			
2	The enrollment of the district, please include the data date (i.e., spring membership).			
3	The district's ethnic diversity (could be percent or number).			
4	<b>The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).</b>			
5	The number and percentage of EL students enrolled in district (could include number per school).			
6	The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.			
7	The number of ELs enrolled in the Talented and Gifted program.			
8	A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, <b>Alternative Programs, Charter schools, CTE, etc.</b> (districts could choose buildings with specific programs for ELs - i.e., bilingual, two-way, etc.).			

<b>District progress for ELs</b> <b>(Districts can choose to put this information in a table)</b>				
9	<b>The number and percentage of ELs showing growth on ELPA21 from 2015-16 to 2016-17 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).</b>			
10	<b>The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD).</b>			
11	The number of students in monitoring year 1 status.			
12	The number of students in monitoring year 2 status.			
13	<b>The number of students in monitoring year 3 status.</b>			
14	<b>The number of students in monitoring year 4 status.</b>			
15	<b>The number of former ELs (not in current EL or monitoring status).</b>			
16	The number of students who have re-entered the ELD program after exiting for proficiency.			
17	<b>The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).</b>			
18	<b>The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).</b>			



19	<b>The number and percentage of the district ELs who have a waiver for ELD services.</b>			
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## Section 2: School District Information on Program Goals (OCR Step 1)

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #		3	2	1
20	Describe the district's educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. <b>This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.</b>			
21	Include the relevant research that supports the <b>each of the</b> district's educational approach(es) for educating ELs.(NOTE: only citation for research is needed)			
22	Describe the district's educational goal for English language proficiency. <b>Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).</b>			
23	Describe the district's educational goal for core content knowledge. <b>Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.</b>			
24	Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? <b>This could include district formative assessments.</b>			
25	Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? <b>This could include district progress monitoring assessments.</b>			
26	Describe the frequency the district will progress monitor the established goals.			
27	Describe how these goals compare to the district's educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district.			
28	Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.			

**Section 3: Identification of Potential English Learners (OCR steps 2 and 3)**

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #		3	2	1
29	Describe the district's procedure which includes a step to administer the Language Use Survey to all students. <b>Include the school year the district will begin using the state-approved Language Use Survey.</b>			
30	Describe the district's procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.			
31	Describe the district's procedure to include a process to identify Native American students who may be ELs.			
32	<b>Describe the district's procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).</b>			
33	Describe the district's plan using one of the State's approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. <b>Include the agreement to use the state approved fluency scores at each grade level.</b>			
34	Describe the district's plan for having students assessed by a trained assessor.			
35	Describe the district's plan to include the procedures for collecting the assessment data, <b>and</b> sharing the results with teachers.			
36	Describe the district's plan to include a description of where and how the assessment data will be stored.			
37	Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students			
38	Include the process for ensuring parent notification letters are provided in a language parents can understand.			
39	<b>Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.</b>			

**Section 4: Program of Service for English Learners (OCR Step 4)**

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #		3	2	1
40	Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. <b>Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).</b>			
41	Describe the methods and services the district will use to teach English language. <b>Break this out by each different English language program.</b>			

42	Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). <b>Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).</b>			
43	Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. <b>Include how the district will measure the effectiveness of this professional development.</b>			
44	Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. <b>Include how the district will measure the effectiveness of these services.</b>			
45	<b>Describe the district's plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.</b>			

#### Section 5: Staffing and Resources (OCR section 5)

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #		3	2	1
46	Describe the number and categories of instructional staff implementing the district's language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).			
47	Describe the qualifications used by the district to assign instructional staff to the district's language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon's OARs.			
48	Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.			
49	Describe the contingency plan for addressing staffing issues for the EL program ( <b>include all specialize programs supporting ELs</b> ) Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.			
50	Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.			

51	Describe the district's plan for regular and on-going review of district ELP materials and the timeline associated with the review. <b>Include all instructional materials for all programs supporting ELs.</b>			
52	Describe the district's contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.			

#### Section 6: Transition from English Language Development Program (OCR step 6)

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #		3	2	1
53	Describe the district's criteria used to determine that an EL is proficient. <b>Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.</b>			
54	<b>Describe the district's procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.</b>			
55	Describe the staff responsible and their role in the exiting process.			
56	Describe how and where the documentation of the district's exiting procedures will be maintained, <b>and</b> who is responsible for maintaining the documentation.			
57	<b>Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.</b>			
58	Describe the district's monitoring plan <b>for each of the four years a student is in monitored status</b> (who is responsible, what is the frequency, <b>is the frequency different depending on the student's academic progress or monitoring year</b> , what documentation is reviewed, how and where is the documentation collected and stored).			
59	Describe the district's procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program <b>for the monitored students in each of the four years.</b>			
60	Describe the district's plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. <b>This support addresses monitored student's academic needs, not to determine to re-enter the student in the EL program.</b>			
61	Describe the district's plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student's progress and opportunities for support through the ELD program.			

62	<b>Describe the district's communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.</b>			
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#### Section 7: Equal Access to Other School District Programs (OCR step 7)

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #		3	2	1
63	Describe the district's procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.			
64	Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.			
65	Describe the process for determining the best ELD educational program is selected for each ELSWD.			
66	<b>Describe the district's process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.</b>			
67	Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.			
68	Describe the district's plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.			
69	Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).			
70	<b>Describe the district's plan for EL graduation (4 year, 5 year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability)</b>			

#### Section 8: Parent and Community Involvement

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #		3	2	1
71	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).			
72	Describe the district's methods used to notify parents and students of available programs and services, <b>including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.</b>			

73	Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education?			
74	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?			
75	<b>Describe the district's procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.</b>			
76	<b>Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.</b>			
77	<b>Describe the district's procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.</b>			

## Section 9 : Program implementation Evaluation

Question #		3	2	1
78	Describe the district's program evaluation process of the implementation of district's EL Plan. <ul style="list-style-type: none"> <li>○ Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information: <ul style="list-style-type: none"> <li>▪ Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).</li> <li>▪ Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/complaints made to the district regarding district program implementation or service delivery.</li> </ul> </li> </ul>			
79	Include the evaluation of the district's identification process. <b>Did the district meet the timelines for each step of the district's identification process?</b>			
80	Include the evaluation of the student initial identification assessment process. <b>Did the district administer the identification screener timely?</b>			
81	Include the evaluation of placement in EL program services to all students with identified language needs.			

82	Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service.			
83	Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program.			
84	Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program <b>for each year of monitoring.</b>			
85	Include the evaluation of EL parent participation in school/district decision making groups and the district's recruitment practices.			

### Student Performance Evaluation – English Language

Question #		3	2	1
86	Describe the district's rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations?			
87	Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.			
88	Describe how the ELs are performing in English language skills compared to the district's goals and standards.			
89	Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework.			
90	Describe how the <b>monitored</b> ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.			
91	<b>Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.</b>			

### Student Performance Evaluation – Academic Performance

Question #		3	2	1
92	Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.			
93	Describe how the <b>current</b> EL, <b>monitored</b> EL, and <b>former</b> EL students are doing, over time, as compared to the academic performance of all other students.			
94	Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.			

### Program Improvement/Modifications

Question #		3	2	1
95	List any identified concern(s) based on this evaluation.			
96	Describe how the district will address the concern(s).			

## EL Plan Scoring Summary Page

**District:** \_\_\_\_\_

**Reader:** \_\_\_\_\_

Section	Possible Score	Score Received	Approval Status		
			Fully Approved	Approved with Recommendations	Not Approved
Signature Page Receive	(Y/N)				
Title III Assurances	(Y/N)				
EL Plan Participants List	(Y/N)				
Section1: District Demographics	Complete (Y/N)	Complete (Y/N)			
Section 2: School District Information on Program Goals	27		27-22	21-16	15-9
Section 3: Identification of Potential English Learners	33		33-26	25-18	17-11
Section 4: Program of Service for English Learners	18		18-15	14-10	9-6
Section 5: Staffing and Resources	21		21-17	16-12	11-7
Section 6: Transition from English Language Development Program	30		30-24	23-17	16-10
Section 7: Equal Access to Other School District Programs	24		24-20	19-13	12-8
Section 8: Parent and Community Involvement	21		21-17	16-12	11-7
Section 9: Program Evaluation	51		51-41	40-28	27-17

**Approval Status:** Districts must have a rating of Fully Approved or Fully Approved with Recommendations for Sections 2-9, **and** have a rating of Complete (Y) for Section 1 in order to have an approved local plan.

Recommendations (please include the question number pertaining to each recommendation):