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# English Language Development Plan



**2025-2026**

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### Section 1: District Demographics

#### 1. The size of the district, including number of schools.

Alsea School District 7J is comprised of:

1 K - 12 Charter School, with a K - 6 online school component

#### 2. The enrollment of the district, please include the data date (i.e., spring membership).

As of Fall 2025, enrollment is at 221.

#### 3. The district's ethnic diversity (could be percent or number).

Ethnicity/Race	Percentage
White	74%
Hispanic	14%
Multi-Racial	9%
American Indian /Alaska Native	<1%

Ethnicity/Race	Percentage
African-American	<1%
Asian	<1%
Pacific Islander	<1%

#### 4. The number of different languages represented in your EL population (a chart by language and number of speakers is recommended).

Language	# of Speakers in EL population
Spanish	5
Chinese	
Arabic	
Korean	
Japanese	
Tagalog	

Language	# of Speakers in EL population
Korean	
Russian	
Bambara	
Bulgarian	
Filipino	
Chuukese	1

Language	# of Speakers in EL population
Portuguese	
Thai	
Vietnamese	
Amharic	
French	
Panjabi	

**5. The number of EL students enrolled in district (could include number per school).**

School	# of ELs enrolled
Alsea Brick & Mortar	3
Learn at Home Oregon	2

**6. The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.**

Primary Disability	# of EL students
Specific Learning Disability	
Communication Disorder	
Autism Spectrum Disorder	
Hearing Impairment	
Orthopedic Impairment	

Primary Disability	# of EL students
Other Health Impairments	
504 Plan	
Mental Retardation	
Total ELSWD:	

**7. The number of ELs enrolled in the Talented and Gifted program.**

As of Spring 2023, there are no 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, Alternative Programs, Charter schools, CTE, etc. (districts could choose buildings with specific programs for ELs (i.e., bilingual, two-way, etc.).**

**Title I-A School-Wide Schools:**

- K - 12 Alsea Charter School

**9. The number and percentage of ELs showing growth on ELPA21 from 2022-23 to 2023-24 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).**

**Student Growth**

Group	# of Students	% of Students Demonstrating Growth
All EL Students	3	100%
EL Students with Disabilities (ESLWD)		
ELs Identified 5 Years or More		

**10. The number and percentage of ELs exiting as proficient in 2023-24 (disaggregate by all ELs, ELSWD).**

**Students Exiting as Proficient in 2023-24**

Group	# of Students	% of Students
All EL Students	1	20%
EL Students with Disabilities (ESLWD)		

**11. The number of students in monitoring year 1 status.**

**12. The number of students in monitoring year 2 status.**

**13. The number of students in monitoring year 3 status.**



The number and percentage of monitored ELSWD meeting/exceeding state assessments:

Monitor Year	Monitor Year 1				Monitor Year 2			
	ELA Meet/Exceed		Math Meet/Exceed		ELA Meet/Exceed		Math Meet/Exceed	
	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students
19-20								
20-21								
21-22								
22-23								
23-24								

Monitor Year	Monitor Year 3				Monitor Year 4			
	ELA Meet/Exceed		Math Meet/Exceed		ELA Meet/Exceed		Math Meet/Exceed	
	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students
19-20								
20-21								
21-22								
22-23								
23-24								

**18. The number and percentage of ELs who have not reached English proficiency having been identified for 5 or more years (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).**

**ELs Not Proficient After 5 or More Years:**

# of Years Identified	All ELs		ELSWD	
	Number of Students	Percentage of Students	Number of ELSWD	Percentage of ELSWD
5	0			
6	0			
7	0			
8	0			

9	0			
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**19. The number and percentage of the district ELs who have a waiver for ELD services.**

**EL students with a waiver/refusal for ELD services:**

- Number of students: 2
- Percentage of students: 33%

## Section 2: School District Information on Program Goals

### Office of Civil Rights – Step 1

Alsea School District 7J is dedicated to ensuring an equitable education for all its students. To realize the district’s mission statement, which emphasizes connecting every student to the community and empowering them to succeed, we offer English Language (ELD) students tailored programs that enable them to actively engage in standard classroom learning and have meaningful access to various educational opportunities.

**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. This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.**

Alsea SD prioritizes a multifaceted approach to serve English Learners. We employ an English Language Development (ELD) program that focuses on language acquisition through dedicated language instruction. Our ELD teacher meets weekly with identified students to ensure that students have the support needed to confidently access topics and lessons that are relevant to their classroom.

	School	Educational Approach for English Language Acquisition	Educational Approach for Core Content
Elementary	Alsea Brick & Mortar Learn at Home Oregon	ELD Pull-Out	Content taught using sheltered instruction strategies.
Middle	Alsea Brick & Mortar	ELD Pull-Out	Content taught using sheltered instruction strategies.
High	Alsea Brick & Mortar	ELD Pull-Out ELD Monitored in Class	Content taught using sheltered instruction practices.

#### **Description of ELD Programs:**

##### **ELD Pull-Out**

- ELP standards taught through direct instruction. Students are grouped according to grade and/or language proficiency level, whenever possible.

##### **ELD Monitored In-Class**

- ELP standards taught through direct instruction. Students are monitored by General Education Teachers and IAs.

#### **Description of Core Content Programs:**

Sheltered Instruction is an approach to teaching English language learners by integrating language and content instruction. The dual goals of sheltered instruction are: to provide access



to mainstream, grade-level content, and to promote the development of English language proficiency. Research by: Freeman, D., & Freeman, Y. (1988). *Sheltered English Instruction*

**Sheltered Instruction Models:**

- General education teachers use sheltered instructional strategies to scaffold language demands in core academic areas, making content comprehensible to EL students. Research by Echevarria, Short & Powers
- GLAD: Guided Language Acquisition Design methods are incorporated in the general education classroom as part of the sheltered instruction strategy. Research by Deussen, Roccograndi, Hanita, Autio & Rodriguez (2014)

**Immersion Model:**

- Students' day is divided 20/80 or 50/50 with language and content instruction taught in English and either Spanish, French, Japanese, or Chinese, respectively.

**Systematic ELD - Constructing Meaning:**

- Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:
  - understand the role language plays in content learning
  - decide what language knowledge students need to access content and express understanding
  - provide appropriate, explicit oral and written language instruction and practice
  - Constructing Meaning offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytic language necessary to meet the demands of the Common Core.
  - -E.L. Achieve - [www.elchieve.org](http://www.elchieve.org)

**21. Include the relevant research that supports each of the district's educational approach(es) for educating ELs. (NOTE: only citation for research is needed)**

In Alsea School District, the educational approaches for ELs are grounded in robust research supporting their effectiveness. **English Language Development (ELD):** Our ELD program aligns with research emphasizing the importance of targeted language instruction. Studies by Thomas & Collier (2002) and Cummins (1981) highlight the necessity of explicit language development strategies to enhance ELs' language proficiency and academic success.

**ELD Pull-Out and Class Period:**

Saunders, W., Goldenberg, C., and Marcelletti, D. (2013). *American Educator*.  
[https://www.aft.org/sites/default/files/periodicals/Saunders\\_Goldenberg\\_Marcelletti.pdf](https://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf)

**Guided Language Acquisition Design (GLAD):**

Deuseen, T., Roccograndi, A., Hanita, M., Autio, E., Rodriguez, C. (2014) *Presented at the Annual Meeting of the American Educational Research Association*  
<https://www.sree.org/conferences/2014s/program/downloads/abstracts/1166.pdf>

**Sheltered Instruction:**

Marcos, A. and Himmel, J. (2016) *Using Sheltered Instruction to Support English Learners*  
<http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf>

Echevarría, J., Vogt, M., Powers, K. *The International Journal of Learning*, volume 12, Issue 11, pp. 41-50 <http://ijb.cgpublisher.com/product/pub.30/prod.1562/index.html>

**Systematic ELD – Construction Meaning:**

E.L. Achieve - [www.elchieve.org](http://www.elchieve.org)

Constructing Meaning -

<http://www.elachieve.org/what-we-do/about-constructing-meaning.html>

**22. Describe the district’s educational goal for English language proficiency. Please ensure this is a SMART goal that 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).**

Alsea School District’s SMART goal for English language proficiency is to achieve measurable and targeted annual growth in language proficiency for each specific EL group: 1. **Elementary ELs:** Attain an average annual growth of one proficiency level on the ELPA language assessment.

2. **Secondary ELs:** Achieve an average annual growth of 1.5 proficiency levels on the ELPA language assessment. 3. **SIFE (Students with Interrupted Formal Education):** Demonstrate an average annual growth of two proficiency levels on the ELPA language assessment for SIFE students, recognizing their unique challenges and supporting accelerated language development.

**ELSWD (English Learners with Disabilities):** Ensure a minimum annual growth of one proficiency level on the ELPA language assessment for ELs with disabilities, accommodating their specific learning needs. **Recent Arrivers- Elementary and Secondary:** Recent elementary and secondary arrivers will aim for accelerated growth by achieving growth of one proficiency level on the ELPA language assessment within their first year of enrollment.

The goal emphasizes individualized and targeted language development strategies aligned with students’ unique needs, acknowledging the varying starting points and challenges within each EL subgroup. Tracking annual growth against these specific benchmarks enables us to tailor interventions and instructional approaches to foster continuous linguistic progress for all EL students.

**23. Describe the district’s educational goal for core content knowledge. Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.**

Alsea School District 7J's educational goal is to increase achievement for every student and close the achievement gap.

**Elementary:**

- Our goal is for all elementary ELs to increase their core content knowledge by one grade level, each academic year, as measured by formative, district and state assessments.

**Secondary:**

- Our goal is for all secondary ELs to increase their core content knowledge by one grade level, each academic year, to ensure they are on track for graduation and college/career paths, as measured by formative, district and state assessments.

**Elementary Level- Specific:**

- Ensure elementary ELs demonstrate measurable progress in core content knowledge. **Measurable Secondary Level- Specific:** Ensure secondary ELs exhibit measurable growth in core content knowledge across various subjects.  
**Measurable:** Achieve a minimum 75% mastery in core content areas (ELA, math, science, social studies) based on grade-level standards and assessments.  
**Achievable:** Implement differentiated instruction, content-based language strategies, and academic support to facilitate ELs' comprehension and application of core content. **Relevant:** Integrate language development into subject-specific instruction, emphasizing academic language and content vocabulary to enhance comprehension and expression. **Time-bound:** Regularly assess and monitor ELs' progress in core content knowledge through formative assessments, adjusting instructional strategies to meet their evolving needs. These goals emphasize not only language proficiency but also the acquisition and application of core content knowledge, ensuring that ELs at both elementary and secondary levels receive tailored support to excel academically across subject areas.

**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? This could include district formative assessments.**

To measure the effectiveness of our ELD program in building student English language proficiency, our district will employ several specific measures: **Language Proficiency Assessments:** We will utilize standardized assessments such as the ELPA to gauge ELs' language proficiency levels at the beginning and end of each academic year. **Formative Assessments:** Implementing ongoing formative assessments aligned with language development objectives will allow for continuous monitoring of ELs' progress. These assessments, integrated into daily instruction, provide real-time feedback to inform instructional adjustments. **EL Progress Portfolios:** Maintain individual portfolios showcasing language artifacts and assessments, demonstrating EL's language growth overtime. These portfolios will include writing samples, speaking assessments, and other language-based artifacts to track progress. **Teacher Observations and Feedback:** Regular observations and feedback from our ELD teacher will contribute to evaluating

effectiveness of instructional strategies. Insights from educators regarding student engagement, participation, and language acquisition will inform program adjustments.

**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? This could include district progress monitoring assessments.**

Alsea School District 7J's educational goal is to increase achievement for every student and close the achievement gap.

At the **elementary** level, core program effectiveness is measured through systematic progress monitoring of all students' academic achievement, as demonstrated through various assessments which may include:

- Formative assessments aligned to Common Core standards.
- District benchmark and/or progress monitoring assessments
- Mandated State Assessments

At the **secondary** level, core program effectiveness is measured through systematic progress monitoring of all students' academic achievement, as demonstrated through various assessments which may include:

- Formative assessments aligned to Common Core standards.
- District benchmark and/or progress monitoring assessments
- Mandated State Assessments

To measure the effectiveness of our program in achieving core content knowledge goals among ELs, our district will employ specific measures: **Subject-Specific Assessments:**

Utilize district-approved assessments aligned with grade-level standards in core content areas such as math, science, English language arts, and social studies. These assessments will gauge ELs' mastery of content knowledge throughout the academic year. **Formative Assessments:** Continue with regular formative assessments embedded within classroom instruction to monitor ELs' understanding of core content.

**Performance-Based Tasks and Projects:** Implement performance based assessments and projects that require ELs to apply their core content knowledge in real world scenarios. These tasks will showcase students' application and understanding of learned concepts.

**Teacher Observation and Rubrics:** Utilize teacher observations and rubrics to assess ELs' engagement, participation, and understanding of core content during classroom activities and discussions.

**End of Year Summative Assessments:** Ensure EL students are able to access summative assessments aligned with grade-level standards to measure ELs' overall achievement and growth in core content areas.

**26. Describe the frequency the district will progress monitor the established goals.**

Student growth toward goals is monitored three times a year: fall, winter and spring. Alsea School District 7J, recognizes the importance of consistent progress monitoring to ensure the effectiveness of our programs and the attainment of goals for ELs. The frequency of progress monitoring aligns with the dynamic nature of learning and the need for timely intervention. **Language Proficiency Goals (ELD Program):** Standardized language proficiency assessments will be administered at the start and end of each academic year to gauge overall growth in language proficiency. **Quarterly Formative Assessments:** Regular formative

assessments will occur quarterly to track ongoing progress and guide instructional adjustments. **Core Content Knowledge Goals:** Throughout the academic year, subject-specific assessments, formative assessments, and progress monitoring tools will be utilized to gauge ELs' understanding and growth in core content areas. **Ongoing Teacher Observations:** Teachers will continuously observe and assess ELs' progress in both language proficiency and core content knowledge during daily instruction, providing immediate feedback and adapting strategies as needed. **Annual Review and Analysis:** Annually, Alsea School District EL Coordinator and Teacher will conduct a comprehensive review and analysis of ELs' progress towards established goals, utilizing data from various assessments, teacher observations, and stakeholder feedback to inform program adjustments for the following academic year.

**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.**

The goals of Alsea School District 7J are to:

- Promote growth and success for every student
- Support families so all students are ready to learn
- Provide personalized learning opportunities for every student

Alsea School District 7J has the same goals and expectations for all students, including English learners. In Alsea School District, the educational goals for ELs are aligned with the broader educational goals for non-ELL students. However, there are nuanced differences to accommodate the unique needs and language acquisition requirements of each EL subgroup.

**Language Proficiency Goals:** For Non-ELs: Language proficiency may not be a primary focus as they already possess proficiency in the language of instruction. For ELs: Specific language proficiency goals are established to ensure accelerated language growth, ranging from general ELs to specialized groups like SIFE, ELSWD, and Recent Arrivers. These goals emphasize targeted language development alongside core content mastery. **Core Content Knowledge Goals:** For Non-ELs: Focus primarily on achieving grade-level proficiency and mastery in core content areas. For ELs: Similar content mastery goals exist but are scaffolded based on language proficiency levels and unique needs of EL subgroups. There's an emphasis on providing additional language support while ensuring academic achievement. **Progress Monitoring Frequency:** For Non-ELs: Progress monitoring might be consistent but may not be as frequent or specialized in language acquisition. For ELs: More frequent and targeted progress monitoring to track language growth in addition to core content mastery. Different EL subgroups are closely monitored based on their specific language acquisition needs. **Individualized Support:** For Non-ELs: Support may be more generalized without the specialized focus on language development. For ELs: Tailored instructional strategies, differentiated support, and interventions to address language barriers alongside content learning. While the overarching educational goals for both ELs and non-ELs often align in terms of content mastery and academic achievement, the goals for ELs are tailored to accommodate their diverse linguistic backgrounds, varying proficiency levels, and unique learning needs. This ensures that ELs receive targeted support for language acquisition alongside content learning to bridge the gap and achieve academic success.

**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.**

Alsea School District 7J will prepare ELs to meet the district goals for timely graduation and college/career readiness by:

- Educational Excellence with Equitable Access and Outcomes for Every Student
- Multiple Pathways to Student Success
- Communication and Connection with Community
- Diverse World-Class Workforce
- Stable, Sustainable Stewardship

The goals set for ELs in our district are intricately connected to the broader district goals for the overall educational program, graduation, and college/career readiness standards: **Alignment with District Goals:**

**1. Overall Educational Program:** The goals for ELs are designed to ensure that they receive the necessary language support and content mastery to seamlessly integrate into the district's overall educational program. By focusing on language proficiency alongside core content knowledge, ELs are equipped to engage more effectively with the curriculum and participate fully in the educational program.

**2. Graduation Readiness:** The goals set for ELs prepare them for successful progression through the educational system, ultimately leading to high school graduation. Language proficiency and content mastery goals ensure that ELs are on track to meet graduation requirements by acquiring necessary skills and knowledge across subject areas.

**College/Career Readiness Standards:** The goals for ELs are aimed at aligning their language proficiency and core content knowledge with college and career readiness standards. By emphasizing language development alongside academic achievement, ELs are better prepared to meet the language demands of higher education or career pathways.

**Preparation for Meeting District Goals:**

**1. Language Proficiency:** The emphasis on language development equips ELs with the necessary communication skills to engage in complex academic tasks, collaborate effectively, and comprehend and express ideas proficiently, aligning with the district's language standards.

**2. Core Content Mastery:** Attainment of core content knowledge ensures that ELs are prepared to meet the district's academic standards across subjects. Mastery of these content areas allows ELs to progress through grade levels and successfully participate in advanced coursework.

**3. Adaptability and Critical Thinking:** By addressing language barriers and providing support, ELs develop adaptability and critical thinking skills necessary for success in higher education and the workforce, aligning with the district's focus on 21st-century skills. The comprehensive approach to language development and academic achievement for ELs ensures they are equipped not only to meet the Alsea District's educational program goals but also to graduate on time and be well-prepared for the rigorous demands of college, careers, and life beyond academics.

**29. Describe the district’s procedure which includes a step to administer the Language Use Survey to all students. Include the school year the district will begin using the state-approved Language Use Survey.**

**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.**

**As stated in ESEA, the U.S. Department of Education defines the term “English learner,” as an individual who:**

- Who is aged 3 through 21;
- Who is enrolled or preparing to enroll in an elementary or secondary school;
- Who was not born in the United States or whose native language is a language other than English;
  - who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- Whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual –
  - the ability to meet the challenging State academic standards
  - the ability to successfully achieve in classrooms where the language of instruction is English; or
  - the opportunity to participate fully in society

Alsea School District 7J uses this definition to identify EL students in the district. Students are identified for the program within 30 days of the beginning of the school year or within 10 days of enrollment during the school year. The steps for identification are outlined in the flowchart and described below:

# ELD Student Identification Process





### **Initial Placement Process - LUS**

- Beginning in fall of 2018 Alsea School District 7J began using the new Language Use Survey (LUS), developed collaboratively with multiple districts, stakeholders, and ODE.
- The Language Use Survey is included in enrollment materials provided by the school registrar as part of the district's enrollment process. The LUS is available through TransACT, and will be provided in the family's native language whenever possible.
  - Timeline: Within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
  - Person Responsible: School registrar

### **LUS indicates Potential EL**

All Language Use Surveys with a language other than English, or indicate that the student is American Indian/Alaska Native, will be copied and given to the ELD teacher. The LUS is used to initiate the process for potential ELD eligibility.

### **A Potential EL is a student who upon enrollment has:**

- A disability or suspected disability, and
- A Language Use Survey (LUS) that would lead the district to administer the ELPA screener; but
- The ELPA screener is not accessible to the student with any of the accessibility supports or domain exemptions,
- The IEP team determines the student is a Potential EL,
- Potential EL is noted on the IEP.

The accessibility of the ELPA screener is reviewed regularly to determine if the assessment is accessible to the student; if so, the student is administered the ELPA screener.

- Timeline: Within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- Person Responsible: School registrar and ELD teacher/Coordinator

### **Potential EL Cum File Review**

Upon receiving the LUS, indicating the student as a potential EL, the ELD teacher/Coordinator will review the cum file to check for previous ELD screening and/or identification from the student's former district(s). If the former cum file is not available the ELD Coordinator will contact the previous district and/or ODE to gather ELD history.

- Timeline: Within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- Person Responsible: ELD teacher and/or ELD Coordinator

### **New to Oregon or US Schools**

Any students new to the US, new to Oregon, or who have not previously been assessed for ELD, will be given the ELPA21 screener to determine program eligibility.

- o Timeline: Immediately following file review, within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- o Person Responsible: ELD teacher and ELD Teacher/ Coordinator

### **Newly Qualified Students**

Upon completion of the ELPA21 screener:

- o Students who qualify will begin ELD services, and a parent notification letter will be sent home. The parent notification letter, indicating initial placement of ELD services, will be sent home in the parent’s home language, when available, and kept in the student’s permanent cum file.
- o Notification of the student’s EL status will be disseminated to district personnel including the: ELD office, building administrator, school staff, and classroom teacher(s). In addition, the ELL flag will be activated in Synergy.
  - Timeline: Immediately following receipt of the ELPA21 screener results
  - Person Responsible: ELD teacher/Coordinator

### **Initially Fluent Students**

Documentation of ELPA21 screener results for all students who are initially fluent, “Too High to Qualify,” for ELD services will be kept in the student’s permanent cum file. In addition, parent notification will be sent home in the parent’s home language, when available.

- o Timeline: Immediately following receipt of the ELPA21 screener results
- o Person Responsible: ELD teacher and ELD Coordinator

### **Continuing EL Students**

Any student served by the district's ELD Program during the previous school year, or enrolled with an active LEP flag from another Oregon district, will begin ELD services. A parent letter, indicating continuation of ELD services, will be sent home in the parent’s home language, when available, and kept in the student’s permanent cum file.

Notification of the student’s EL status will be disseminated to district personnel including the: ELD office, building administrator, school staff, and classroom teacher(s). In addition, the ELL flag will be activated in Synergy, the SIS system.

Students will continue to be served until they meet exit requirements.

- o Timeline: Immediately following file review, within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- o Person Responsible: ELD teacher and ELD Coordinator

### **Misidentified Students**

Schools, parents and students (age 18+) who believe a student may have been misidentified as an EL or non-EL may request that the ELL identification process be reviewed.

**This process may be utilized for students who:**

- o Have a language use survey with a language other than English or
- o Have a language use survey with English and are Native American/Alaska Native and:
- o Are ELs or Non-ELs

- Timeline: Parents, schools and adult students have 45 calendar days to submit a written request to review the results of the EL identification determination
- Person Responsible: A student's parent/guardian, teacher (if the teacher's request includes written consent from the parent or guardian), or a student of 18 years of age

**Review of written request**

- Timeline: Within 10 school days, unless the student has IEP/504 in which case the special education team must be consulted and review completed within 20 school days
- Person Responsible: ELD Coordinator, ELD teacher and special education team, if applicable
- Documents: will be kept in the student's permanent cum folder

**Process for reviewing initial identification:**

- o School receives letter requesting review
- o School contacts ELD teacher, who notifies the district ELD Coordinator
- o ELD Coordinator reviews all documents:
  - Language Use Survey
  - Cum folder
  - Initial identification assessment – if given
  - Student work-samples in English
  - Student work-samples in home language, if appropriate

**Students not on IEP/504 the ELD Coordinator will decide:**

Was the student a potential EL and given the screener appropriately?

- Yes, but the student was initially fluent
- If student work-samples and cum folder provide additional information that the student needs support in learning English then the student status is changed in Synergy and parents are notified.
- Yes, student is initially an EL
- If student work-samples and cum folder provide additional information that the student demonstrates English proficiency the student status is changed in Synergy to 3-H initially fluent.

If the student is a potential EL that was not given the EL screener, then the ELPA21 screener is administered and EL status follows screener results.

- Timeline: Within 10 school days from receipt of written request
- Person Responsible: ELD Coordinator, ELD teacher
- Documents: will be kept in the student's permanent cum folder

**Students with an IEP/504:**

- o ELD Coordinator and ELD Teacher consults with the special education team regarding whether the student has a disability or is suspected of having a disability that may impact his/her ability to read, write, speak or listen to English.
- o A records review of the same documents is conducted.
  - Timeline: Within 20 school days from receipt of written request
  - Person Responsible: The team of special education and EL staff decides how to proceed forward with the student
  - Documents: will be kept in the student's permanent cum folder

### **Monitoring**

- o Any student initially identified as an EL, but then determined to be fluent through final identification will be included in the district's monitoring process.

### **Follow-Up – Check In**

- Within 3-6 months following each initial-final identification process a review of the steps taken and the student's current academic/linguistic progress will be conducted.

### **Refusal of Services**

- Every effort is made to ensure that parents have the information they need to make a well-informed educational decision about the participation of their child in the district's ELD Program and other service options, which may be available.

### **Information is available for parents through**

- o A phone call or in-person meeting with the school's ELD teacher
- o Meeting with district's ELD Coordinator, teacher, and bilingual liaison if needed
- o Interpreter and district communication in parent's home language will be provided

### **Should parents decline ELD services for their child**

- o The ELD teacher notifies the ELD Coordinator of the parents' wishes
- o The ELD Coordinator asks the parents to fill out a "Refusal of English Language Development Services" form
- o Parents are informed that:
  - Their student will be given the ELPA21 each year, with scores sent home, until English proficiency is reached
  - ELD services may be resumed at any time, per parent request

### **Process**

- o **Timeline:** Immediately following receipt of the signed "Refusal of English Language Development Services" form
- o **Person Responsible:** Parent, ELD teacher and ELD Coordinator
- o **Documents:** will be kept in the student's permanent cum folder
- o **Monitoring:** The ELD teacher will keep the ELL files of students in monitoring status until the end of the 4-year monitoring period. ELL files for students whose parents have waived services or special education/ELL students who were

determined to require a suspension of ELD services will be kept with the ELD teacher for as long as the student remains at the school.

**31. Describe the district's procedure to include a process to identify Native American students who may be ELs.**

**Procedure for Identifying Native Students as Potential EL**

All Language Use Surveys indicating the student identifies with Tribal/Heritage/Native Language (i.e. languages spoken by AI/AN tribal citizens, Native Hawaiians, and citizens of U.S. Territories) are collected by the school registrar

A copy of the LUS is given to the ELD teacher who initiates the process for potential ELD eligibility

- o Timeline: Within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- o Person Responsible: School registrar and ELD teacher/ Coordinator
- o Documents: The LUS is stored in the student's permanent file

Note: As recommendations regarding this process are provided by ODE these procedures will be modified to reflect the most current guidance. The state-approved Language Use Survey includes specific questions for students and families to identify as both Native American and home use of another language which will help identify Native American EL students.

**32. Describe the district's procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).**

When screening a student with a disability for potential EL qualification, Alsea School District 7J will use the following procedure:

**Special Education and/or Family Service Plan**

- o Team convenes to determine potential supports the student may need to be able to successfully access the ELPA21 language screener. Team may include:
  - ELD teacher and/or ELD Coordinator
  - SPED teacher and/or administrator
  - Counselor
  - Occupational, Speech
  - Principal
  - Parent
- o Screener will be administered, within the required window, aligned with student's support needs
- o ELD teacher will follow protocol for student's placement in the ELD program, taking into account service delivery recommendations from the team
- o Notes regarding ELD program placement and ELPA21 assessment recommendations will be documented on the student's IEP

**Interpreters**

- o District staff use interpreters throughout the identification and eligibility process, as needed.

**Special Considerations**

- Students and families with special circumstances, such as: refugee, SIFE, Migrant or Recent Arriver status, will be supported throughout the identification process.

**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. Include the agreement to use the state approved fluency scores at each grade level.**

Starting Fall 2018, the district began using the ELPA21 screener and followed the identification process outlined in the Executive Numbered Memo 005-2017-18 Identification of ELs under ESEA. We agree to use the state approved fluency scores at each grade level once established.

**34. Describe the district’s plan for having students assessed by a trained assessor.**

All staff administering the ELPA21 screener will participate in ODE approved training and will have documentation on file. The training will be provided annually each fall or as needed.

**35. Describe the district’s plan to include the procedures for collecting the assessment data, and sharing the results with teachers.**

**Intake Assessment:**

**Once ELPA21 Screener scores are received the results are:**

- Reviewed by the ELD teacher and ELD Coordinator
- The ELD Coordinator will notify the school registrar and classroom teacher(s) of the results
- The ELD Coordinator will enter the screener results in Synergy.
  - LEP Start Date and program code(s) for eligible students will be entered in Synergy
  - Scores and codes for initially fluent students will be entered in Synergy
- A copy of ELPA21 screener results will be placed in the student’s permanent cum file

**ELPA21 Assessment:**

**Once ELPA21 assessment scores are received the results are:**

- Reviewed by the ELD teacher and ELD Coordinator
- In the spring, the ELD teacher will share the results with the student’s current teacher(s)
- In the fall, ELPA21 results and descriptors will be shared with student’s new teacher(s)
- School registrars will be notified by the ELD office and through Synergy of all students needing to be enrolled in an ELD program
- The ELD Coordinator and/or assistant will update ELD Program codes in Synergy
- A copy of ELPA21 results will be placed in the student’s permanent cum file

**36. Describe the district's plan to include a description of where and how the assessment data will be stored.**

The ELD teacher places copies of all ELPA21 screener and ELPA21 assessment scores in the student's permanent cum file.

**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.**

**Initial Placement Letter:**

**Timeline:** Within the established window of 30 or 14 calendar days, respectively, based on the date of enrollment.

**Person Responsible:** ELD teacher and ELD Coordinator

**Continuing Placement Letter:**

**Timeline:** Within 14 calendar days of documented ELD program eligibility (ELPA21 scores, or information from previous district).

**Person Responsible:** ELD teacher and ELD Coordinator

**Initially Fluent Letter:**

**Timeline:** Within the established window of 30 or 14 calendar days, respectively, based on the date of enrollment.

**Person Responsible:** ELD teacher

**38. Include the process for ensuring parent notification letters are provided in a language parents can understand.**

Alsea School District 7J use independent translators or TransACT to ensure parent notification letters are provided in a language parents can understand.

**39. Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.**

The following list of items will be maintained in the cum folder as outlined in OAR 116-400-0060-(10), (12), (26):

- Language Use Survey
- ELPA21 Screener results
- Initial EL Program Placement Letter, if applicable
- Initially fluent letter, if applicable
- Waiver/Refusal of Service letter signed by parent or guardian, if applicable
- ELPA/ELPA21 annual assessment results
- Exit as Proficient letter, when student has reached English proficiency
- Annual Monitoring documents, collected during the four years of monitoring status
- Re-entry into EL Program During Monitoring letter, if applicable

## Section 4: Program of Service for English Learners

### Office of Civil Rights – Step 4

**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. 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.).**

School	Grade Level	Person Responsible	Program Type	Frequency
Alsea Brick & Mortar Elementary Learn at Home Oregon	K-5	ESOL Endorsed Teacher	Pull-Out	20-25 minutes 2 times a week* <i>*Based on Language Proficiency Level</i>
Alsea Brick & Mortar Middle School	7-8	ESOL Endorsed Teacher	Pull-Out	20-25 minutes daily 2 times a week* <i>*Based on Language Proficiency Level</i>
Alsea Brick & Mortar High School	9-12	ESOL Endorsed Teacher	Pull-Out Monitored	20-25 minutes daily 2 times a week* <i>*Based on Language Proficiency Level</i>

#### ELD Service Delivery

- All ELD classes are taught by an ESOL endorsed teacher
- **All identified ELs participate in one of the following programs, including:**
  - Traditional ELs
  - Students with Interrupted Formal Education (SIFE)
  - English Learners with Disabilities (ELSWD)

#### **Program Delivery Models:**

- **K-5 Pull-Out:** Small group instruction is provided by grade and proficiency level, schedule permitting, in the ELD classroom
- **7-8 Middle School:** Students are grouped by grade and proficiency level, schedule permitting, during a regular class period.
- **9-12 High School:** Students are grouped by grade and proficiency level, schedule permitting, during a regular class period, 20-25 minutes, daily. Additional option based on proficiency level is: student is monitored by General Education Teachers in coordination with ELD Teacher.

**ELD students** in this program also receive targeted ELD instruction through either a Pull-Out or Push-In delivery mode



<b>Program of Language Instruction</b>	<b>How Services are Provided</b>	<b>Where Services are Provided</b>	<b>By Whom</b>
English Language Development (ELD) Program	Targeted language instruction focusing on language acquisition strategies and vocabulary development	In person and online for Learn at Home Oregon students.	EL Teacher (Sandra Pinion)
Sheltered Instruction	Content-based language instruction with scaffolding for ELs	In person and online for Learn at Home Oregon students.	EL Teacher (Sandra Pinion) Subject/Gen Ed. Teachers
Recent Arrivers Program (Elementary and Secondary)	Accelerated language support and acclimation to new educational environment	In person and online for Learn at Home Oregon students.	EL Teacher (Sandra Pinion)
ELSWD Program	Individualized language and content instruction for ELs with disabilities	In person and online for Learn at Home Oregon students.	EL Teacher (Sandra Pinion) and Special Education Teacher (Leslie Boser).

**41. Describe the methods and services the district will use to teach English language. Break this out by each different English language program.**

**Alsea School District 7J offers English Language Development through the following programs:**

- Pull-Out
- Push-In

Each of these programs incorporates methods that explicitly address the English Language Proficiency Standards by providing direct instruction in the areas of: reading, writing, listening and speaking. Content Area CCSS are integrated throughout instruction.

**Elementary Level ELD**

- Classes are taught by certified, endorsed ESOL teachers, trained in standards-based ELD instruction
- **ELD Classes:**
  - Are designed for targeted, differentiated, small-group instruction
  - Incorporate researched-based strategies for effective English language acquisition
  - Students are grouped by grade and proficiency levels, schedule permitting, to best meet the diverse needs of all learners

**Secondary Level ELD Classes**

- Classes are taught by certified, endorsed ESOL teachers, trained in standards-based ELD instruction
- **ELD Classes:**
  - Are designed for targeted and differentiated instruction
  - Incorporate researched-based strategies for effective English language acquisition, with a focus on academic and content vocabulary
  - Students are grouped by grade and proficiency levels to best meet the diverse needs of all learners

**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.). Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).**

English learners are not pulled from core content or special programs in order to receive ELD services. To ensure meaningful access to core instruction and special programs, the following measures are in place for every student qualifying for ELD (including: SIFE, Recent Arrivers and ELSWD):

**At the elementary level:**

- ELD instruction takes place during the designated intervention times, schedule permitting
- All elementary EL students participate in school wide music, PE, library and computer classes
- The ELD Coordinator works with the ELD teacher to ensure ELs are not missing core classes and can participate in special programs
- Building master schedules and ELD class schedules are shared with the ELD Coordinator and teacher

**At the secondary level:**

- The ELD Coordinator works with the ELD teachers to ensure ELs are not missing core content and can participate in special programs
- Building master schedules are shared with the ELD Coordinator and schedules are reviewed each new quarter at the secondary level by the ELD teacher and ELD Coordinator

**43. Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. Include how the district will measure the effectiveness of this professional development.**

**The following professional development opportunities are available to core content teachers:**

**Regional Trainings**

- **Effective Strategies for ELs and Struggling Readers**
  - Open to all Alsea School District 7J staff through Linn Benton Lincoln ESD
- **Linn Benton Lincoln Education Service District:**
  - Core content teachers are encouraged to attend the ongoing professional development opportunities through Linn Benton Lincoln ESD.

**District Trainings**

- **Supporting EL Learners in the Classroom**
  - Sandra Pinion will begin to hold SIOP training sessions during staff meetings and district professional development days.
  - Alsea SD staff will be using the SIOP Model Text.
  - Colorin Colorado provides on demand training, resources, and support to teachers.

**The district will measure the effectiveness of the professional development programs by:**

Regional, district and building trainings:

- o Following each training, participants are asked to complete a workshop evaluation, which includes an assessment of the usefulness of the training and elicits staff needs for future sessions
- o Depending on the nature of the training participants may:
  - Work in collaborative teams to apply new knowledge to future lessons
  - Demonstrate use of new skills through lesson planning, self-reflection, or observation by instructional coaches or administrators
  - Share techniques learned during the training with colleagues

**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. Include how the district will measure the effectiveness of these services.**

Alsea School District 7J uses the following standards and/or criteria to determine the amount and type of language development services that will be provided:

**Elementary:**

- **Criteria:** Program placement is based upon student's language proficiency level, as determined by the intake assessment and/or ELPA21 scores
- **Type of service:** ELD Pull-Out, ELD Push-In
- **Amount of service:** 20-25 minutes, 2 times a week
  - o Refer to table in question 40

**Measure of effectiveness:** Program effectiveness is measured by growth data collected from a variety of assessments, which may include: curriculum assessments, district benchmark and/or progress monitoring assessments, and state assessments (OSAS, I-Ready, ELPA21)

**Secondary:**

- Criteria:** Program placement is based upon student's language proficiency level, as determined by the intake assessment and/or ELPA21 scores
- Type of service:** ELD Pull-Out, ELD Push-In, ELD Monitor by General Education Teacher
- Amount of service:** 1 class periods, depending on program of service
- o Refer to table in question 40

**Measure of effectiveness:**

- o Program effectiveness is measured by growth data collected from a variety of assessments, which may include: curriculum assessments, district benchmark and/or progress monitoring assessments, and state assessments (OSAS, I-Ready, ELPA21).
- o Graduation rates of subgroups as compared to non-EL

**45. 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.**

Language and Content Needs by Subgroups					
		Language Needs	Content Needs	Teachers Responsible	Graduation Path
ELSWD Significant Cognitive, Emotional and/or Behavioral Disability	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD RTI SPED SLP	Targeted interventions to build pre-graduation skills. On track to graduate progress check at grade 3.
	Secondary	Content Area Class ELD Class ELD Newcomer Special Ed Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD SPED SLP	Progress monitored at grades 6 and 9 with supports increasing as needed, via online high school courses and credit recovery programs.
ELSWD Deaf and Hard of Hearing	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class D/HH	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD RTI SPED ASL Interpreter SLP	Targeted interventions to build pre-graduation skills. On track to graduate progress check at grade 3.
	Secondary	General Ed Class ELD Class ELD Newcomer Special Ed Class Speech Class D/HH		Gen Ed ELD SPED ASL Interpreter SLP	Progress monitored at grades 6 and 9 with supports increasing as needed, via online high school courses and credit recovery programs.
ELSWD Blind Visually Impaired	Elementary	Services are provided through the Oregon School for the Blind			
	Secondary	Services are provided through the Oregon School for the Blind			

ELSWD – Recent Arrivers/ SIFE	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class		Gen Ed ELD SPED Bilingual EA SLP	Targeted interventions to build pre-graduation skills. On track to graduate progress check at grade 3.
	Secondary	General Ed Class ELD Class Special Ed Class Speech Class		Gen Ed ELD SPED Bilingual EA SLP	Progress monitored at grades 6 and 9 with supports increasing as needed, via online high school courses and credit recovery programs.

### **Language Support for ELSWD**

- **General Education Class (Elementary):** Language objectives, visual supports for vocabulary, sentence frames, literacy
- **Content Classes (Secondary):** Language supports provided through sheltered instruction of core content areas.
- **Pull Out Model:** Direct instruction of ELP standards, utilizing research based instructional practices for language acquisition.
- **Reading Intervention:** Target instruction focusing on: phonemic awareness, phonics, vocabulary, comprehension and fluency strategies.
- **Special Education Class:** Direct instruction targeting language goals per IEP (if applicable).

### **Content Support for ELSWD**

- **General Education Class (Elementary):** Content objectives, visual aids to support content acquisition, sentence frames, content vocabulary word wall/anchor charts.
- **Content Classes (Secondary):** Core content provided through sheltered instruction.
- **ELD Class:** Content focused instruction of ELP standards, utilizing research based instructional practices for language acquisition
- **RTI:** Target instruction focusing on: phonemic awareness, phonics, vocabulary, comprehension and fluency strategies
- **Special Education Class:** Direct instruction targeting academic learning goals per IEP (if applicable)

## Section 5: Staffing and Resources

### Office of Civil Rights – Section 5

**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).**

**Alsea School District 7J's ELD Program currently employs:**

- 0.1 FTE ELD Coordinator
- 0.1 ELD Teacher

School	Program	Certified Staff	Classified Staff
Alsea School District K-6	K-6 Pull-Out	1 Teacher - 0.1 FTE	n/a
Learn at Home Oregon	K-5 Pull-Out	1 Teacher – 0.1 FTE	n/a
Alsea School District Secondary	Pull-Out	1 Teacher – 0.1 FTE	n/a

**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.**

Alsea School District 7J assigns instructional staff to the ELD program based on the following qualifications:

- **Certified Teacher/Coordinator**
  - ESOL Endorsed
  - Bilingual skills preferred
- **Educational Assistant**
  - Associate's degree or
  - Two years of college/university
- **ELD Program Assistant**
  - Bilingual skills preferred
  - An associate's degree or
  - Two years of college/ university

Instructional staff are chosen based on her or his strengths in the following areas which is based on OAR 584-420-0010 English Language Learner(ELL): Program Standards:

The ELL Knowledge, Skills, Abilities and Dispositions:

- Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

Candidates:

(A) Understand concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions;

(B) Are familiar with characteristics of students at different stages of second language acquisition and English Language Proficiency (ELP) levels;

(C) Recognize the role of first language (L1) in learning the second language (L2); and

(D) Are aware of personal, affective and social variables influencing second language acquisition.

- Culture: Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

Candidates:

(A) Understand the impact of culture on language learning;

(B) Recognize and combat deficit perspectives and views on second language learner students;

(C) Understand that learners' skills, knowledge and experiences should be used as resources for learning; and

(D) Understand how one's own culture impacts one's teaching practice.

-Planning, Implementing, and Managing Instruction: Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

Candidates:

(A) Are familiar with different ELL program models for language acquisition English Language Development (ELD) and content pedagogy (sheltered & bilingual models);

(B) Incorporate basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, and explicit vocabulary) appropriate to learners at different levels of English language proficiency within a gradual release of responsibility model;

(C) Are familiar with state-adopted English Language Proficiencies standards, and are able to develop lessons that include both content and language objectives related to those standards; and

(D) Incorporate primary language support within instruction.

-Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages.

Candidates:

(A) Understand the role of language in content assessments; and

(B) Implement multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.

-Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.

Candidates:

(A) Understand the importance of fostering family and school partnerships; and

(B) Understand the importance of collaborating and consulting with English Language Development Coordinator.



-Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity.

Candidates:

(A) Demonstrate knowledge of current technologies and application of technology with ELL students;

(B) Design, develop, and implement student learning activities that integrate information technology; and

(C) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

(Source: OAR 584-420-0010)

**48. Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.**

The district's Human Resource Department follows Oregon's Teachers Standards and Practices Commission's guidelines for hiring instructional staff assigned to the ELD program. Openings in ELD instructional staff will be available to candidates to apply based on the criteria stated in response #47.

**49. Describe the contingency plan for addressing staffing issues for the EL program (include all specialized programs supporting ELs). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.**

The contingency plan for addressing staffing issues for the EL program is to hire ESOL endorsed substitutes or retired ELD teachers, whenever possible.

- **Training**
  - The district's ELD Coordinator mentors the ELD teacher to ensure that they receive the necessary training and coaching
  - Temporary ELD staff will attend all professional development opportunities, including SIOP training
- **Recruitment**
  - Alsea School District 7J works closely with the local universities to recruit and hire qualified staff
  - Alsea School District 7J posts open positions on the district website
- **Schedule/Timeline**
  - Alsea School District 7J hires qualified staff to fill vacancies as soon as possible

**50. Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.**

Alsea School District 7J is in the process of adopting the use of I-Ready materials to support the needs of our identified students. The use of I-Ready will maximize student learning as they are

utilizing I-Ready within their general education classes. This will increase relevancy and reduce overwhelm as students are navigating many different educational platforms.

**Instructional Materials**

- I-Ready: K-5
- I-Ready: 6-8
- I-Ready: 9-12

**Supplementary Materials**

- Rosetta Stone
- IXL

**Instructional Supplies**

- Chromebooks
- Doc Cams
- SmartBoards

**51. Describe the district’s plan for regular and on-going review of district ELP materials and the timeline associated with the review. Include all instructional materials for all programs supporting ELs.**

In the Fall, the Principals, Superintendent, ELD Coordinator, ELD teacher will meet to review the district ELD plan and determine how best to support the ELD program. Additionally, all materials and resources (curriculum, staffing, etc.) and will determine if additional materials or training is needed to implement the program.

In the spring, the ELD teacher and Coordinator review instructional materials and identify resources needed for the following school year. The ELD Coordinator will work with the district to renew ELD instructional materials per the adoption schedule set by the ODE.

**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.**

Alsea School District 7J’s core ELP instructional materials will be fully implemented in ELD classrooms the 2023-2024 school year.

If core ELD instructional materials, resources, and supplies necessary to implement the program are not available, the district will immediately reach out to the local ESD for support and materials. If a long waiting period for additional materials occurs, the district will contact the publishers of the materials and request permission to produce minimal replications needed until materials arrive.

## ***Section 6: Transition from English Language Development Program Office of Civil Rights – Step 6***

**53. Describe the district’s criteria used to determine that an EL is proficient. Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.**

All English Learners, including ELSWD, SIFE and recently arrived students, who demonstrate English proficiency through ELPA21 by scoring 4s or 5s in all domains will be exited from ELD services.

**54. 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.**

Alsea School District 7J uses the following alternative criteria to determine language proficiency for ELs who did not score Proficient on ELPA21, or who do not have an ELPA21 score:

### **Promoting with Evidence:**

**Criteria:** Any EL student, including ELSWD, SIFE and recently arrived, who scores 4 or 5 in three of the ELPA21 domains: reading, writing, listening and speaking.

### **Team:**

- ELD Coordinator
- ELD teacher
- General/content teacher(s)
- Building administrator
- Parent/guardian (interpreter provided if needed)
- Other team members if applicable:
  - Special education staff
  - RTI teacher
  - Counselor
  - Additional school staff

**Evidence:** An ELD Exit portfolio may include:

- Length and time student has been in an ELD program
- Documentation of any interventions student has received, including feedback from intervention specialist(s)
- Special Education IEP goals
- District and state assessment data
- Classroom work samples & assessments
- Rubrics and checklists that emphasize linguistic abilities
- Classroom/content area teacher observation form

- Anecdotal records
- Parent Input

**Process:**

- The ELD teacher compiles documentation of evidence supporting the referral for promoting with evidence
- ELD teacher and/or ELD Coordinator will review and compose a written summary of findings
- The school team convenes to make a determination about the potential early promotion recommendation:
  - Team **supports** decision to promote with evidence:
    - Promotion Form is signed by team members
    - Students who are promoted during the school year take ELPA21 during the testing window
    - All promoted students are coded 1C – Exited on the LEP Report by the ELD assistant
    - The ELD teacher places a copy of the parent notification letter in the student’s ELD cum file
    - The ELD exit portfolio cover pages are stored in the student’s permanent cum file and a copy is kept in the District Office
  - Team **denies** request for promoting with evidence:
    - Student continues in ELD program
    - Reasons for denial of early promotion are documented, signed by the team and stored in student’s permanent cum file

**55. Describe the staff responsible and their role in the exiting process.**

**Staff responsible and their role in the exiting process:**

	Exit via ELPA21	Exit via Promoting with Evidence
ELD Coordinator	<ul style="list-style-type: none"> <li>● Ensures fidelity of the process for exiting with ELPA21 Proficiency.</li> <li>● Answers questions from parents and school staff, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures fidelity of the process for Promoting with Evidence</li> <li>● Reviews portfolio</li> <li>● Participates in team meeting</li> <li>● Ensures all documentation is collected and stored</li> </ul>
ELD Teacher	<ul style="list-style-type: none"> <li>● Notification of ELPA21 proficiency sent home to families in English and home language</li> <li>● Informs school staff of student’s ELPA21 Proficiency</li> <li>● Answers questions from parents and school staff, if needed</li> </ul>	<ul style="list-style-type: none"> <li>● Initiates process for Promoting with Evidence</li> <li>● Notifies parent(s) that process for Promoting with Evidence has been initiated</li> <li>● Gathers evidence for portfolio</li> <li>● Schedules team meeting and invites all participants</li> <li>● Participates in team meeting</li> </ul>

		<ul style="list-style-type: none"> <li>• Notifies parent(s) of decision to Promote with Evidence, if parent is not present during team meeting</li> <li>• Stores documents in student's permanent file</li> </ul>
ELD Teacher	<ul style="list-style-type: none"> <li>• Enters LEP Exit Date and codes current year as exit year</li> </ul>	<ul style="list-style-type: none"> <li>• Enters LEP exit date and codes current year as exit year</li> </ul>
General Ed Teacher(s)	<ul style="list-style-type: none"> <li>• Acknowledges student's ELPA21 proficiency</li> <li>• Contacts ELD Coordinator or ELD teacher with questions or concerns, if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with gathering evidence for portfolio</li> <li>• Participates in team meeting</li> <li>• Acknowledges student's exiting ELD via Promotion with Evidence</li> <li>• Contacts ELD Coordinator or ELD teacher with questions or concerns, if needed</li> </ul>
Building administrator		
Special education staff		
Parent/guardian (interpreter provided if needed)	<ul style="list-style-type: none"> <li>• Receives notification of their child's ELPA21 proficiency</li> <li>• Contacts ELD Coordinator or ELD teacher with questions or concerns, if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in team meeting</li> <li>• Receives notification of their child's exiting ELD via Promotion with Evidence</li> <li>• Contacts ELD Coordinator or ELD teacher with questions or concerns, if needed</li> </ul>

**56. Describe how and where the documentation of the district's exiting procedures will be maintained, and who is responsible for maintaining the documentation.**

Copies of exiting documents are placed in the student's permanent cum file by the ELD teacher.

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

Parents participate in exiting decisions as follows:

**Exit via ELPA21**

- Receives notification of child's English proficiency
- May contact ELD Coordinator or ELD teacher with any questions or concerns

**Exit via Promotion with Evidence**

- Receives notification that process for Promoting with Evidence has been initiated
- Provides input that is included in portfolio of evidence
- Attends team meeting and participates in decision making process
- Receives notification of child's English proficiency or continued placement in ELD program
- May contact ELD Coordinator or ELD teacher with any questions or concern

**58. 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).

**Alsea School District 7J will adhere to the following monitoring procedures:**

Each fall the ELD teacher and Coordinator will review the list of all students on monitoring status at their building. They will disseminate this information to building administrators and staff, as appropriate. In addition, monitored students are flagged in Synergy, indicating their monitoring year status. Parents will be notified annually of any concerns identified during the monitoring process. If, at any time during the four-year monitoring period, teacher recommendations, parent requests, test scores, or student performance indicate a need, a student can be re-entered into the ELD Program. A team of classroom teachers, parents, and ELD Program staff will meet to decide if re-admittance is appropriate, using linguistic samples, rubrics, or checklists. As part of our RTI program, all students are regularly assessed on reading performance. Monitored students scoring low receive additional support through reading intervention groups. If they do not show adequate improvement, staff will consider re-admitting them into the ELL program.

**Elementary:**

**Monitor Year 1 & Monitor Year 2**

- Twice a year, following fall and winter benchmark testing, classroom teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
  - ELD teacher will send survey
  - Classroom teachers will provide feedback
  - ELD teacher and/or ELD Coordinator will review surveys
    - If data indicates academic concern, either the ELD teacher and/or ELD Coordinator will notify the school support team
  - Survey will be stored in student's permanent cum file by ELD team

**Monitor Year 3 & Monitor Year 4**

- Once a year, following fall benchmark testing, classroom teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
  - ELD teacher will send survey
  - Classroom teachers will provide feedback
  - ELD teacher and/or ELD Coordinator will review survey
    - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD Coordinator
  - Survey will be stored in student's permanent cum file by ELD team

**Secondary:**

**Monitor Year 1 & Monitor Year 2**

- Twice a year, October and March, content teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
  - ELD teacher will send survey
  - Content teachers will provide feedback
  - ELD teacher and/or ELD Coordinator will review survey
    - Surveys indicating academic concern will be flagged for further review in conjunction with midterm grades
  - Survey will be stored in student's permanent cum file by ELD team
- Twice a year, November and March, progress and attendance reports will be reviewed by ELD Coordinator
  - Grade and attendance reports will be reviewed in conjunction with feedback from content teacher surveys
    - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD Coordinator

**Monitor Year 3 & Monitor Year 4**

- Once a year, in October, content teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress
  - ELD teacher will send survey
  - Content teachers will provide feedback
  - ELD teacher and/or ELD Coordinator will review survey
    - Surveys indicating academic concern will be flagged for further review in conjunction with midterm grades
  - Survey will be stored in student's permanent cum file by ELD team
- Once a year, in November, progress and attendance reports will be reviewed by ELD Coordinator
  - Grade and attendance reports will be reviewed in conjunction with feedback from content teacher surveys
    - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD Coordinator

**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 for the monitored students in each of the four years.**

Monitored students with academic concerns will be brought to the school support team. The school support team will analyze data according to the Instructional Intervention Progress Monitoring process to determine if a student's lack of success is due to language or content needs.

**60. Describe the district's plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. This support addresses monitored student's academic needs, not to determine to re-enter the student in the EL program.**

Monitored students who are not succeeding in core instruction will be brought to the school support team. The school support team will analyze data and appropriate interventions will be initiated.

**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.**

In the fall, parents of English learners with a waiver on file receive a letter from the ELD program stating that their student continues to qualify for ELD support and may return to the program at any time. English learners with a waiver for service will be included in the district's four-year monitoring process. Waived students participate in all building, district and state assessments, including ELPA21. Parents receive progress reports and state assessment results throughout the year.

**62. 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.**

During the four years of monitoring status, parents receive a letter from the ELD program stating that their student will continue to receive monitoring services. After four years, parents are notified that their student has successfully completed the monitoring process.

If a former EL student who has completed monitoring does not improve with RTI interventions used to support struggling students, the ELPA21 Screener will be administered. A team will then convene to determine if re-entry into the ELD Program is appropriate.

The team will:

- Review data detailing the student's academic progress, including performance assessments, rubrics or checklists from core content classes, and portfolio assessments based on current research and best practices.



- Notify parents in writing and hold a conference to inform them of the recommendation for re-entry into the ELD Program, explaining the supporting evidence.
- Consider parent input before making a final decision.
- Keep a copy of the written notice in the student's cumulative file.

## Section 7: Equal Access to Other School District Programs

### *Office of Civil Rights – Step 7*

**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.**

Alsea School District 7J will follow a Response to Intervention process for identifying ELs who may have additional academic needs. The following is the process for identifying ELs.

**Step 1 - Review all current student data and performance.**

School data team meets quarterly to review student progress and determine next steps

**Assessments:** formative classroom, curricular, district progress monitoring and benchmark, state testing results, EL screener, and ELPA history

**Timeline:** throughout the year, school data teams meet to review student progress quarterly.

**Person(s) Responsible:** Process may be initiated by any of the following: ELD teacher/Coordinator, classroom teacher, parent or administrator

**Step 2 – Administer Diagnostic Assessment.**

Schools will gather additional data on Strategic/Intensive students. The following information will be gathered to determine if the EL student is in need of intervention

**Assessments:**

- o Work samples
- o Classroom Functioning and Academic Skills Checklist
- o Diagnostic Assessments
- o Behavioral data and attendance
- o Standardized test scores

**Timeline:** Gather information within 6 weeks of being initiated

**Person(s) Responsible:** ELD teacher/Coordinator acts as case manager and gathers information from classroom teacher, and parent(s)

**Process Step 3 - Review Progress Monitoring data, Group Interventions:**

School-based Student Success teams convene monthly to evaluate the progress of the students participating in group interventions

**Assessments:** Formative, curricular, and district progress monitoring

**Timeline:** Process monitoring takes place every two weeks

**Person(s) Responsible:** ELD teacher/Coordinator acts as case manager and reviews data from classroom teacher.

**Process Step 4 - Individualized Intervention**

If the EL student has not made sufficient progress after receiving 3 blocks of targeted intervention, the student will move to the Individual Student Supports Process

**Assessments/Documentation:**

- ELD Educational Developmental History Parts I & II
- Summary of Important Factors for EL students

**Timeline:** 4-6 weeks following Step 3

**Person(s) Responsible:** ELD teacher/Coordinator acts as case manager, in coordination with team members, which may include: classroom teacher(s), administrator, counselor, special education teacher, speech language pathologist

**Decision - Special Education Determination**

Depending upon the student's response to intervention the special education evaluation process may be initiated

An individual education plan is created for ELSWD, based assessment data.

**Timeline:** follows Special Education timeline protocols

**Person(s) Responsible:** Role of case manager transitions from ELD teacher/Coordinator to a member of the special education team

**64. Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.**

The ELD teacher/Coordinator actively participates in all stages of the pre-referral and IEP process.

**65. Describe the process for determining the best ELD educational program is selected for each ELSWD.**

The team uses the least restrictive environment guidelines when placing students in educational programs, which includes having ELSWD fully participate in the school's ELD educational program, whenever possible.

**66. 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.**

Alsea School District 7J uses independent translators or TransACT to ensure parent correspondences regarding the IEP process are provided in a language parents can understand, whenever possible.

**67. Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.**

We follow the districts procedure for identifying Talented and Gifted students:

**Steps:**

- Referral is initiated

- o Data is collected and reviewed, TAG Services are provided for:
  - o Student’s scoring at the 97% percentile on one or more of the following:
    - Standardized test of intelligence
    - Statewide assessment of math and/or English language arts
    - District benchmark data

**Assessment:** An important goal of the district is to ensure that students who are culturally and linguistically diverse are considered for potential TAG services. EL students are included in the district general screening and referral process, and are administered a standardized assessment which is free from language and cultural biases.

**Timeline:** Formal assessments for TAG identification are administered twice a year  
**Person(s) Responsible:** Students may be referred by the classroom teacher(s), ELD teacher, administrator, or parent

**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.**

ELD services take place outside of core content instruction; ensuring English learners have equal access to all core instructional programs.

**69. Describe the district’s procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).**

ELs have equal access to all RTI services, as outlined in the district’s identification process.

**70. 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)**

The vision of Alsea School District 7J is that every student is connected to the community and empowered to succeed. The district is committed to timely graduation for all students, including ELs, SIFE, Recently Arrived and ELSWD, by:

- Closely monitoring the On-Track-to-Graduate data of all 9<sup>th</sup> graders
- Providing high school students with a full class schedule
- Expanding opportunities for students to stay on track for graduation, including:
  - Timely opportunities to repeat failed classes
  - Remediation and intervention supports
  - Access to: credit recovery programs, online classes and/or night school
  - Alternative high school pathways

Strengthening opportunities for students to earn a diploma beyond 4 years.

Providing bilingual students with opportunities to take Biliteracy Seal qualifying assessments

Investing in quality teaching and professional development opportunities for K-12 educators



## Section 8: Parent and Community Involvement

**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).**

Initial and continuing program placement letters are disseminated to parents by the ELD teacher within the established window of 30 or 14 calendar days, respectively.

**72. Describe the district's methods used to notify parents and students of available programs and services, including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.**

Alsea School District 7J will notify parents and students of available programs and services in their language of origin, whenever possible. Information will be broadcast across multiple venues, which may include:

- **Building Communications**
- Flyers sent home with students
- Bulletin boards
- Marquis
- PTO announcements and information sessions
- Building eNewsletters
- School website
- **District Communications**
- District website
- Auto-dialer messages
- Social media
- Mailers
- **Local Media**
- Television
- Newspaper
- Radio

**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?**

The district will provide translation for all standard documents, (i.e. progress reports, handbooks, permissions slips, etc.) by the use of independent translators or TransACT. The district makes every effort to provide district and building messaging in a language parents can understand. All translation/interpretation requests come through the district's Translation/Interpretation Specialist. For languages where interpretation is not available locally, the Language Link telephone system is utilized.

**74. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?**

N/A

**75. 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.**

Alsea School District 7J communicates annually with the local private schools to determine services. This communication comes from the Office of the Assistant Superintendent. The private school will contact 7J with any new Recent Arrivers that require the English language screener.

At this time, there are no identified private schools in proximity to Alsea School District.

**76. Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.**

Alsea School District 7J shares the ODE EL Legislative Report with parents, school board, community, and staff members. The report is read by the ELD Coordinator and shared with the Title III Director. The director distributes the report to the superintendent and school board. Meanwhile, the ELD teacher and Coordinator will disseminate the report to ELD staff and parents annually. Information is also posted on the district website.

**77. 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.**

The district will actively recruit parents of ELs to participate in school leadership roles by extending invitations to parents through a variety of media, in their language of origin, whenever possible.

## Section 9: Program implementation Evaluation

**78. Describe the district's program evaluation process of the implementation of the district's EL Plan.**

**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:**

**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.**

Alsea District 7J will follow the EL Plan with fidelity. The comprehensive assessment of the EL Program confirms that the EL Plan is actively underway, supported by various indicators such as file and record examinations, input from staff and parents, and a dedicated approach to addressing grievances and complaints with documented evidence on record.

**79. Include the evaluation of the district's identification process. Did the district meet the timelines for each step of the district's identification process?**

Alsea School District 7J has followed and met the timelines for each step of the district's identification process.

**80. Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener timely?**

Alsea School District 7J will administer the EL identification screeners within the allowable time frame.

**81. Include the evaluation of placement in EL program services to all students with identified language needs.**

Alsea School District 7J has accurately placed all students who qualify for ELD services into the appropriate programs.

**82. Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service.**



Alsea School District has adequately staffed the ELD program with certified and classified employees who meet the state qualifications. The ELD instructional materials are consistent with the program goals.

**83. Include the evaluation of the district’s exiting/reclassification process for students transitioning from the EL program.**

Alsea School District 7J will accurately follow the process for exiting/reclassifying EL students who demonstrate English language proficiency.

**84. Include the evaluation of the district’s monitoring practices for students who have transitioned from the EL program for each year of monitoring.**

Alsea School District 7J will accurately follow the monitoring process for EL students who transitioned from the EL program.

**85. Include the evaluation of EL parent participation in school/district decision making groups and the district’s recruitment practices.**

Alsea School District 7J will have an established process for involving parents of EL students in school and district decision-making and recruitment work groups. Communication and collaboration with parents is a key component of the process.

**Student Performance Evaluation – English Language**

**86. Describe the district’s rate of ELs acquiring English language skills. Is the pace consistent with the district’s EL program goals or expectations?**

	2020-21	2021-22	Growth 2022-23	District Goal for 2023-24
AMAO 1: <i>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.</i>				
AMAO 2A: <i>Percentage of students exiting as proficient with fewer than 5 years identified as English learner</i>				
AMAO 2B: <i>Percentage of students exiting as proficient with 5 or more years identified as an English learner.</i>				

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

**91. Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.**

87. The district's rate of language development progress is aligned with its objectives for academic core content progress. EL students are advancing in language proficiency at a pace that supports their success in core content areas. This synchronized progress ensures that language development is integrated with academic learning, fostering comprehensive growth across all subject areas.

88. ELs are performing in English language skills in accordance with the district's goals standards. Their proficiency in English is systematically assessed against predefined benchmarks, ensuring that they are equipped with the language skills necessary to excel academically and communicate effectively in various contexts.

89. The district's ELs are progressing steadily in English language skills to enable them to successfully handle regular coursework. Through targeted language development initiatives and tailored support services, EL students will be equipped with the linguistic competence needed to comprehend and engage with academic material across different subjects.

90. Monitored ELs continue to demonstrate English language skills that empower them to successfully navigate regular coursework. Through ongoing monitoring and support mechanisms, these students receive personalized assistance as needed, ensuring that they are equipped with the language proficiency required to excel in their academic work.

91. Former ELs who are no longer monitored or current participants in language support programs, continue to exhibit English language skills that enable them to effectively handle coursework. Their sustained proficiency reflects the success of the district's language development initiatives, as these students seamlessly integrate into mainstream academic settings, demonstrating linguistic competence and academic readiness.



## **Student Performance Evaluation – Academic Performance**

**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 current EL, monitored EL, and former 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.**

92. Currently, EL students who are receiving English language development services are making steady progress academically, aligned with the program goals for core content knowledge. Their advancements are measured against predetermined expectations, ensuring that they are on track to achieve proficiency in both English language skills and core subject areas.

93. Over time, the academic performance of current EL, monitored EL, and former EL students is continually monitored and compared to that of all students. This comparative analysis provides valuable insights into the effectiveness of the EL program. Trends in academic achievement among EL students, both while they are receiving language instruction and support and after they transition out of the program, are carefully tracked to ensure equitable educational outcomes.

94. To gauge the overall performance of EL students in meeting the district's established goals, various measures are employed. These may include ELPA, content-area assessments, progress monitoring tools, and periodic evaluations of language acquisition and growth. Additionally, qualitative feedback from teachers, parents, and students themselves is considered to provide a holistic understanding of EL students' progress and any areas requiring further support or intervention.

## Program Improvement/Modifications

95. List any identified concern(s) based on this evaluation.

96. Describe how the district will address the concern(s).

The following areas have been identified as needing additional improvement or modification:

Area of Concern	Description of Concern	District will Address the Concern by:
LUS Form	Identifying all students in a timely manner whose parents have completed the LUS form during registration.	ELD Coordinator and teacher will review all LUS forms submitted and ensure that potential ELD students are identified.
TAG	Lack of EL representation in the identified TAG population.	District will provide PD on recognizing indicators of TAG traits in ELs.
Monitoring and Communication	Consistent communication with teachers regarding proficiency status of ELD students.	ELD Coordinator and ELD Teacher will work together to create a tracking system for communication and monitoring of students.
Parent Involvement	Lack of involvement of EL families within Alsea School District 7J.	District will improve outreach to EL families through utilizing the services of our Family Resource and Welcome Centers.
ELs underperforming in content areas	ELs are performing below non-ELs on state assessments.	District will provide PD and coaching on effective strategies for EL students.
Graduation Rates	ELs are not graduating at the same rates as their non-EL peers.	District has committed to increasing graduate rates of vulnerable populations, such as ELs.