

# Culver School District #4



English Learner Program Guide

2017-2019

**English Learner Program Guide**  
**Educational Services for English Learners**  
**Culver School District No. 4**

This Program Guide for English Learners provides administrators and teachers with information about the ways the Culver School District addresses the needs of limited and non-English speaking students who enroll in our schools.

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## **Introduction**

In the Culver School District, our guiding principles keep us on track to ensure that all students are successful learners that are college and career ready by the time they graduate. We understand that students with limited English proficiency need additional supports to help them be successful. While there are challenges, we are committed to making improvements to our program which are outlined in this plan.

### **Culver School District 4 Guiding Principles**

- **We believe** it is our district's responsibility to increase achievement for all students and narrow the achievement gap.
- **We believe** ALL students need to be challenged with a broad range of learning opportunities.
- **We believe** we need to provide prudent stewardship of district resources to best support student success, district stability, and high quality staff.
- **We believe** in transparent operations with honesty and integrity.
- **We believe** our community's input is essential to our progress.

### **Goal of Culver School District**

Crush traditional, graduating all students to be ...+forward thinking, +future & life ready, +competitive in an ever changing world.

### **Culver School District Board Policy Code IGBI**

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

#### Legal References

ORS 329.465, ORS 336.074, ORS 336.079, OAR 581-021-0046, OAR 581-022-1140, Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006), No Child Left Behind Act of 2001, 20 U.S.C. §§ 6811-7014 (2006).

### **Culver School District 4 Equal Opportunity Statement**

Culver School District #4 does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

## **Oregon State Statutes/Administrative Rules**

The Culver School District adheres to the current Oregon State mandates regarding English language acquisition programs:

ORS 336.074: Instruction in all subjects in public, private and parochial schools shall be conducted primarily in English, except: (1) Instruction in foreign languages. (2) Instruction may be conducted in more than one language in order that pupils whose native language is other than English can develop bilingual skills to make an early and effective transition to English and benefit from increased educational opportunities. [1971 c.326 §2]

ORS 336.079: Specific courses to teach speaking, reading and writing of the English language shall be provided at kindergarten and each grade level to those children who are unable to profit from classes taught in English. Such courses shall be taught to such a level in school as may be required until children are able to profit from classes conducted in English. [1971 c.326 §3; 1993 c.45 §77]

ORS 336.081: Opportunity to qualify to assist non-English speaking students. (1) All school districts providing courses pursuant to ORS 336.079 (Special English courses for certain children) shall afford the licensed personnel of that district that are assigned to perform teaching duties for such courses an opportunity to qualify to assist non-English-speaking students to learn English at no cost to the personnel. (2) Nothing in this section prevents a district from employing licensed personnel who are qualified to teach courses under ORS 336.079 (Special English courses for certain children). [Formerly 342.609]

ORS 659.850: Discrimination in education prohibited. (1) As used in this section, discrimination means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, color, religion, sex, sexual orientation, national origin, marital status, age or disability. Discrimination does not include enforcement of an otherwise valid dress code or policy, as long as the code or policy provides, on a case-by-case basis, for reasonable accommodation of an individual based on the health and safety needs of the individual. (2) A person may not be subjected to discrimination in any public elementary, secondary or community college education program or service, school or inter school activity or in any higher education program or service, school or inter school activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly. (3) The State Board of Education and the Higher Education Coordinating Commission shall establish rules necessary to ensure compliance with Subsection (2) of this section in the manner required by ORS chapter 183. [Formerly 659.1502007 c.100 §29; 2013 c.747 §182; 2013 c.768 §146]

OAR 581-021-0046(8): Bilingual or Linguistically Different Students. Districts shall develop and implement a plan for identifying students whose primary language is other than English and shall provide such students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities.

OAR 581-023-0100(4): Pursuant to ORS 327.013(7)(a)(B), the resident school districts shall receive an additional .5 times the ADM of all eligible students enrolled in an English as a Second Language program. To be eligible, a student must be in the ADM of the school district in grades K through 12 and be a language minority student attending English as a Second Language (ESL) classes in a program

which meets basic U.S. Department of Education, Office of Civil Rights guidelines. These guidelines provide for: (a) Educational Theory and Approach that describes the district's educational approach (e.g., ESL, transitional bilingual education, structured English immersion, dual language, etc.) for educating English Language Learner (ELL) students that is recognized as a sound approach by experts in the field, or recognized as a legitimate educational strategy to ensure that ELL students acquire English language proficiency and are provided meaningful access to the educational program. (b) A systematic procedure for identifying students who may need ESL classes, and for assessing their language acquisition and academic needs; (c) A planned program for ESL and academic development, using instructional methodologies recognized as effective with language minority students; (d) Instruction by credentialed staff and trained in instructional strategies that are effective with second language learners and language minority students, or by tutors supervised by credentialed staff trained in instructional strategies that are effective with second language learners and language minority students; (e) Adequate equipment and instructional materials; (f) Evaluation of program effectiveness in preparing ESL students for academic success in the mainstream curriculum. (g) Process for transition from ELL Services that include procedures and criteria for determining when students no longer need those services. The criteria shall include: (A) Achieving at the Advanced level on the State's English Language Proficiency Assessment (ELPA). (B) The Advanced level is a culmination of progress demonstrated on the same state proficiency measure over a legitimate period of time.

## ACRONYMS

AMO	Annual Measurable Objectives
CCSS	Common Core State Standards
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPA21	English Language Proficiency Assessment English-Only
ELSWD	English Language Students With Disabilities
FEP	Fluent English Proficient
GPA	Grade Point Average
IT	Information Technology
L1	Primary language
L2	Second Language
LEP	Limited English Proficient
LUS	Language Use Survey
ODE	Oregon Department of Education
PBL	Project Based Learning
PHLOTE	Primary Home Language Other Than English
RTI	Response to Intervention
SBAC	Smarter Balanced Assessments
SDAIE	Specially Designed Academic Instruction in English
SELD	Systematic English Language Development
SpEd	Special Education
SIOP	Sheltered Instruction Observation Protocol
SST	Student Support Team
STEM	Science Technology Engineering Math
SY	School Year
TAG	Talented and Gifted

## **TESTS**

ADEPT	A Developmental English Proficiency Test
EasyCBM	Easy Curriculum Based Measure
ELPA 21	English Language Proficiency Assessment
GAP Finder	Systematic ELD gap assessment
OAKS	Oregon Assessment of Knowledge and Skills
ORF	Oral Reading Fluency
SBAC	Smarter Balanced Assessment
WMLS-R	Woodcock-Muñoz Language Survey - Revised, English or Spanish

## **SCHOOLS**

CES Culver Elementary School	(K-5)
CMS Culver Middle School	(6-8)
CHS Culver High School	(9-12)

## Section 1: District Demographics

Question #																																				
1	<p><b>The size of the district, including number of schools.</b></p> <p>As of January 2018, Culver School District has 665 students with a total of 3 schools all on a central campus.</p> <ol style="list-style-type: none"> <li>1. Elementary (K-5) 292</li> <li>2. Middle School (6-8) 175</li> <li>3. High School (9-12) 198</li> </ol>																																			
2	<p><b>The enrollment of the district, please include the data date (i.e., spring membership).</b></p> <p>As of January 2018, the Culver School district has 665 students with a total of 3 schools.</p> <ol style="list-style-type: none"> <li>4. Elementary (K-5) 292</li> <li>5. Middle School (6-8) 175</li> <li>6. High School (9-12) 198</li> </ol>																																			
3	<p><b>The district's ethnic diversity.</b></p> <table border="1" data-bbox="272 1079 846 1894"> <thead> <tr> <th data-bbox="277 1085 418 1176">Ethnicity</th> <th data-bbox="423 1085 558 1176">Male</th> <th data-bbox="563 1085 698 1176">Female</th> <th data-bbox="703 1085 841 1176">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 1182 418 1245">White</td> <td data-bbox="423 1182 558 1245">187</td> <td data-bbox="563 1182 698 1245">193</td> <td data-bbox="703 1182 841 1245">380</td> </tr> <tr> <td data-bbox="277 1251 418 1314">Black</td> <td data-bbox="423 1251 558 1314">3</td> <td data-bbox="563 1251 698 1314">5</td> <td data-bbox="703 1251 841 1314">8</td> </tr> <tr> <td data-bbox="277 1320 418 1383">Hispanic</td> <td data-bbox="423 1320 558 1383">115</td> <td data-bbox="563 1320 698 1383">95</td> <td data-bbox="703 1320 841 1383">210</td> </tr> <tr> <td data-bbox="277 1390 418 1516">Asian/ Pacific Islander</td> <td data-bbox="423 1390 558 1516">3</td> <td data-bbox="563 1390 698 1516">0</td> <td data-bbox="703 1390 841 1516">3</td> </tr> <tr> <td data-bbox="277 1522 418 1585">Other</td> <td data-bbox="423 1522 558 1585">2</td> <td data-bbox="563 1522 698 1585">0</td> <td data-bbox="703 1522 841 1585">2</td> </tr> <tr> <td data-bbox="277 1591 418 1793">American Indian/ Alaskan Native</td> <td data-bbox="423 1591 558 1793">4</td> <td data-bbox="563 1591 698 1793">13</td> <td data-bbox="703 1591 841 1793">17</td> </tr> <tr> <td data-bbox="277 1799 418 1890">Unclassified</td> <td data-bbox="423 1799 558 1890">18</td> <td data-bbox="563 1799 698 1890">27</td> <td data-bbox="703 1799 841 1890">45</td> </tr> </tbody> </table>				Ethnicity	Male	Female	Total	White	187	193	380	Black	3	5	8	Hispanic	115	95	210	Asian/ Pacific Islander	3	0	3	Other	2	0	2	American Indian/ Alaskan Native	4	13	17	Unclassified	18	27	45
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4	<p><b>The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).</b></p> <p>The language spoken by all EL students of the Culver School District is Spanish. No additional languages are spoken by our ELD population.</p>								
5	<p><b>The number and percentage of EL students enrolled in district (could include number per school).</b></p> <p>Culver School District has 72 active students or 10.8% enrolled in the English Language Development Program as of January 10, 2018.</p> <ol style="list-style-type: none"> <li>1. Culver Elementary School has 52 or 17.8% of EL students enrolled</li> <li>2. Culver Middle School has 10 or 5.7% of EL students enrolled</li> <li>3. Culver High School high school has 10 students or 5% of EL students enrolled.</li> </ol> <p>In addition, there are also 35 students on monitor status: 10 in year one, 4 in year two, 8 in year three, and 13 in year four.</p>								
6	<p><b>The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.</b></p> <p>As of January, 2018, <b>27%</b> of Culver School Districts EL students currently have an IEP. See below for information outlining students specific disabilities.</p> <ol style="list-style-type: none"> <li>1. Culver Elementary School has 10 EL students with IEP's.</li> <li>2. Culver Middle School has 4 EL students with IEP's.</li> <li>3. Culver High School has 6 EL students with IEP's.</li> </ol> <table border="1" data-bbox="331 1360 1130 1625"> <thead> <tr> <th>Disability Category</th> <th>Total students</th> </tr> </thead> <tbody> <tr> <td>Specific Learning Disability</td> <td>15</td> </tr> <tr> <td>Other Health Impairment</td> <td>1</td> </tr> <tr> <td>Communication Disorder</td> <td>4</td> </tr> </tbody> </table> <p>There are no (0) ELs on 504 Plans with the Culver School District.</p>	Disability Category	Total students	Specific Learning Disability	15	Other Health Impairment	1	Communication Disorder	4
Disability Category	Total students								
Specific Learning Disability	15								
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7	<p><b>The number of ELs enrolled in the Talented and Gifted program.</b></p> <p>Culver School District has no ELs enrolled in the Talented and Gifted program at this time.</p>								

8	<p><b>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.).</b></p> <p>Within the Culver School District, Culver Elementary School and Culver Middle School are identified as Title IA Program ESEA.</p>
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9	<p><b>The number and percentage of ELs showing growth on ELPA21 from 2015-16 to 2016-17 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).</b></p> <p>From the year 2015-16 to 2016-17, 48 EL students showed growth on their ELPA21 Assessment in one area or more.</p> <p>See below for information outlining students specific demographics of student growth calculated from the entire ELD population total;</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Elementary School EL Students</td> <td>22 students = 69 %</td> </tr> <tr> <td>Middle School EL Students</td> <td>11 students = 92 %</td> </tr> <tr> <td>High School EL Students</td> <td>2 students = 50%</td> </tr> <tr> <td>EL Students with Disabilities</td> <td>8 students = 89%</td> </tr> <tr> <td>ELs identified for 5 or more years</td> <td>16 students =76%</td> </tr> </table>	Elementary School EL Students	22 students = 69 %	Middle School EL Students	11 students = 92 %	High School EL Students	2 students = 50%	EL Students with Disabilities	8 students = 89%	ELs identified for 5 or more years	16 students =76%
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10	<p><b>The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD).</b></p> <p>In 2016-17, 10 EL students exited the ELD program and were determined proficient</p> <p style="text-align: center;"><b>2016-17 Exited Students</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>EL students with IEPs</td> <td>1 exited</td> </tr> <tr> <td>EL students</td> <td>9 exited</td> </tr> </table>	EL students with IEPs	1 exited	EL students	9 exited
EL students with IEPs	1 exited				
EL students	9 exited				

11	<p><b>The number of students in monitoring year 1 status.</b></p> <p>For the 2017-18 school year, there are 10 students in monitoring year 1.</p>
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12	<p><b>The number of students in monitoring year 2 status.</b></p> <p>For the 2017-18 school year, there are 4 students in monitoring year 2.</p>																																													
13	<p><b>The number of students in monitoring year 3 status.</b></p> <p>For the 2017-18 school year, there are 8 students in year 3 monitoring</p>																																													
14	<p><b>The number of students in monitoring year 4 status.</b></p> <p>For the 2017-18 school year, there are 13 students in year 4 monitoring.</p>																																													
15	<p><b>The number of former ELs (not in current EL or monitoring status).</b></p> <p>For the 2017-18 school year, there are 19 former EL students.</p> <p style="text-align: center;">Students exited by year</p> <table border="1" data-bbox="518 835 1107 1037" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">2012-2013</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">2011-2012</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">2010-2011</td> <td style="text-align: center;">6</td> </tr> </table>	2012-2013	8	2011-2012	5	2010-2011	6																																							
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16	<p><b>The number of students who have re-entered the ELD program after exiting for proficiency.</b></p> <p>There has been no noted students who have re-entered the ELD program after exiting.</p>																																													
17	<p><b>The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).</b></p> <p style="text-align: center;"><b>Meeting/ exceeding state academic assessments for each of the four years of monitoring</b></p> <table border="1" data-bbox="305 1535 1398 1934" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Total</th> <th>Assmt</th> <th># Meet/ Exceed</th> <th>%</th> <th>Assmt</th> <th>## Meet/ Exceed</th> <th>%</th> <th># of ELSWD's</th> </tr> </thead> <tbody> <tr> <td><b>2016-17</b></td> <td style="text-align: center;">21</td> <td style="text-align: center;">Reading</td> <td style="text-align: center;">12</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">Math</td> <td style="text-align: center;">6</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">0</td> </tr> <tr> <td><b>2015-16</b></td> <td style="text-align: center;">14</td> <td style="text-align: center;">Reading</td> <td style="text-align: center;">8</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">Math</td> <td style="text-align: center;">4</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">1</td> </tr> <tr> <td><b>2014-15</b></td> <td style="text-align: center;">11</td> <td style="text-align: center;">Reading</td> <td style="text-align: center;">2</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">Math</td> <td style="text-align: center;">2</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">0</td> </tr> <tr> <td><b>2013-14</b></td> <td style="text-align: center;">6</td> <td style="text-align: center;">Reading</td> <td style="text-align: center;">1</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">Math</td> <td style="text-align: center;">1</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Year	Total	Assmt	# Meet/ Exceed	%	Assmt	## Meet/ Exceed	%	# of ELSWD's	<b>2016-17</b>	21	Reading	12	57%	Math	6	29%	0	<b>2015-16</b>	14	Reading	8	57%	Math	4	29%	1	<b>2014-15</b>	11	Reading	2	18%	Math	2	18%	0	<b>2013-14</b>	6	Reading	1	16%	Math	1	16%	0
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18	<p><b>The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).</b></p> <table border="1" data-bbox="298 386 867 823"> <thead> <tr> <th data-bbox="298 386 488 558">Years of not reaching proficiency</th> <th data-bbox="488 386 678 558">Number/E LSWD</th> <th data-bbox="678 386 867 558">Percentage/ ELSWD</th> </tr> </thead> <tbody> <tr> <td data-bbox="298 558 488 625">5</td> <td data-bbox="488 558 678 625">2 / 0</td> <td data-bbox="678 558 867 625">2% / 0%</td> </tr> <tr> <td data-bbox="298 625 488 693">6</td> <td data-bbox="488 625 678 693">5 / 3</td> <td data-bbox="678 625 867 693">7% / 4%</td> </tr> <tr> <td data-bbox="298 693 488 760">7</td> <td data-bbox="488 693 678 760">7 / 3</td> <td data-bbox="678 693 867 760">10% / 4%</td> </tr> <tr> <td data-bbox="298 760 488 823">8</td> <td data-bbox="488 760 678 823">3 / 1</td> <td data-bbox="678 760 867 823">4% / 1%</td> </tr> </tbody> </table>	Years of not reaching proficiency	Number/E LSWD	Percentage/ ELSWD	5	2 / 0	2% / 0%	6	5 / 3	7% / 4%	7	7 / 3	10% / 4%	8	3 / 1	4% / 1%
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6	5 / 3	7% / 4%														
7	7 / 3	10% / 4%														
8	3 / 1	4% / 1%														
19	<p><b>The number and percentage of the district ELs who have a waiver for ELD services.</b></p> <p>For the 2017-18 school year, 6 or 8% of the districts EL students have a waiver for ELD services.</p>															

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

Question #													
20	<p><b>Describe the district’s educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district.</b></p> <p><b><u>Models Used</u></b></p> <p>The Culver School District provides services to raise both English Language proficiency and academic success for all EL students. The district provides the following delivery models at the elementary and secondary levels:</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Model</u></th> <th style="text-align: center;"><u>State Code</u></th> <th style="text-align: left;"><u>Grade Level</u></th> </tr> </thead> <tbody> <tr> <td>ESL Pull Out</td> <td style="text-align: center;">22</td> <td>Elementary</td> </tr> <tr> <td>ESL Class Period</td> <td style="text-align: center;">23</td> <td>Middle and High School</td> </tr> <tr> <td>Sheltered Instruction</td> <td style="text-align: center;">30</td> <td>Elementary, Middle and High School</td> </tr> </tbody> </table> <p><b><u>Description of Models</u></b></p> <p><b>ESL Pull Out:</b> The ESL Pull Out model is used at Culver Elementary School. Every year the principal works with the ESOL teacher to create a master schedule that provides protected dedicated time for ELD instruction. In the scheduling process they ensure that EL students receive their ELD instruction without missing core content instruction. For students that have multiple specialized needs, such as students who are dually identified as ELSWD and have requirements for Special Education services, extra care is made to make sure that the student’s needs are met while fulfilling legal requirements. Every EL student in grades K-5 receives 30 minutes of instruction daily and are grouped in mixed proficiency based at grade levels. An Instructional Assistant assists in the rotation of the groups.</p> <p><b>ELD Class Period:</b> The ELD Class Period is used both at Culver Middle School and Culver High School. Each EL student is assigned to an ELD class as part of his/her regular daily bell schedule. The length of the class period matches all other core content level class periods. All EL students are in one mixed proficiency based class.</p> <p><b>Sheltered Instruction:</b> In the general education classrooms, the expectation of the district is that teachers who have EL students in their classrooms use effective Sheltered English Instructional strategies to allow meaningful access to the content being taught. This includes a focus on academic vocabulary development, building on students’ background and prior knowledge and scaffolding content so it is accessible, as well as frequent checks for understanding among others. The ELD teacher provides teachers materials and strategies to support EL students in the general education classrooms. In addition to supports provided by the ELD teacher, many staff members have received SIOP training. Through House Bill 3499, the district has partnered with George-Fox University in providing all teachers K-12</p>	<u>Model</u>	<u>State Code</u>	<u>Grade Level</u>	ESL Pull Out	22	Elementary	ESL Class Period	23	Middle and High School	Sheltered Instruction	30	Elementary, Middle and High School
<u>Model</u>	<u>State Code</u>	<u>Grade Level</u>											
ESL Pull Out	22	Elementary											
ESL Class Period	23	Middle and High School											
Sheltered Instruction	30	Elementary, Middle and High School											

	<p>with the opportunity to receive ESOL endorsements. Eighteen teachers have participated in some classes and ten of those will receive their ESOL endorsement at the end of the 2017-18 academic year.</p> <p>The above models and approaches have been recognized by the Oregon Department of Education as appropriate educational strategies for EL students. Decisions regarding placement of an individual student are made with input from the District EL team, ELD Teachers, Building Principals, Counselors, Parents and Core Content Teachers. Greater detail as to the instructional programs offered at Culver District Schools are provided in Section 4 of this document.</p>
21	<p>Include the relevant research that supports the <b>each of the</b> district’s educational approach(s) for educating ELs. (NOTE: only citation for research is needed)</p> <p><b>ELD Pull Out Research</b></p> <p>Dutro, S. &amp; Ames, C. (2005). <i>A Focused Approach, Systematic English Language Development Instruction: A Handbook for K-6 Teachers</i>.</p> <p>Dutro, S., &amp; Moran, C. (2003). <i>Rethinking English Language Instruction: An Architectural Approach</i>. In G.G. García (Ed.), <i>English Learners</i> (pp. 227-258). Newark, DE: International Reading Association.</p> <p>Gersten, R.; Baker, S.; Shanahan, T.; Linan-Thompson, S.; Collins, P. &amp; Scarcella, R. (2007). <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i>. Washington DC: National Center for Education Evaluation and Regional Assistance (IES).</p> <p>Saunders, W. &amp; Goldenberg, C. (2010). <i>Research to guide English language development instruction</i>. In <i>Improving Education for English Language Learners</i> (pp. 21-82). <a href="http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf">http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf</a> . Sacramento, CA: California Department of Education.</p> <p><b>ELD Class Period Research</b></p> <p>Dutro, S. &amp; Ames, C. (2005). <i>A Focused Approach, Systematic English Language Development Instruction: A Handbook for K-6 Teachers</i>.</p> <p>Dutro, S., &amp; Moran, C. (2003). <i>Rethinking English Language Instruction: An Architectural Approach</i>. In G.G. García (Ed.), <i>English Learners</i> (pp. 227-258). Newark, DE: International Reading Association.</p> <p>Saunders, W. &amp; Goldenberg, C. (2010). <i>Research to guide English language development instruction</i>. In <i>Improving Education for English Language Learners</i> (pp. 21-82). <a href="http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf">http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf</a> . Sacramento, CA: California Department of Education.</p> <p><b>Sheltered Instruction Research</b></p> <p>August, D., &amp; Shanahan, T. (2006). <i>Developing literacy in second language learners</i>. Report</p>

	<p>of the National Literacy Panel on Minority-Language children and youth. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE). <a href="http://www.cal.org/create/">http://www.cal.org/create/</a></p> <p>Dutro, S. &amp; Ames, C. (2005). <i>A Focused Approach, Systematic English Language Development Instruction: A Handbook for K-6 Teachers</i>.</p> <p>Dutro, S., &amp; Moran, C. (2003). Rethinking English Language Instruction: An Architectural Approach. In G.G. García (Ed.), <i>English Learners</i> (pp. 227-258). Newark, DE: International Reading Association.</p> <p>Gersten, R.; Baker, S.; Shanahan, T.; Linan-Thompson, S.; Collins, P. &amp; Scarcella, R. (2007). <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i>. Washington DC: National Center for Education Evaluation and Regional Assistance (IES).</p> <p>Hansen-Thomas, Holly. Sheltered Instruction: Best Practices for ELLs in the Mainstream. <i>Kappa Delta Record</i> (June 2008): 165-169.</p> <p>Krashen, S., &amp; Terrel, T. (1983). <i>The natural approach: Language acquisition in the classroom</i>. Englewood Cliffs, NJ: Alemany/Prentice Hall</p> <p>Moghamian, A.; Rivera, M.; Francis, D.; <i>Instructional Models and Strategies for Teaching English Language Learners</i> (2009) Center on Instruction at RMC Research Corporation.</p> <p>Saunders, W. &amp; Goldenberg, C. (2010). Research to guide English language development instruction in <i>Improving Education for English Language Learners</i> (pp. 21-82). <a href="http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf">http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf</a>. Sacramento, CA: California Department of Education.</p>
22	<p>Describe the district’s educational goal for English language proficiency. <b>Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).</b></p> <p><u>Culver District English Language Development Program Philosophy &amp; Goal</u></p> <p>The Culver School District is committed to raising the English language proficiency and academic achievement of English Language (EL) students. The instructional program will provide a program that is well defined and grounded in research-based best practices that teaches English Language Development (ELD) English skills to guide EL students through the 5 levels of English Language Proficiency while providing equal access to core curriculum and school activities.</p> <p><u>2017-2018 Goals and Measures of Effectiveness</u></p> <p><b>Overarching Goal Statement: Develop procedures and programs that increase success</b></p>

**for EL students in both the ELD and regular core content area classrooms with a goal of reducing drop-out rates and increasing graduation rates.**

- ❖ Include yearly professional development for all teachers on strategies to improve learning of EL students in the core curriculum.
- ❖ At least 80% of students increase level of proficiency by one level each year as measured on the ELPA 21 Assessment.
- ❖ 10% or more of all students reach full English proficiency each school year.
- ❖ All EL students are receiving passing grades in all classes.

The rationale for the overarching goal and its corresponding sub-goals that stem from it, is that by refining and improving our procedures and instructional programs, we can increase success of EL students both in and outside of the ELD classroom. Research shows that the longer students remain active in the program the more likely they are to drop-out of high school (Kim, J. 2011). Additionally research also tells us that EL students are approximately twice as likely to drop out as their non-EL counterparts (Callahan, R. 2013). While our graduation rates of EL students outperforms the state average, even one student dropping out or not graduating on time is too many. Therefore, our district is placing a high priority of improving our program and services to EL students. To monitor the components of these goals we will use a wide variety of data and strategies as follows:

***Sub-goal 1:*** *Yearly professional development for all teachers on strategies to improve learning of EL students in the core curriculum.*

- The district and individual schools will maintain a log of supports provided by the ELD teachers and formal/informal professional development on strategies to support EL Learners in the classroom.
- Administrators will look for best practices for instructing English Learners in classrooms during their observations of teachers, and the administrative team will look at this data to determine whether or not professional development in this area has been effective.
- Through House Bill 3499, the district has partnered with George- Fox University in providing all teachers K-12 with the opportunity to receive ESOL endorsements. Eighteen teachers have participated in some classes and eleven of those will receive their ESOL endorsement at the end of the 2017-18 academic year.
- The district provided all K-12 teachers with the opportunity in the Summer of 2017 to receive AVID training. AVID training provides a coursework known to accelerates students' academic language acquisition and increases their access to college preparatory courses.
- In November of 2017, an instructional ELL coach was provided by the state for a once a month visit to partner with our ELD teachers through the 2017-2018 school year.
- The district partnered with Oregon State University to provide The Latino Family Literacy Project to all ELL students and their families. This program is designed to

bring Latino families together to learn reading strategies to support their children.

- Juntos is provided for 6th-12th grade students and their parents. They come together to learn about colleges and fill out the FASA. It is as a support group especially designed to motivate students to continue their education after graduating from High School.
- The district and individual schools will maintain a log of supports provided by the ELD teachers and formal/informal professional development on strategies to support EL Learners in the classrooms.
- Administrators will look for best practices for instructing English Learners in classrooms during their observations of teachers, and the administrative team will look at this data to determine whether or not professional development in this area has been effective.

**Sub-goal 2:** *At least 80% of students increase level of proficiency by one level each year as measured on the ELPA21 Assessment.*

Evidence:

- Measured by student performance on the ELPA21 assessment.
- In addition to the formal test, students will be progressed monitored on the 4 essential skills of Language Acquisition: Reading, Writing, Listening and Speaking using local performance assessments, assessments embedded in the curriculum, and other formative assessment measures from EasyCBM as an example. This data will be reviewed by district and building level administration and the ELD teachers at a minimum quarterly. By identifying student strand data in these areas, the ELD teachers along with regular core classroom teachers can better differentiate their instruction to accelerate EL student learning.

**Sub-goal 3:** *10% or more of all students reach full English proficiency each school year.*

Evidence:

- Using data from ELPA21, students that have reached a proficiency score of “4” or “5” will be exited. The exit criteria and procedures outlined for exiting, (described in more detail in section 6 of this document) will be used to determine whether or not we are meeting this goal.
- AMAO 2A and 2B scores.

In the event that this sub-goal 2 and/or 3 are not met, a team which includes the Superintendent, Building Principals, Federal Programs Director, ELD Teachers and other core Teachers will meet to strategize what improvements to the program still need to be made. These findings will be summarized and become part of the building/district level professional development plans and focus areas for the upcoming school year.

**Sub-goal 4:** *All EL students are receiving passing grades in all classes.*

Evidence:

- ELD teacher will receive a report from the assigned IA. This IA will have run grade reports, and/or checked at least bi-monthly, with regular ed. classroom teachers to

	<p>request information on any student in the ELD program (active and monitored) who are failing classes. This information will be reported to the ELD teachers, title program coordinator, and school counselor (when applicable) The ELD teacher, in addition to the IA, will help provide resources or supports to assist the student in improving their grade. ELD teacher will also attend building SST meetings for students of concern.</p> <ul style="list-style-type: none"> <li>● ELD assistant hired to monitor grades and attendance for Middle and High School</li> <li>● Implementation of mandatory lunch work time for the Middle and High School or optional work assistance weekly at the Elementary School</li> <li>● Bilingual Instructional Assistant will contact parents to communicate low grades and absentees</li> <li>● Report cards are collected by ELD teachers and reviewed. K-5 students will attend the Homework Help class on Fridays</li> <li>● Student Report Card Data</li> <li>● EL Sub-group Population Performance on State Assessments as noted on School Report Card</li> </ul>
23	<p>Describe the district’s educational goal for core content knowledge. <b>Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.</b></p> <p><b>Relationship to Core Content Knowledge</b></p> <p>The overarching goal and sub goals relate to core content knowledge in a number of ways. First, strategic professional development for all teachers will increase the effectiveness of the Sheltered Instruction aspect of the program by providing English language supports and scaffolds in all content areas, not limited to just the ELD instruction. Secondly, students will be monitored for their performance in class with a goal of each student passing every class. As a result of this close monitoring, we can help ensure that students remain on track across all content areas and are meeting corresponding grade level expectations and at the high school level, students are on track for graduation. Finally, a well-designed ELD program will allow students to accelerate their skills in English language acquisition so they can access the core curriculum in English appropriately.</p>
24	<p>Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? <b>This could include district formative assessments.</b></p> <p><b>Measures to Determine Effectiveness of the English Language Proficiency Goal/Core Content Knowledge Goal</b></p> <p>As outlined above in each sub-goal of the overarching goal, there are a number of pieces of evidence being collected to ensure that the district is making progress on the goal and more importantly that students are being served in a high-quality program that best serves their individual needs. A wide variety of formative assessment data is collected throughout the year and includes local performance assessments, curricular assessments in the ELD</p>

	<p>program, IXL data, EasyCBM data (Math and ELA), student work samples, and teacher input. This data will determine if further individual interventions are needed to support the student in the general education environment and within their dedicated time in the ELD classroom. Finally, in addition to the strategies and elements of evidence noted above, this plan will be reviewed annually by administration and other instructional staff. The plan will be modified if needed at any point should parts of it be deemed ineffective or if progress is not improving at an appropriate rate. These changes logically would be grounded in research-based best practices that were proven effective in other contexts.</p>
<p>25</p>	<p>Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measures will be used to determine the effectiveness of the core content knowledge goal? <b>This could include district progress monitoring assessments.</b></p> <p>Goals and Measures of Effectiveness</p> <p><b>Overarching Goal Statement: Develop procedures and programs that increase success for EL students in both the ELD and regular core content area classrooms with a goal of reducing dropout rates and increasing graduation rates.</b></p> <ul style="list-style-type: none"> <li>● Include yearly professional development for all teachers on strategies to improve learning of EL students in the core curriculum.</li> <li>● At least 80% of students increase level of proficiency by one level each year as measured on the ELPA21 Assessment.</li> <li>● 10% or more of all students reach full English proficiency each school year.</li> <li>● All EL students are receiving passing grades in all classes.</li> </ul> <p>The rationale for the overarching goal and its corresponding sub-goals that stem from it, is that by refining and improving our procedures and instructional programs, we can increase success of EL students both in and outside of the ELD classroom. Research shows that the longer students remain active in the program the more likely they are to drop-out of high school (Kim, J. 2011). Additionally research also tells us that EL students are approximately twice as likely to drop out as their non-EL counterparts (Callahan, R. 2013). While our graduation rates of EL students outperforms the state average, even one student dropping out or not graduating on time is too many. Therefore, our district is placing a high priority of improving our program and services to EL students. To monitor the components of these goals we will use a wide variety of data and strategies as follows:</p> <p><b><i>Sub-goal 1: Yearly professional development for all teachers on strategies to improve learning of EL students in the core curriculum.</i></b></p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>▪ The district and individual schools will maintain a log of supports provided by the ELD teachers and formal/informal professional development on strategies to support EL Learners in the classroom.</li> </ul>

▪ Administrators will look for best practices for instructing English Learners in classrooms during their observations of teachers, and the administrative team will look at this data to determine whether or not professional development in this area has been effective.

***Sub-goal 2: At least 80% of students increase level of proficiency by one level each year as measured on the ELPA21 Assessment.***

**Evidence:**

- Measured by student performance on the ELPA21 assessment.
- In addition to the formal test, students will be progressed monitored on the 4 essential skills of Language Acquisition: Reading, Writing, Listening and Speaking using local performance assessments, assessments embedded in the curriculum and other formative assessment measures (EasyCBM as an example). This data will be reviewed by district and building level administration and the ELD teachers at a minimum quarterly. By identifying student strand data in these areas, the ELD teachers, along with regular core classroom teachers, can better differentiate their instruction to accelerate EL student learning.

***Sub-goal 3: 10% or more of all students reach full English proficiency each school year.***

**Evidence:**

- Using data from ELPA21, students that have reached a proficiency score of Proficient will be exited. The number exited will be used to determine whether or not we are meeting this goal.
- AMAO 2A and 2B scores.

In the event that this sub-goal 2 and/or 3 are not met, a team which includes the Superintendent, Building Principals, Federal Programs Director, ELD Teachers and other core Teachers will meet to strategize what improvements to the program still need to be made. These findings will be summarized and become part of the building/district level professional development plans and focus areas for the upcoming school year.

***Sub-goal 4: All EL students are receiving passing grades in all classes.***

**Evidence:**

- ELD teacher will check in with regular ed. classroom teachers or attend building SST meetings to request information of any student in the ELD program (active and monitored) who are failing classes at least bi-monthly and help provide resources or supports to assist the student in improving their grade.
- Student Report Card Data
- EL Sub-group Population Performance on State Assessments as noted on School Report Card

**Relationship to Core Content Knowledge:**

The overarching goal and sub goals relate to core content knowledge a number of ways. First, strategic professional development for all teachers will increase the effectiveness of the

	<p>Sheltered Instruction aspect of the program by providing English language supports and scaffolds in all content areas, not limited to just the ELD instruction. Secondly, students will be monitored for their performance in class with a goal of each student passing every class. As a result of this close monitoring, we can help ensure that students remain on track across all content areas and are meeting corresponding grade level expectations and at the high school level, students are on track for graduation. Finally, a well-designed ELD program will allow students to accelerate their skills in English language acquisition so they can access the core curriculum in English appropriately.</p> <p><b>Measures to Determine Effectiveness of the English Language Proficiency Goal/Core Content Knowledge Goal:</b></p> <p>As outlined above in each sub-goal of the overarching goal, there are a number of pieces of evidence being collected to ensure that the district is making progress on the goal and more importantly that students are being served in a high-quality program that best serves their individual needs. A wide variety of formative assessment data is collected throughout the year and includes local performance assessments, curricular assessments in the ELD program, IXL data, and Easy CBM data (Math and ELA) among others. This data will determine if further individual interventions are needed to support the student in the general education environment and within their dedicated time in the ELD classroom. Finally, in addition to the strategies and elements of evidence noted above, this plan will be reviewed annually by administration and other instructional staff. The plan will be modified if needed at any point should parts of it be deemed ineffective or if progress is not improving at an appropriate rate. These changes logically would be grounded in research-based best practices that were proven effective in other contexts.</p>
26	<p>Describe the frequency the district will progress monitor the established goals.</p> <p><b>Measurement of Goals Over Time</b></p> <p>The goals will be measured over time a number of ways including, AMO reporting data, State Report Card data, and through the annual review of this plan by administration and ELD teaching staff.</p>
27	<p>Describe how these goals compare to the district’s educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district.</p> <p><b>Comparison to District Educational Goals for Non-EL Students</b></p> <p>Comparing the overarching and sub-goals to those of Non-EL students, there are some similarities and differences. Starting first with differences, Non-EL students are not measured in terms of AMOs or meeting proficiency bands in ELD classes. The use of scaffolding and other sheltered instruction techniques in the classroom actually benefit all students, but have a larger impact on EL students as research indicates. Where the goals are similar to Non-EL students, it is a district expectation that we work hard to help all students graduate, maintain passing grades and stay on track for graduation. Moreover, SST teams</p>

	<p>and other grade level teams throughout the district are monitoring student progress regardless of program, and providing interventions when needed.</p>
<p>28</p>	<p>Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.</p> <p><b>Meeting College/Career Ready Standards</b></p> <p>Two district-wide K-12 initiatives, STEM education and PBL are transforming how students approach and interact with the core content. Students are connecting to the curriculum in real-world applications and problem solving to find solutions to everyday problems. A high emphasis is placed on 21st century skills to help every child be college or career ready. A recent addition to the district is the Gear Up grant program which compliments other programs in the district already in place to help connect students to internships, jobs and colleges all across the country.</p>

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

Question #	
29	<p>Describe the district’s procedure which includes a step to administer the Language Use Survey to all students. <b>Include the school year the district will begin using the state-approved Language Use Survey.</b></p> <p>In accordance with Federal and State Guidelines, the Culver School District has developed procedures to identify all students whose primary home language is not English. The standard enrollment process includes a Language Use Survey (2016) (revised February 2017, we will use the new revised form starting in 2018-2019 school year ) which is given to every student that is new to the district. The LUS is the first tool for this purpose. The LUS has several “trigger” questions that can identify as student as a possible PHLOTE. The questions indicate which language is used at home or in other situations. If all the responses are “English” the child is identified as English only. If any of the trigger questions are answered with a language other than English, or the student has a Native American background, the student is identified as a potential PHLOTE. Native American students will be enrolled using the same process as other additional language identified students. Students with a home language other than monolingual English, and a qualifying score, will be placed in leveled ELD classes. The students identified as potential PHLOTE have an intake and assessment packet added to their registration materials following the procedure outlined below:</p> <ol style="list-style-type: none"> <li>1. Upon initial registration ALL families complete an enrollment packet which includes a Language Use Survey available in both English and Spanish. (Administered by office staff immediately upon registration)</li> <li>2. If any of the answers on the trigger questions indicate a language other than English, or if the student has marked Native American under ethnicity, the secretary will notify and make a copy of the enrollment form and LUS and forward it to the ELD teacher. (Timeline: immediately upon registration)</li> <li>3. Upon receiving copies of the enrollment form and LUS, the ELD teacher will determine whether there is indication that a language other than English is spoken and home, and/or the student’s first language is other than English. If any of the above apply, arrangements for student/parent interviews and permission to give a language proficiency assessment will be made. If there is no indication of a primary language other than English, the ELD teacher will document this file review on the LUS and be sure that it is place in the student’s cumulative file. (Within 1-2 weeks of registration)</li> <li>4. When there is evidence of a primary language other than English, an assessment of language proficiency will be given. LEP students are assessed using Woodcock-Muñoz Language Survey-Revised (WMLS-R) for the school year 2017-2018. Late arrival students are assessed using the WMLS-R as the language assessment tool. Beyond kindergarten, all</li> </ol>

	<p>late intake packets include the WMLS-R in both English and Spanish (when applicable and time allows), writing assessments in English and Spanish (when applicable), ADEPT test, Gap finder, or a quick read of Fry’s 500-word list. The purpose of the assessments included beyond the Woodcock-Muñoz-R assessment help determine ELD class placement for identified ELs. Additionally, the previous year’s Oregon ELPA21 scores may also be used if they are available. All new potential EL students must be assessed by an ELD teacher during the first month of the new school year, or within two weeks of enrollment after October 1st to determine program qualification. Assessment results will be reported to the Federal Programs Director, and building administrator where the student will attend school. Additionally, the ELD teacher will inform the student’s teacher(s), give relevant testing and background information, and provide supports/recommendations for the student based on their proficiency level. Beginning in the 2018-19 school year the Culver School District will use the ELPA21 screener in place of the Woodcock-Muñoz Language Survey-Revised (WMLS-R).</p> <p>5. The designee in charge of student scheduling will coordinate placement of the student into the ELD class.</p> <p>6. Parent notification will be sent home to inform that the student is eligible to receive ELD services and will receive them unless the parent/guardian(s) elect to waive services. The notification includes information regarding assessment results and proficiency level. Should a parent choose to waive services, they must sign a Waiver of Services document which will then be copied to both the student cumulative file and EL program file. Additionally, this information will be documented in the spreadsheet of EL students (currently active in program or monitor status). The waiver is only good for one year and must be signed annually.</p>
30	<p>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.</p> <p>Timeline: within first 30 days of new school year or within 2 weeks for students who enroll after October 1st.</p>
31	<p>Describe the district’s procedure to include a process to identify Native American students who may be ELs.</p> <p><b>Native American or Alaskan Native Students</b></p> <p>If a student indicates on the LUS that they are Alaskan Native or Native American, a review of the student’s academic progress will be made to determine if language is a barrier to the student’s academic success. If it appears that the student’s academic progress is not satisfactory an SST meeting will determine possible identification of the student as an EL.</p>

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

**Identification of ELSWDs**

With regard to IDEA 2004, the ELD and SpEd Programs collectively have a procedure for staff to follow. Referral to Special Education for newly arrived students is inappropriate unless there are extreme extenuating circumstances. A child must be given ample time to adjust, and assimilate before a referral is made to the Student Support Team. The classroom teacher(s) and the ELD teacher prepare the information necessary for a pre-referral to the Student Support Team (SST) on the EL student. The procedure guides the ELD teacher in the building to collect specific assessments and information in advance to present at the SST meeting. The items are:

- WMLS-R Score Reports
- Cultural-linguistic Questionnaire
- ELPA Assessment History
- Other assessments, if available (i.e. ADEPT, Gap-finder , speaking or writing samples scored with a rubric)

Since EL students generally speak a language other than English, additional information must be presented before the SST group can proceed with full knowledge of the student. The team needs to consider what constitutes “typical” ELL growth into English reading and writing when compared with EL peer students who have been learning in English a similar number of years. The WMLS-R is used to help determine eligibility for SPED services for EL students. While this test is not definitive in itself, it gives a comparative score between two languages (English and Spanish). The test is used to give an idea of the cognitive academic language proficiency (CALP) capacities in both English and Spanish of EL students. If a past WMLS-R test is available, it is advisable to request a current WMLS-R assessment to measure language growth. The ELD Teacher coordinates Spanish WMLS-R testing in all schools, administered by a trained, qualified, bilingual proctor. Parents of students to be screened are asked to sign a permission form to authorize the testing. The SPED process for an EL student must be sensitive to both second language and cultural issues in order to prevent misidentifying an EL student as disabled.

Important Factors to consider in determining whether or not to refer an EL student for Special Education include investigation of:

- A lack of auditory skills, comprehension skills, garbled speech, and/or processing difficulties noted in both L1 and L2.
- Language deviations that are not within the expected parameters for the child’s age and stage of development. (WMLS-R is useful for such purposes.)
- The EL student’s progress when compared to the rate of growth made by EL peers considering age, grade, and amount of time and quality of English instruction. Is growth

within a normal range or too slow?

- The EL student’s language abilities in both languages, whenever possible, by trained professionals fluent in the language being assessed and that the findings indicate a deficit in both languages.
- The EL student’s overall educational program, including review of student attendance, and other factors that may influence learning.

Diagnostic assessment should only take place after all other interventions are exhausted. Interventions, including modifications in how material is presented, checking for physical problems with sight or hearing, social interactions, consultations with parents, and on-going intervention strategies must first be tried and documented.

Public Law 94-142 requires that “test and evaluation materials be provided and administered in the child’s native language, and that the child be assessed in all areas related to the suspected disability.” The Culver School District conducts diagnostic assessments in both languages wherever possible. In addition, tests including non-verbal cognitive ability assessments and bilingual verbal cognitive ability assessments must be administered to identify the student’s general cognitive ability, so as not to confound limited language proficiencies which may be present in both languages. The IEP team will consist of the parents, classroom teacher, ELD teacher, school psychologist, and other possible team members (counselor, prior year’s teacher, principal), coordinated by the Special Education teacher at the school site will decide the appropriate assessments to determine possible eligibility for Special Education.

Placement to SPED may take place after careful consideration of test results. The IEP team will determine eligibility for Special Education and, if placement is warranted, an Individual Education Plan(IEP) will be developed. This IEP will include a determination of how ELD services will be administered and any accommodations recommended for standardized testing. As with all students, the district adheres to the timelines for SPED referral, evaluation, assessment and ongoing IEP and eligibility meetings as established in state law.

The District will ensure that all communication during this process is in a language parents can comprehend using an interpreter when appropriate. If the EL student is found eligible, parent permission forms will be signed using forms provided by the Special Ed. Department. It is the responsibility of the Special Education Department to provide necessary translated, legal forms, the Special Education Booklet on Parental Rights, as well as a translation of the IEP upon parental request.

A copy of the initial referral and support SST documents will be kept in a student’s cumulative file. Once the SpEd process has begun, the Special Ed. Teacher will maintain the student’s documentation and files, with copies given to the ELD teacher for the EL Student Case Management File.

**Special Circumstances**

When a family arrives at the school wishing to enroll their child or children at school and they

	<p>do not speak English, the school has bilingual (Spanish) staff available to assist with the registration process. Additionally, all registration forms and LUS are available in Spanish. For languages other than Spanish, the district will contact our regional ESD offices for assistance arranging for an interpreter to help with the process.</p> <p>Additional accommodations will be made for students that have documented behavior or special education needs that would impact language assessment (i.e. nonverbal students, severely emotionally disturbed, etc.). In those cases, the special education teacher will be consulted to assist in determining the most appropriate means of assessing language proficiency.</p> <p><b>Ensuring Identification of All PHLOTE Students</b></p> <p>The procedures used to identify PHLOTE students in the district initiates with the student registration process and completion of a LUS. However, in spite of best efforts to ensure correct identification there is still a possibility that a student was improperly identified as PHLOTE or English only. Therefore, in addition to the primary procedure (enrollment and LUS), there are additional means to identify PHLOTE students:</p> <p><b>Parent Referral:</b> If a parent expresses concern that his or her child is not identified correctly, it is the responsibility of the ELD teacher in that building to investigate. They will seek input from the student’s teacher(s) and look at other formative assessment data to determine if there are gaps present that warrant additional screening. In the rare event that the original LUS was filled out incorrectly or contained inaccurate information, the parent or guardian will have an opportunity to complete a revised form which shall replace the original form.</p> <p><b>Teacher Referral:</b> If in a teacher’s professional judgment, a student may have been misidentified, the teacher will bring this to the attention of either the ELD teacher or the SST team for further investigation. The ELD teacher will follow the same format to investigate as outlined under the parent referral process including revisiting the LUS when necessary.</p> <p><b>Student Record Review:</b> Students that transfer in from another district that have been previously identified by a school district will be considered as a potential PHLOTE student. The ELD teacher in the building will follow up with the student’s parent(s) or guardian(s) to determine whether or not they should be identified as a PHLOTE. Again, an opportunity to complete a revised LUS form will be made available if necessary.</p>
33	<p>Describe the district’s plan using one of the State’s approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. <b>Include the agreement to use the state approved fluency scores at each grade level.</b></p> <p><b>District Plan for Using State Approved Assessments</b></p> <p>If a determination has been made that a student has a PHLOTE, the ELD teacher will determine eligibility for the ELD program. If appropriate assessment data is not available from the student’s previous school, if applicable, then only appropriately trained ELD staff</p>

will administer the first 4 subtests of the WMLS-R. Staff members who have not received training on test administration of the WMLS-R are not permitted to administer the assessment. The test administrator will calculate the raw scores and enter them into the EL Student Electronic Database, which is then reviewed by the Director of Federal Programs. If the student is found eligible for ELD services the original test protocol will be filed EL Student Case Management File maintained by the ELD teacher and a copy placed in the CUM file. If the student is not eligible for ELD services a copy of the test protocol will be filed only within the CUM file.

**“Broad English Ability” Eligibility Cut-Scores for the WMLS-R**

Grade Span	Score	Placement
K-2	0-3.5	In ELD program
K-2	4	Additional Assessments Administered*
K-2	4.5-6	Not in program
3-12	0-3.5	In ELD program
3-12	4-6	Not in program

\*If further testing is needed for placement, three additional WMLS-R subtests and/or the ADEPT test will be administered by a trained tester.

Regarding potential special education students, they are initially assessed with the same procedure as any other PHLOTE student. If special education becomes a concern after intake, the student is referred to the building level Student Support Team where interventions are discussed. After three failed interventions, the student will be referred for testing to the special education department.

If a student is dual-identified under EL and SPED eligibilities as a possible ELSWD, then the district will look at additional score clusters (as opposed to just the broad English ability cluster) to determine eligibility. The district will do so to avoid as much as possible over or under identifying students with disabilities.

34	<p>Describe the district’s plan for having students assessed by a trained assessor.</p> <p><b>District Plan for Administering Assessments</b></p> <p>As mentioned earlier, the WMLS-R as well as the ELPA21 and other formal assessments, will only be administered by trained staff. In our case, ELD teachers are required to have completed the appropriate training covered by either the Regional ESD or our Curriculum Director, who also serves as the trainer for the various assessments offered district-wide. The same process will be followed for any new staff if it should be deemed necessary to add additional trained staff to administer this assessment. Maintaining test validity is paramount, and all ODE test administration guidelines are followed by the district.</p>
35	<p>Describe the district’s plan to include the procedures for collecting the assessment data, <b>and</b> sharing the results with teachers.</p> <p><b>Procedures for Collecting Assessment Data and Sharing with Teachers</b></p> <p>The test administrator will calculate the raw scores and enter them into the EL student database, which is then reviewed by the Director of Federal Programs. If the student is found eligible for ELD services a copy of the test protocol will be filed in the CUM file and the original filed in the EL Student file maintained by the ESOL teacher. If the student is not eligible for ELD services copies of the test protocol will be filed in the same manner as qualifying students.</p> <p>In addition to information being shared with the Director of Federal Programs, assessment results will shared with the building administrator where the student will attend school. Additionally, the ESOL teacher will inform the student’s teacher(s) and provide supports/recommendations for the student based on their proficiency level.</p>
36	<p>Describe the district’s plan to include a description of where and how the assessment data will be stored.</p> <p><b><u>District Plan for Storing Assessment Data and Other Pertinent Information</u></b></p> <p>All assessment data and intake information will be kept in individual student files in the ELD teacher’s office with copies in the student Cumulative file locked in the office (details of content of the files included on the next page). To monitor student progress, each student will be grade checked bi-monthly, teacher input on collected once within the each quarter, ELP Standards at a Glance and Language Performance Standards by semester and retested yearly in the spring between February and May using the ELPA21.</p> <p>Additionally, an electronic database is maintained with information including year the student entered/exited and scores on the various assessments including the ELPA21. The database includes students that are currently enrolled in the program as well as al students on monitor status.</p> <p>All records and test protocols will be kept in each school’s EL Student Case Management files, including the student who has left the school or has exited monitor status from the ELD</p>

	<p>program, for the required 5 year period. In addition, a copy of the score report will be filed in the cumulative file. Exited students will have copies of exit forms placed in the cumulative file and archived according to Oregon statute. In this manner, relevant testing data will be forwarded with the cumulative file if the student moves to a new district.</p>
37	<p>Describe the district’s plan to <b>include a timeline, person responsible, and template for the required parent notification letters for eligibility</b> as an EL or initially fluent students</p> <p>The ELL teacher is responsible to send the parent notification home to inform that the student is eligible to receive ELD services and will receive them unless the parent/guardian(s) elect to waive services. The notification includes information regarding assessment results and proficiency level.</p> <p>Timeline: within first 30 days of new school year or within 2 weeks for students who enroll after October 1.</p>
38	<p>Include the process for ensuring parent notification letters are provided in a language parents can understand.</p> <p><b><u>District Plan for Distribution of Required Parent Notification Letters</u></b></p> <p>Per Federal and State requirements, documents including the Parent Notification Letter are provided in a language parents can understand. The district readily has forms available in English and Spanish. In the event that a language other than Spanish is needed, the district has a subscription to TransACT to be able to provide those forms in additional languages.</p> <p>Upon registration and enrollment in the ELD program, the ELD teacher or support personnel send out the parent notification letter to the home address to advise parents of services, the parents’ right to and procedure for waiving ELD services for their child. The letter (sent in both English and Spanish) includes a description of the types of programs available to their child and the particular program(s) recommended by the ELD staff. The letter invites parents to contact the school if they have any questions or concerns about their child’s placement. This letter will be sent within the first 30 days of school or within two weeks if the student enrolls after October 1st.</p> <p>In the fall, an annual program letter is mailed to the parents of all LEP students at the home address, informing them of their child’s most recent ELPA21 results and the recommended services offered to their child. Again, the rights and procedures for waiving ELD services, as well as a description of the program are explained in the bilingual letter.</p> <p>The Culver School District also makes sure that other communication is sent home in a language that parents can understand. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• District and School Communication-newsletters, announcements, report cards, registration forms, immunization requirements, parent/student handbooks, etc.</li> <li>• A district translator is available to provide Spanish/English interpretation via telephone and face-to-face meetings such as Parent-Teacher Conferences, IEP meetings, 504 meetings, and</li> </ul>

	so forth.
39	<p><b>Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.</b></p> <p><b>EL Student Case Management File</b></p> <p>ELD Case Managers/Teachers are responsible for establishing and maintaining working files on students in the program. These working files help the teacher assess the student and help direct their educational plan. The forms with an asterisk are attached to the front of the student file. Academic or grade oriented material is attached to the back of the file. Testing materials are to be contained in the center of the file in chronological order. These working files may include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Language Use Survey/Intake Forms (Revised again for 2018-2019 school year)</li> <li>2. EL Parent Notification Form</li> <li>3. Refusal of service Form</li> <li>4. ELD Exit forms (when applicable)</li> <li>5. Secondary credit accrual (copy of latest transcript – HS only)</li> <li>6. All Language Proficiency Tests (WMLS-R, ADEPT, and ELPA21)</li> <li>7. Copy of notes from parent interviews and conferences</li> <li>8. SST, IEP, or 504 notifications</li> <li>9. Mainstream Teacher Information Forms, Monitor Input Evaluation Forms and pertinent staff consultation notes</li> <li>10. Copies of progress reports, report cards/grades</li> <li>11. Copies of student’s formal test scores (state and district assessments)</li> <li>12. Work samples that demonstrate ELD progress</li> <li>13. Dated, written language samples in the native language and English</li> <li>14. Biannual ADEPT tests</li> </ol> <p><b>Student Cumulative File</b></p> <p>The ELD program at each school is responsible for placing the following pieces of information in the Student Cumulative Record Files:</p> <ol style="list-style-type: none"> <li>1. Language Use Survey/ELD Intake Forms</li> <li>2. Initial WMLS-R Test Report</li> <li>3. Notification of student eligibility for ELD services</li> <li>4. Copy of annual Oregon ELPA21 assessment results</li> <li>5. ELD Promotion Forms</li> </ol>

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

Question #														
40	<p>Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. <b>Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).</b></p> <p><b>Program of Services for ELs</b></p> <p>ELD services are delivered through the following models in the Culver School District: ELD Pull Out at the Elementary and ESL Class Periods at the Middle and High School levels. Additionally, Sheltered Instruction is provided to all students K-12 in the core content areas. These models have been chosen to best serve the needs of students and ensure equitable services. ELD teachers assist general education teachers in providing sheltered instruction techniques using the SIOP model to support content learning and improve student achievement in core content areas. At all levels, the focus of the ELD program is on acquiring English proficiency through the 4 domains of language acquisition: Reading, Writing, Speaking and Listening with an emphasis on the form and function of English.</p> <table border="1" data-bbox="298 1003 1503 1885"> <thead> <tr> <th data-bbox="298 1003 518 1178">Program Model &amp; School</th> <th data-bbox="518 1003 734 1178">Description of Program</th> <th data-bbox="734 1003 950 1178">Personnel Delivering Instruction</th> <th data-bbox="950 1003 1187 1178">Length of Program/Location</th> <th data-bbox="1187 1003 1503 1178">Ways that Students' Linguistic and Academic Needs Are Met</th> </tr> </thead> <tbody> <tr> <td data-bbox="298 1178 518 1885">ELD at Culver Elementary School - Pull Out Model (State Code 22)</td> <td data-bbox="518 1178 734 1885">ELD teacher explicitly teaches language functions using increasingly more academic vocabulary (as students move up through proficiency levels) and language forms in a pull-out situation. EL students</td> <td data-bbox="734 1178 950 1885">ESOL endorsed, highly qualified, certified teacher who has received SELD training.  ELD, IA does not provide new instruction, but is there to support skills and review skills being taught by</td> <td data-bbox="950 1178 1187 1885">Students participate until they reach the proficient level of the ELPA21 test. ELD exit criteria applies.  Goal:5 years  Location: ELD Classroom at CES</td> <td data-bbox="1187 1178 1503 1885">The ELD teacher provides comprehensive language instruction across the four domains of language acquisition following the State Standards appropriate for the student's proficiency level.  The ELD teacher uses data regularly from formative assessments to track progress and determine instructional needs.</td> </tr> </tbody> </table>				Program Model & School	Description of Program	Personnel Delivering Instruction	Length of Program/Location	Ways that Students' Linguistic and Academic Needs Are Met	ELD at Culver Elementary School - Pull Out Model (State Code 22)	ELD teacher explicitly teaches language functions using increasingly more academic vocabulary (as students move up through proficiency levels) and language forms in a pull-out situation. EL students	ESOL endorsed, highly qualified, certified teacher who has received SELD training.  ELD, IA does not provide new instruction, but is there to support skills and review skills being taught by	Students participate until they reach the proficient level of the ELPA21 test. ELD exit criteria applies.  Goal:5 years  Location: ELD Classroom at CES	The ELD teacher provides comprehensive language instruction across the four domains of language acquisition following the State Standards appropriate for the student's proficiency level.  The ELD teacher uses data regularly from formative assessments to track progress and determine instructional needs.
Program Model & School	Description of Program	Personnel Delivering Instruction	Length of Program/Location	Ways that Students' Linguistic and Academic Needs Are Met										
ELD at Culver Elementary School - Pull Out Model (State Code 22)	ELD teacher explicitly teaches language functions using increasingly more academic vocabulary (as students move up through proficiency levels) and language forms in a pull-out situation. EL students	ESOL endorsed, highly qualified, certified teacher who has received SELD training.  ELD, IA does not provide new instruction, but is there to support skills and review skills being taught by	Students participate until they reach the proficient level of the ELPA21 test. ELD exit criteria applies.  Goal:5 years  Location: ELD Classroom at CES	The ELD teacher provides comprehensive language instruction across the four domains of language acquisition following the State Standards appropriate for the student's proficiency level.  The ELD teacher uses data regularly from formative assessments to track progress and determine instructional needs.										

	receive ELD instruction five times per week for thirty minutes.	certified teacher.		
Sheltered Instruction at Culver Elementary School (State Code 30)	In addition to EL students receiving dedicated time in ELD instruction, all classroom teachers will use SIOP strategies including a focus on academic vocabulary, building on prior knowledge, and scaffolding content so it is accessible, along with frequent checks for understanding.	Certified classroom teachers with support for strategies from the ELD teacher.	This instructional methodology applies when there are EL students in the teacher's classroom.  Location: regular education classrooms at CES	The ELD teacher communicates with classroom teachers to coordinate appropriate contexts, topics, and functions for supporting EL students in the classroom.

**Elementary ELD Pull-Out Explained in More Detail**

Students are grouped by grade levels over all and then may be group by proficiency level or in mixed proficiency group. According to Dutro, no more than two ELD levels may be grouped together for effective instruction. While there are all 4 levels (1-4) in the same classroom, direct instruction to teacher appointed groups is being taught by the licensed ELD teacher. While he/she is with one group of students for half of the class period (15 minutes out of the 30 minute class period), the ELD EA is practicing or reinforcing skills previously taught by the ELD teacher. No new instruction will be delivered in any way, shape or form by the EA. In some cases, due to scheduling conflicts or group size, it may be necessary to have additional grade levels to a class. The teacher will still differentiate to meet the needs of all students in the group. Moreover, trained staff will use the ADEPT test or other assessments to determine ELD levels on new students and evaluate growth during the year on a more regular basis.

Students that are pulled out for ELD instruction will not miss core instruction or special programs such as PE, Music, and Art.

Program Model & Schools	Description of Program	Personnel Delivering Instruction	Length of Program & Location	Ways that Students' Linguistic and Academic Needs Are Met
<p>ELD Class period at Culver Middle School and High School (State Code 23)</p>	<p>ELD teacher explicitly teaches language functions using increasingly more academic vocabulary (as students move up through proficiency levels) and language forms in a class period of equivalent length to one class period using the school's bell schedule. EL students receive ELD instruction five times per week for approximately 50 minutes daily.</p>	<p>ESOL endorsed, highly-qualified certified teacher who has received SELD training.</p> <p>ELD EA does not provide new instruction, but is there to support skills and review skills being taught by certified teacher.</p>	<p>Students participate until they reach the proficient level of the ELPA21 test. ELD exit criteria applies.</p> <p>Goal: 5 years</p> <p>Location: ELD classrooms at CMS and CHS</p>	<p>The ELD teacher provides comprehensive language instruction across the four domains of language acquisition following the State Standards appropriate for the student's proficiency level.</p> <p>The ELD teacher uses data regularly from formative assessment to track progress and determining instructional needs.</p>
<p>Sheltered Instruction at Culver Middle School and Culver High School</p>	<p>In addition to EL students receiving dedicated time in ELD instruction, all classroom teachers will</p>	<p>Certified classroom teachers with support for strategies from ELD teacher.</p>	<p>This instructional methodology applies when there are EL students in the teacher's classroom.</p>	<p>The ELD teacher communicates with classroom teachers to coordinate appropriate contexts, topics, and functions for supporting EL student in the classroom.</p>

(State Code 30)	use SIOP strategies including a focus on academic vocabulary, building on prior knowledge and scaffolding content so it is accessible, along with frequent checks for understanding.		Location: Regular education classrooms at CMS & CHS	
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**Secondary ELD Class Period Model Explained in More Detail**

Students are grouped by schools. All middle school students attend on class period as does high school. Because of low numbers, we combine multiple grade bands within each school to best serve the needs of students. For the 2017-18 school year each Middle and High school have a very limited number of proficiency level 1 and 2 students. It would not make sense to have a separate class for one at the Middle School and another for two at the High School. Due to scheduling conflict and cost, it is also not possible to have a combined class as has happened previously.

**Grades 6-8 ELD Class**

- 1 class period daily
- Projected number of students for 2017-18 school year= 9 (1 proficiency level 1, 8 proficiency level 3)

**Grades 9-12 ELD Class**

- 1 class period daily
- Projected number of students for 2017-18 school year= 7 (one at proficiency level 1, six at proficiency level 3)

The two ELD class periods are each taught by an appropriately licensed and highly qualified ESOL endorsed teacher. Although each class includes mixed proficiency levels, the teachers will still differentiate to meet the needs of all students in the group. Moreover, trained staff will use the GAP finder test or other curriculum based proficiency assessments to determine ELD levels on new students and evaluate growth during the year on a more regular basis.

At the middle and high school level, EL students are enrolled in a regular class period for ELD, which counts as an elective.

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

**ESL Pull Out:** The ESL Pull Out model is used at Culver Elementary School. Every year the principal works with the ESOL teacher to create a master schedule that provides protected dedicated time for ELD instruction. In the scheduling process they ensure that EL students receive their ELD instruction without missing core content instruction. For students that have multiple specialized needs, such as students who are dually identified as ELSWD and have requirements for Special Education services, extra care is made to make sure that the student's needs are met while fulfilling legal requirements. Every EL student in grades K-5 receives 30 minutes of instruction daily and are grouped in mixed proficiency based at grade levels.

**ELD Class Period:** The ELD Class Period is used both at Culver Middle School and Culver High School. Each EL student is assigned to an ELD class as part of his/her regular daily bell schedule. The length of the class period matches all other core content level class periods. All EL students are in one mixed proficiency based class.

**Sheltered Instruction:** In the general education classrooms, the expectation of the district is that teachers who have EL students in their classrooms use effective Sheltered English Instructional strategies to allow meaningful access to the content being taught. This includes a focus on academic vocabulary development, building on students' background and prior knowledge and scaffolding content so it is accessible, as well as frequent checks for understanding among others. The ELD teacher provides teachers materials and strategies to support EL students in the general education classrooms. In addition to supports provided by the ELD teacher, many staff members have received SIOP training. Through House Bill 3499, the district has partnered with George- Fox University in providing all teachers K-12 with the opportunity to receive ESOL endorsements. Eighteen teachers have participated in some classes and eleven of those will receive their ESOL endorsement at the end of the 2017-18 academic year.

The above models and approaches have been recognized by the Oregon Department of Education as appropriate educational strategies for EL students. Decisions regarding placement of an individual student are made with input from the District EL team, ELD Teachers, Building Principals, Counselors, Parents and Core Content Teachers. Greater detail as to the instructional programs offered at Culver District Schools are provided in Section 4 of this document.

### **Research that Supports the Educational Approaches for Educating ELs**

#### **ELD Pull Out Research**

Dutro, S. & Ames, C. (2005). *A Focused Approach, Systematic English Language Development Instruction: A Handbook for K-6 Teachers*.

Dutro, S., & Moran, C. (2003). *Rethinking English Language Instruction: An Architectural Approach*. In G.G. García (Ed.), *English Learners* (pp. 227-258). Newark, DE: International

Reading Association.

Gersten, R.; Baker, S.; Shanahan, T.; Linan-Thompson, S.; Collins, P. & Scarcella, R. (2007). *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*. Washington DC: National Center for Education Evaluation and Regional Assistance (IES).

Saunders, W. & Goldenberg, C. (2010). Research to guide English language development instruction. In *Improving Education for English Language Learners* (pp. 21-82). <http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf> . Sacramento, CA: California Department of Education.

### **ELD Class Period Research**

Dutro, S. & Ames, C. (2005). *A Focused Approach, Systematic English Language Development Instruction: A Handbook for K-6 Teachers*.

Dutro, S., & Moran, C. (2003). *Rethinking English Language Instruction: An Architectural Approach*. In G.G. García (Ed.), *English Learners* (pp. 227-258). Newark, DE: International Reading Association.

Saunders, W. & Goldenberg, C. (2010). Research to guide English language development instruction. In *Improving Education for English Language Learners* (pp. 21-82). <http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf> . Sacramento, CA: California Department of Education.

### **Sheltered Instruction Research**

August, D., & Shanahan, T. (2006). *Developing literacy in second language learners*. Report of the National Literacy Panel on Minority-Language children and youth. Mahwah, NJ: Lawrence Erlbaum.

Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE). <http://www.cal.org/create/>

Dutro, S. & Ames, C. (2005). *A Focused Approach, Systematic English Language Development Instruction: A Handbook for K-6 Teachers*.

Dutro, S., & Moran, C. (2003). *Rethinking English Language Instruction: An Architectural Approach*. In G.G. García (Ed.), *English Learners* (pp. 227-258). Newark, DE: International Reading Association.

Gersten, R.; Baker, S.; Shanahan, T.; Linan-Thompson, S.; Collins, P. & Scarcella, R. (2007). *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*. Washington DC: National Center for Education Evaluation and Regional Assistance (IES).

Hansen-Thomas, Holly. *Sheltered Instruction: Best Practices for ELLs in the Mainstream*. *Kappa Delta Record* (June 2008): 165-169.

Krashen, S., & Terrel, T. (1983). *The natural approach: Language acquisition in the*

	<p>classroom. Englewood Cliffs, NJ: Alemany/Prentice Hall</p> <p>Moghamian, A.; Rivera, M.; Francis, D.; Instructional Models and Strategies for Teaching English Language Learners (2009) Center on Instruction at RMC Research Corporation.</p> <p>Saunders, W. &amp; Goldenberg, C. (2010). Research to guide English language development instruction in Improving Education for English Language Learners (pp. 21-82). <a href="http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf">http://www.sdcoe.net/lls/english-learner/Documents/research-guide-english-language-development-instruction.pdf</a>. Sacramento, CA: California Department of Education.</p>
42	<p>Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). <b>Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).</b></p> <p><b>Professional Development Support for Core Content Areas</b></p> <p>The Culver School District is committed to increase the skills teachers need to better support EL students in the core content classes. This need was clearly evident in multiple professional development needs assessments of teachers, administration and support staff. While many of our staff have been trained on a variety of sheltered instruction techniques (SIOP, CM, etc.), we need to provide additional professional development opportunities for current staff that does not possess this background and refresher classes for staff that has been previously trained. We will accomplish this in a number of ways: First, our ELD teachers will be more actively providing information to teachers on how to scaffold instruction and what supports are needed at each proficiency band. In many cases they will lead building level mini PD sessions on sheltered instruction techniques. Secondly, we will look to partner with neighboring districts for SIOP training or send teachers to SIOP training as part of our district and building level professional development plans. Finally, administrators that do not possess a strong working knowledge of ELD programs and best practices for EL students will attend various workshops and conferences including the annual English Language Learners Alliance Conference to gain skills to better evaluate program effectiveness.</p>
43	<p>Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. <b>Include how the district will measure the effectiveness of this professional development.</b></p> <p>In the general education classrooms, the expectation of the district is that teachers who have EL students in their classrooms use effective Sheltered English Instructional strategies to allow meaningful access to the content being taught. This includes a focus on academic vocabulary development, building on students' background and prior knowledge and scaffolding content so it is accessible, as well as frequent checks for understanding among others. The ELD teacher provides teachers materials and strategies to support EL students in the general education classrooms. In addition to supports provided by the ELD teacher, many staff members have received SIOP training. Such as;</p> <ul style="list-style-type: none"> <li>● Through House Bill 3499, the district has partnered with George Fox University in</li> </ul>

	<p>providing all teachers K-12, with the opportunity to receive ESOL endorsements. Eighteen teachers have participated in some classes and eleven of those will receive their ESOL endorsement at the end of the 2017-18 academic year.</p> <ul style="list-style-type: none"> <li>● The district provided all K-12 teachers with the opportunity in the summer of 2017 to receive AVID training. AVID training provides a coursework known to accelerates students’ academic language acquisition and increases their access to college preparatory courses.</li> <li>● An instructional ELL coach was provided by the state to partner with our ELD teachers and specialist through the 2017 school year.</li> <li>● The district partnered with Oregon State University to provide The Latino Family Literacy Project to all ELL students and their families. Through this program is designed to bring Latino families to come together as a support group especially designed to motivate students to continue their education after graduating from High School.</li> <li>● The district and individual schools will maintain a log of supports provided by the ELD teachers and formal/informal professional development on strategies to support EL Learners in the classrooms.</li> <li>● Administrators will look for best practices for instructing English Learners in classrooms during their observations of teachers, and the administrative team will look at this data to determine whether or not professional development in this area has been effective.</li> </ul> <p>The district will measure the effectiveness of the professional development provided to staff members by conducting 2 formal and 2 information observations conducted yearly by district administrators. In addition, EL students’ scores, student work samples and curriculum based measures will be used as a reflection of the effectiveness of teacher provided professional development.</p>
44	<p>Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. <b>Include how the district will measure the effectiveness of these services.</b></p> <p><b>Standards/Criteria for Determining the Amount and Type of Language Development Services Provide</b></p> <p>The Culver School District ELD programs follow the state adopted ELP standards and research- based best practices for serving our EL students. Since a large number of our EL students are elementary students, we have adopted a pull out model to serve the students. The elementary principal works with the ELD teacher to schedule dedicated and protected time within the elementary school day to provide time for ELD instruction during which no core content is being taught. Moreover, to provide equal access and opportunity, students are not missing electives such as PE, Art or Music. At the secondary levels we have chosen to use an ELD Class period model. The decision behind this was to ensure that students were given the</p>

equivalent of one full class period of ELD instruction without missing a core content class. The number of students that are identified EL students at the secondary level is considerably less than that of the elementary level. We will continue to look at the number of students in the program annually and make adjustments in the number of class periods offered to best meet the needs of our students. As explained in section 4, the Middle School class period contains students at mixed proficiency levels in grades 6-8. The High School class period also contains students at mixed proficiency levels. Looking at past practice, it is still an unreasonable expectation that one teacher could teach 13 grade spans across 4-5 proficiency levels, effectively and within an appropriate model grounded in research-based best practices.

**Special Considerations**

In the event the district has to deviate from the plan to accommodate students that have special needs or scheduling conflicts that interfere with the regular ELD instruction, other options may be considered including a consultation model where Special Education teachers work with the ELD teacher to design instruction that can be delivered or incorporated into the student’s special education placement. While these situations are not common, we will always make accommodations or modifications with a student’s best interests in mind.

45

**Describe the district’s plan to address the language and content needs for each of the following groups of students: ELSD – with significant cognitive disabilities, ELSD – emotional disability, ELSD – behavioral disability, ELSD – deaf/hard of hearing, ELSD – 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.**

<b>Program Options</b>	<b>Elementary</b>	<b>Secondary</b>
<b>Significant cognitive disabilities</b>	*IEP plan/504 plan *Differentiated instruction in ELD	*IEP plan/504 plan *Differentiated instruction in ELD
<b>Emotional disabilities</b>	*IEP plan/504 plan *Differentiated instruction in ELD	*IEP plan/504 plan *Differentiated instruction in ELD
<b>Behavioral disabilities</b>	*IEP plan/504 plan *Differentiated instruction in ELD	*IEP plan/504 plan *Differentiated instruction in ELD
<b>Deaf/hard of hearings</b>	*504 plan *Differentiated instruction in ELD	*504 plan *Differentiated instruction in ELD
<b>Blind/vision impaired</b>	*504 plan *Differentiated instruction in ELD	*504 plan *Differentiated instruction in ELD

	<p><b>Recent arrivers</b></p>	<ul style="list-style-type: none"> <li>*Differentiated instruction in ELD</li> <li>*Sheltered instruction in regular classroom</li> </ul>	<ul style="list-style-type: none"> <li>*Intake meeting to discuss specific graduation plan expectations within first 30 days of attendance (family, student, administration, counselor)</li> <li>*Differentiated instruction in ELD</li> <li>*Sheltered instruction in regular classroom</li> <li>*Edmentum (Online program classes 90+ class options)</li> <li>*COIC (Program offered off campus)</li> </ul>
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**Section 5: Staffing and Resources (OCR section 5)**

Question #																	
46	<p>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).</p> <p><b>Certified Teachers</b></p> <p>For the 2017-18 school year, we will have 1.5 FTE of ESOL certified teachers in the following configuration:</p> <table border="1" data-bbox="293 722 977 1316"> <thead> <tr> <th>School</th> <th>Program</th> <th>Predicted # of EL students</th> <th>FTE/Teacher</th> </tr> </thead> <tbody> <tr> <td>Culver Elementary</td> <td>ELD Pull-Out</td> <td>55 active + 13 monitor</td> <td>1.0 Heather VanAlstyne</td> </tr> <tr> <td>Culver Middle School</td> <td>ELD Class Period</td> <td>11 active + 12 monitor</td> <td>0.5 Kelly Knowles</td> </tr> <tr> <td>Culver High</td> <td>ELD Class Period</td> <td>11 active + 11 monitor</td> <td>Heather VanAlstyne</td> </tr> </tbody> </table> <p><b>Instructional Assistants</b></p> <p>We have one full time Instructional Assistant serving the ELD program at the elementary school and one IA split between the middle and high school. Additional FTE will be added as needed by the program or as the budget permits in subsequent years under this plan.</p> <p><b>Administrators</b></p> <p>Building principals will oversee the ELD programs at each of their respective schools with guidance from the Director of Federal Programs &amp; School Improvement as well as the Superintendent.</p>	School	Program	Predicted # of EL students	FTE/Teacher	Culver Elementary	ELD Pull-Out	55 active + 13 monitor	1.0 Heather VanAlstyne	Culver Middle School	ELD Class Period	11 active + 12 monitor	0.5 Kelly Knowles	Culver High	ELD Class Period	11 active + 11 monitor	Heather VanAlstyne
School	Program	Predicted # of EL students	FTE/Teacher														
Culver Elementary	ELD Pull-Out	55 active + 13 monitor	1.0 Heather VanAlstyne														
Culver Middle School	ELD Class Period	11 active + 12 monitor	0.5 Kelly Knowles														
Culver High	ELD Class Period	11 active + 11 monitor	Heather VanAlstyne														

47	<p>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.</p> <p><b>Staffing</b></p> <p>All ELD staff, both certified and classified, meet Highly Qualified requirements in accordance with TSPC and ESSA. Staffing for the ELD program varies each year depending on enrollment and as the district assesses whether or not additional FTE is needed annually. All ELD services are delivered by teachers that hold ESOL endorsements, which meet the criteria set by OAR 584-036-0013; teacher certification requirements. Teacher qualifications are verified through the Oregon Teacher Standards and Practices Commission (TSPC) at the time of hire, and EAs take a district approved competency test as a condition of employment to meet highly qualified status. The district HR department implements district-wide procedures for monitoring qualification of all staff. Newly hired staff who lack training such as SELD, SIOP, GLAD, CM, etc. will undergo training or other professional development in these areas to best serve the needs of EL students. Finally, bilingual ability is taken into consideration when filling new positions with both licensed and classified staff.</p>
48	<p>Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.</p> <p>Instructional assistants must meet all standards according to OAR 518-034-0006. Those that did not meet the requirements would be sent to trainings or receive other professional development to achieve the expected standards for that role. In addition, an emphasized focus would be to hire bilingual personnel.</p>
49	<p>Describe the contingency plan for addressing staffing issues for the EL program (<b>include all specialize programs supporting ELs</b>). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.</p> <p><b>District Contingency Plan for Staffing</b></p> <p>The number one priority is making sure all students receive the best quality education and advance their abilities in both attaining full proficiency in English, meeting essential skills so they are college and career ready upon graduation. Every effort is made to make sure our EL students receive ELD instruction from highly qualified teachers with the appropriate endorsement and that the instruction offers the necessary scaffolding to meet their language needs following state standards and best practices.</p> <p>In the event the district needed to use temporary staff that did not meet the district qualifications for the ELD program (such as using a teacher without an ESOL endorsement), the other ESOL endorsed teacher would assist with curriculum planning including lesson plans until an appropriately licensed teacher could fill the position, whether in a long-term substitute capacity or regular full time position. Educational assistants that did not meet the requirements would be sent to trainings or receive other professional development to achieve the expected</p>

	standards for that role.
50	<p>Describe the district’s selected core ELP instructional materials and supplies available for the district’s language development program.</p> <p><b>Curriculum Adoption</b></p> <p>For the 2017-2019 school years, the Culver School District has adopted the following state approved curriculum materials:</p> <p>Grades K-2, Imagine Learning</p> <p>Grades 3-5, National Geographic Reach</p> <p>Grades 6-8, National Geographic Inside Fundamentals</p> <p>Grades 9-12, National Geographic Edge Fundamentals</p> <p>In addition to the core curriculum materials noted above, the ELD program uses a number of supplements to accelerate language acquisition this includes Reading Eggs, and Easy CBM, among others.</p>
51	<p>Describe the district’s plan for regular and ongoing review of district ELP materials and the timeline associated with the review. <b>Include all instructional materials for all programs supporting ELs.</b></p> <p><b>Process and Timeline for Reviewing Curricular Materials</b></p> <p>For the duration of this plan and beyond, the district will conduct regular and ongoing reviews of instructional materials. We will assess the effectiveness of the curriculum and identify any gaps in quarterly meetings with ELD staff. For the most recent adoption, the Director of Federal Programs &amp; School Improvement, ELD Teacher and Instructional Assistants reviewed the materials with additional input from an outside consultant and input from the regional ESD office to select the new material for our ELD program.</p>
52	<p>Describe the district’s contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.</p> <p><b>District Contingency Plan for Additional Resources</b></p> <p>The Culver School District is committed to providing all students a high quality education and the resources they need to be college and career ready. Should the district not have the appropriate resources and curricular materials for the ELD program, the Director of Federal Programs &amp; School Improvement will work with the Business Manager to draft a proposal to the school board to use contingency money set aside per board policy to make additional purchases. The grant from House Bill 3499, is also a benefit.</p>

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

Question #	
53	<p>Describe the district’s criteria used to determine that an EL is proficient. <b>Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.</b></p> <p><b>Procedures for Exiting (Reclassification) EL Students</b></p> <p>English proficiency is measured by ELPA21 levels 1-5 in the four domains of listening, speaking, reading, and writing which correlate to a composite scores of Emerging, Progressing, and Proficient. The Culver School District uses “Exit Criteria” to determine that students have reached proficiency in English at a level comparable to that of their English-speaking peers, allowing them to participate without ELD support in the standard academic program.</p> <p><b>Standard Exit</b></p> <p>The Office of Civil Rights states: The district will ensure that students exited from the language assistance program are performing in the general education program without significant barriers primarily caused by limited English proficiency.</p> <p>If a student scores a Total Placement Level 4 on ELPA21, the ELD teacher reviews the available student’s ELPA scores over a period of 4 years (if available) to determine whether the current year’s score reflects “a culmination of progress demonstrated over a legitimate period of time.”</p> <p>If the ELD teacher believes the student will benefit from instruction in the regular education program without ELD classes, the ELD teacher will follow these steps:</p> <ol style="list-style-type: none"> <li>1. Contact parents and classroom teacher(s), inform them of Exit recommendation and invite their comments.</li> <li>2. Complete an ELD Program Exit/Promotion/Retention Form, obtaining all the necessary school personnel signatures.</li> <li>3. Mail home copies of the exit form to the parents at their home address, and place copies in the EL Student Case Management File and Student Cumulative File</li> <li>4. Database of EL students is updated to reflect that the student has been exited and moved to monitor status.</li> <li>5. Exit letter is sent to parents at their home address. A copy of the letter is placed in the files designated on the Exit letter form.</li> </ol> <p><b>Special Considerations</b></p>

	<p>In the event the district has to deviate from the plan to accommodate students that have special needs or scheduling conflicts that interfere with the regular ELD instruction, other options may be considered including a consultation model where Special Education teachers work with the ELD teacher to design instruction that can be delivered or incorporated into the student’s special education placement. While these situations are not common, we will always make accommodations or modifications with a student’s best interests in mind.</p>
54	<p><b>Describe the district’s procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.</b></p> <p><b>Promotion Exit (ELPA21 Composite Score less than Proficient)</b></p> <p>If the ELD teacher believes the student will benefit from instruction in the regular education program without ELD classes even though the student didn’t score at the advanced level of proficiency on ELPA21, the ELD teacher will follow the subsequent steps:</p> <ol style="list-style-type: none"> <li>1. Review the student’s available ELPA21 score history (minimum of 3 years).</li> <li>2. Gather a portfolio of evidence demonstrating the student’s advanced level of proficiency in English over the course of the school year. In addition to all ELPA scores available including strand reports, the following assessment documentation may be included: <ol style="list-style-type: none"> <li>A. Adept Assessments</li> <li>B. WMLS-R Scores</li> <li>C. Unassisted writing samples scored with ELD Writing Rubric</li> <li>D. Speaking Samples scored with ELD Speaking Rubric</li> <li>E. Other work samples that demonstrate proficiency</li> </ol> </li> <li>3. Contact parents, classroom teacher(s), administration, counselor (when applicable), and Title Program Coordinator to inform them of Promotion recommendation and set up a meeting to invite their comments.</li> <li>4. Complete an ELL Program Exit/Promotion/Retention Form, obtaining all the necessary school personnel signatures at the school level team meeting, to confirming the consensus as to the reclassification status of their child. If this cannot be achieved face-to-face, a conference-call with parents is permissible, but the date of the conversation must be noted on the Promotion form.</li> <li>5. Mail home copies of the exit form to the parents at their home address, and place copies in the EL Student Case Management File and Student Cumulative File.</li> <li>6. Update the school and state database of EL students to reflect that the student has been exited and moved to monitor status.</li> </ol> <p><b>Special Consideration for ELs with Additional Academic Needs (ESLWD)</b></p> <p>As part of the procedures outlined above, the Special Education Teacher who serves as the</p>

	<p>case manager for the ELSWD in question, will be consulted and attend the school level team meetings to ensure that all of the student’s needs are met.</p> <p>Furthermore, the district recognizes that some students who are dual identified in special education and ELD, who have a documented learning disability or communication disorder may never be able to score a composite score of Proficient on ELPA21 due to their disability. In these cases, a large gap between the oral and written domains typically exists, and will for a number of years. In such circumstances, a student could be considered for promotion out of ELD services when they have consistently demonstrated proficiency in the domains that are not affected by their disability, and it is deemed by the ELD teacher, in consultation with the parent and the IEP team, that continuing in ELD will no longer benefit the student.</p> <p><b>Special Consideration for ELs with Additional Academic Needs ( SIFE, Recent Arrivers)</b></p> <p>Because of the special condition of these subgroups, addition focus will be given to identify the specific needs of the individual. To do this, a team meeting, including parents, student, classroom teacher(s), administrators, counselors, ELD teacher and Title Programs Coordinator, will be convened to determine and prioritize goals for the student. At this point, the school district will enroll and support the student in whatever programs the district has available. Both these subgroups will be subject to ELD classes and IA support just like all other ELD qualified students.</p> <p><b>Time Frames for Implementing Exit Procedures</b></p> <p>Language proficiency assessments occur annually in the winter/spring using the ELPA21 test in accordance with the testing window established by ODE. The Exit/Promotion process begins when ELPA21 results are received from ODE. For students being Exited, a consensus is reached at the school level team meeting (which includes parents) regarding the security of the decision to terminate the ELD student from services. Students exiting during the summer will have the first day of school as their exit date, students exiting in the fall will have the last day of the semester as their exit data and students exiting at the end of the school year will have the last day of school as their exit date. Notification to parents is sent in letter format in Spanish and/or English within 5 days of the school level team meeting.</p>
55	<p>Describe the staff responsible and their role in the exiting process.</p> <p><b>Notifying Classroom Teachers of Reclassification</b></p> <p>Classroom teachers are involved in the reclassification/promotion/retention process. Once the ELD teacher has decided to recommend Exiting, Promotion or Retention, he/she informs the classroom teacher(s) and invites them to attend the school level team meeting. Their signatures as well as a signature of the building administrator are required on the Exit/Promotion/Retention Form.</p>

56	<p>Describe how and where the documentation of the district’s exiting procedures will be maintained, <b>and</b> who is responsible for maintaining the documentation.</p> <p>All documentation for exited students will remain in the student’s ELD case file in a designated section of the ELD case manager’s file cabinet. Copies of the exit form and signature page will be placed in student’s cumulative folder in the main office.</p>
57	<p><b>Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.</b></p> <p>If the ELD teacher believes the student will benefit from instruction in the regular education program without ELD classes, the ELD teacher will follow these steps:</p> <ol style="list-style-type: none"> <li>1. Contact parents, administration, applicable teaching staff, and applicable counselors to inform them of Exit recommendation and set up a conference. Parents are contacted through form letter and phone calls.</li> <li>2. During a conference, invite comments from all interested parties, complete an ELD Program Exit/Promotion/Retention Form, obtaining all the necessary school personnel and parent signatures. Translators are available when applicable</li> <li>3. If consensus is reached, student is terminated for ELD services but will remain in monitor status for the following four years. Copies of exit forms are mailed to the parents at their home address, with copies placed in the files designated on the Exit letter form.</li> <li>4. Database of EL students is updated to reflect that the student has been exited and moved to monitor status.</li> <li>5. If consensus is not reached or upon parental request, student remain active with ELD services for the following year and then come up for exiting again after the next years ELPA21 assessment. If student demonstrated proficiency after two years he/she will be exited from ELD services regardless of consensus or parental request.</li> </ol>
58	<p>Describe the district’s monitoring plan <b>for each of the four years a student is in monitored status</b> (who is responsible, what is the frequency, <b>is the frequency different depending on the student’s academic progress or monitoring year</b>, what documentation is reviewed, how and where is the documentation collected and stored).</p> <p><b>Monitoring Plan for Exited ELs</b></p> <p>The progress of students who are re-2designated FEP (Fluent English Proficient) must be monitored carefully for 4 years to ensure that they can succeed in all subjects without support services. While monitored students do not take the ELPA assessment they may be tested with the WMLS-R while they are being monitored. A student, who could score a 4 on the WMLS-R in elementary school, may not make sufficient language progress in subsequent years and may therefore score a 3 if the student can’t keep up with language expectations for a higher grade. Monitoring is a formal, legal process and shall be conducted according to these guidelines:</p>

**Monitoring Procedure for Years 1-4 for Elementary Students**

<b>Action Step</b>	<b>Timeframe</b>	<b>Person(s) Responsible</b>
Documented grade check	Every 2 weeks	IA/ELL Teacher
Individual student check-ins	Within 2 weeks	IA/ELD Teacher
Assist students with missing or misunderstood work, organization, general academic accountability	Once within every 2 weeks	IA/ELD Teacher
Send monitored student roster and scoring rubric via email to teacher with instructions for responding to concerns. Place paper copies of scoring rubric in teachers' mailboxes also when applicable	Within the first 2 weeks of the school year	ELD teacher
Give teachers another copy of roster and scoring rubric with the ELD Monitoring Form	End of each quarter (4X per year)	ELD teacher
Classroom teacher returns ELD Monitoring Forms for all students on roster to ELD teacher	One week after each quarter ends (4X per year)	Classroom teacher
File ELD Monitoring Form in Cumulative file and EL student case management file.	Within 2 weeks of the end of each quarter (4X per year)	ELD teacher
Follow up on students about whom there are concerns that might be related to English language proficiency. Document this follow up on the ELD Monitoring Form.	Follow-up assessment must be conducted within 2 weeks after the ELD Monitoring Form is submitted to the ELD teacher. *If the follow-up assessment indicated need for re-evaluating student placement, a joint conference with the ELD teacher, classroom teacher(s), applicable administrator, applicable counselors, and parent will determine if the student should be provided ELD support services. Additional language assessments such as the ADEPT or WMLS-R may be	ELD teacher

	administered to inform the re-designation decision	
If needed, a joint conference with the ELD teacher, classroom teacher(s), administrator, and parent is convened.	Within 2 weeks of the follow-up assessment	ELD teacher organizes
If joint conference determines additional services are needed, and ELD referral form is completed with parent consent and signatures students area re-entered into ELD *see additional information below	After joint conference meeting	ELD teacher facilitates *classroom teacher, administrator, and parent(s) must sign
ELD updates changes into the district database (or contacts the building secretary to enter changes) and ensures the student schedule change (when applicable)	After receipt of completed ELD Referral Form with signatures	ELD teacher, Secretary, counselor

\*Re-designated students may be re-entered into the ELD program for the services available to them. Parents must approve any program or schedule changes that are recommended due to second language acquisition issues. A new ELD Referral Form is completed by the ELD teacher to re-enter students who have already been Exited or Promoted out of the ELD program. (Please note that this protocol is different from a student who scored Proficient on ELPA21 but is being retained in the ELD program with no lapse in services, in which case an Exit/Promotion/Retention Form is used.).

**Monitoring Procedure for Years 1-4 for Secondary Students**

Monitoring secondary students sometimes yields unique challenges as there are many instances where the FEP student appears so orally fluent that teachers think the academic struggles are due to a lack of effort rather than language issues. If a classroom teacher feels that a monitored student is having difficulties stemming from language issues he/she will fill out the Secondary ELD Monitoring Form and refer that student to the ELL teacher for consultation to determine the best way to remediate the difficulty. This can be done at any time, not just at the end of a grading period as noted below in the action steps. In this case, the ELD teacher will meet with the classroom teacher and the student to gather more information to determine if a formal meeting with the ELD teacher, Classroom teacher(s), administration, counselor, parent and student is needed to potentially re-evaluate services (Step 4 on action plan below). This should occur within 1-2 weeks of receiving the report of concern.

Parents may also initiate the process to re-evaluate the student for re-designation. In some cases, a struggling student him/herself may seek out a teacher and express the need for additional language support. Either scenario would be followed up with a joint conference, as

indicated in the below action plan (step 4).

<b>Action Step</b>	<b>Timeframe</b>	<b>Person(s) Responsible</b>
Documented grade check	Every 2 weeks	IA
Individual student check-ins	Within 2 weeks	IA
Assist students with missing or misunderstood work, organization, general academic accountability	Once within every 2 weeks	IA
Send roster, scoring roster and Secondary ELD Monitoring Form via email to teacher and instruction for responding to concerns. Place paper copy of grading rubric in teachers' mail boxes when applicable.	Within the first 2 weeks of the school year	ELD teacher
After the end of the 1st-3rd quarter grading periods, the ELD teacher will analyze grades of all monitor student (Years 1-4) and create a detailed analysis in the form of a spreadsheet.	Within 2 weeks of the end of the quarter	ELD teacher
Send spreadsheet to ELD teacher, school administrator, school counselor and Director of Federal Programs & School Improvement	Within 2 weeks of the end of the quarter	ELD teacher
<p>Joint conference with ELD teacher, school administrator, school counselor, classroom teacher(s), parent(s) and student if initiated if grade report shows monitored EL student has 1 or more grades below a C.</p> <p>Additional language assessment such as the ADEPT or WMLS-R may be administered to inform the re-designation decision.</p>	Within 3 weeks of the end of the quarter.	ELD teacher organizes
<p>If joint conference determined additional services area needed, and ELD Referral form is completed with parent consent and signatures</p> <p>*see additional information below</p>	After joint conference meeting	ELD teacher facilitates, classroom teacher, administrator and parents(s) must sign
ELD contact the building secretary to enter changes in the district database and change the student schedule (when applicable)	After receipt of completed ELD Referral form with signatures	ELD teacher

\*Re-designated students may be re-entered into the ELD program for the services available to

	<p>them. Parents must approve any program or schedule changes that are recommended due to second language acquisition issues. A new ELD Referral Form is completed by the ELD teacher to re-enter students who have already been Exited or Promoted out of the ELD program. (Please note that this protocol is different from a student who scored Proficient on ELPA21 but is being retained in the ELD program with no lapse in services, in which case an Exit/Promotion/Retention Form is used.).</p>
<p>59</p>	<p>Describe the district’s procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program <b>for the monitored students in each of the four years.</b></p> <p><b>District Plan to Provide Additional Academic and/or Language Support for Monitor Students not succeeding in Core Instruction</b></p> <p>Regardless of whether or not the students’ difficulties are the result of English language acquisition or other academic needs, administrators, counselors, and teachers (both content and ELD teachers) will identify which additional supports are appropriate to help those students succeed. These supports could involve enrollment in targeted instructional intervention classes like Edmentum or COIC (high school only), a behavior or attendance contract, tutoring or other homework assistance, or referral to the SST for further inquiry, etc..</p>
<p>60</p>	<p>Describe the district’s plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. <b>This support addresses monitored student’s academic needs, not to determine to re-enter the student in the EL program.</b></p> <p>The district will assign an instructional assistant to monitor students through bi-monthly grade checks and individual student check-ins. Check-ins will consist of academic support with organization, missing work assistance and personal support. This information will be reported to the ELD teacher, Title Program coordinator, and school counselor (when applicable) via google docs and a paper copy. The ELD teacher is responsible for further follow up on the information. Additionally, parent will be contacted in their native language with information regarding absenteeism and grades not limited to missing assignments and late work.</p>
<p>61</p>	<p>Describe the district’s plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student’s progress and opportunities for support through the ELD program.</p> <p><b>District Plan for Monitoring Academic and Linguistic Progress for EL Students with a Waiver for Service</b></p> <p>Students with a waiver are tracked following the same procedures for monitor students as noted earlier in this document.</p>

**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.**

**4 years of monitoring**

Each year of a student's monitoring time, a letter is sent to parents at the latest address given to the school district, explaining what year of observation the student is in and what can be expected as support from the ELD department. A copy of each year's parent letter is added to the student's ELD case management file and cum file.

**Completed monitoring**

At the culmination of a student's monitoring time, a letter is sent to parents at the latest address given to the school district, explaining that the student has completed monitor status and to contact the ELD department if concerns should arise. A copy of the parent letter is added to the student's ELD case management file and cum file.

**Re-entering**

In this situation, parents both receive a form letter and a phone call explaining the ELD teacher's concerns. A meeting is set up with all necessary people. At the meeting a plan of action is decided on to determine the necessity of returning the student to ELD. At the end of that process, a letter is sent home formally notifying the parents of the results and decision made. A copy of the letter is added to both the students cum file and ELD case management file.

**Additional support**

If additional support is needed options area discussed within the school setting by applicable personnel. Once feasible options have been identified, parents area notified and input is solicited as to the outcome. A parent letter is sent at the end of the process with a copy being added to the students cum and case management file.

## Section 7: Equal Access to Other School District Programs (OCR step 7)

Question #	
63	<p>Describe the district’s procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.</p> <p><b>Identification of ELSWDs</b></p> <p>With regard to IDEA 2004, the ELD and SpEd Programs collectively have a procedure for staff to follow. Referral to Special Education for newly arrived students is inappropriate unless there are extreme extenuating circumstances. A child must be given ample time to adjust, and assimilate before a referral is made to the Student Support Team. Since EL students generally speak a language other than English, additional information must be presented before the SST group can proceed with full knowledge of the student. The team needs to consider what constitutes “typical” ELL growth into English reading and writing when compared with EL peer students who have been learning in English a similar number of years. The WMLS-R is used to help determine eligibility for SPED services for EL students. While this test is not definitive in itself, it gives a comparative score between two languages (English and Spanish). The test is used to give an idea of the Cognitive Academic Language Proficiency (CALP) capacities in both English and Spanish of EL students. If a past WMLS-R test is available, it is advisable to request a current WMLS-R assessment to measure language growth. The ELD Teacher coordinates Spanish WMLS-R testing in all schools, administered by a trained, qualified, bilingual proctor. Parents of students to be screened are asked to sign a permission form to authorize the testing. The SpEd process for an EL student must be sensitive to both second language and cultural issues in order to prevent misidentifying an EL student as disabled.</p> <p>Important Factors to consider in determining whether or not to refer an EL student for Special Education include investigation of:</p> <ul style="list-style-type: none"> <li>• A lack of auditory skills, comprehension skills, garbled speech, and/or processing difficulties noted in both L1 and L2.</li> <li>• Language deviations that are not within the expected parameters for the child’s age and stage of development. (WMLS-R is useful for such purposes.)</li> <li>• The EL student’s progress when compared to the rate of growth made by EL peers considering age, grade, and amount of time and quality of English instruction. Is growth within a normal range or too slow?</li> <li>• The EL student’s language abilities in both languages, whenever possible, by trained professionals fluent in the language being assessed and that the findings indicate a deficit in both languages.</li> </ul>

	<ul style="list-style-type: none"> <li>• The EL student’s overall educational program, including review of student attendance, and other factors that may influence learning.</li> </ul> <p>Diagnostic assessment should only take place after all other interventions are exhausted. Interventions, including modifications in how material is presented, checking for physical problems with sight or hearing, social interactions, consultations with parents, and ongoing intervention strategies must first be tried and documented.</p> <p>Public Law 94-142 requires that “test and evaluation materials be provided and administered in the child’s native language, and that the child be assessed in all areas related to the suspected disability.” The Culver School District conducts diagnostic assessments in both languages wherever possible. In addition, tests including non-verbal cognitive ability assessments and bilingual verbal cognitive ability assessments must be administered to identify the student’s general cognitive ability, so as not to confound limited language proficiencies which may be present in both languages. The IEP team will consist of the parents, classroom teacher, ELD teacher, school psychologist, and other possible team members (counselor, prior year’s teacher, principal), coordinated by the Special Education teacher at the school site will decide the appropriate assessments to determine possible eligibility for Special Education.</p> <p>Placement to SpEd may take place after careful consideration of test results. The IEP team will determine eligibility for Special Education and, if placement is warranted, an Individual Education Plan will be developed. This IEP will include a determination of how ELD services will be administered and any accommodations recommended for standardized testing. As with all students, the district adheres to the timelines for SpEd referral, evaluation, assessment and ongoing IEP and eligibility meetings as established in state law.</p> <p>The District will ensure that all communication during this process is in a language parents can comprehend using an interpreter when appropriate. If the EL student is found eligible, parent permission forms will be signed using forms provided by the Special Ed. Department. It is the responsibility of the Special Education Department to provide necessary translated, legal forms, the Special Education Booklet on Parental Rights, as well as a translation of the IEP upon parental request.</p> <p>A copy of the initial referral and support SST documents will be kept in a student’s cumulative file. Once the SpEd process has begun, the Special Ed. teacher will maintain the student’s documentation and files, with copies given to the ELD teacher for the EL Student Case Management File.</p>
64	<p>Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.</p> <p>The IEP team will consist of the parents, classroom teacher, ELD teacher, school psychologist, and other possible team members (counselor, prior year’s teacher, principal), coordinated by the Special Education teacher at the school site will decide the appropriate assessments to determine possible eligibility for Special Education.</p>

	<p>The classroom teacher(s) and the ELD teacher prepare the information necessary for a pre-referral to the Student Support Team (SST) on the EL student. The procedure guides the ELD teacher in the building to collect specific assessments and information in advance to present at the SST meeting. The items are:</p> <ul style="list-style-type: none"> <li>• WMLS-R Score Reports</li> <li>• Cultural-linguistic Questionnaire</li> <li>• ELPA21 Assessment History</li> <li>• Other assessments, if available (i.e. ADEPT, Gap-finder , speaking or writing samples scored with a rubric)</li> </ul>
65	<p>Describe the process for determining the best ELD educational program is selected for each ELSWD.</p> <p>The Culver School District ELD programs follow the state adopted ELP standards and research-based best practices for serving our EL students. ELD teacher will take into consideration their proficiency level in all four domains and designations on their IEP/504 plans. With House Bill 3499, we were able to partner with George Fox to offer ESOL degrees. Ten teachers, K-12, will complete this two year process at the end of the Summer of 2018. This will strengthen classroom teachers’ practices in the classroom for EL students.</p>
66	<p><b>Describe the district’s process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.</b></p> <p>All IEP documents will be translated into the language that parents/guardians are able to understand and a translator will be attending all IEP meetings.</p>
67	<p>Describe the district’s procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.</p> <p><b>Procedures for Identifying ELs in Talented and Gifted Program</b></p> <p>The Culver School District has a process to identify students for talented and gifted services. The TAG program focuses on students who are capable of performing at advanced levels and accelerated rates of learning. The process for identifying new TAG students begins with a request from a classroom teacher, parent/guardian, or with information from student cut scores on Smarter Balanced testing or other exceptional student performance work samples. The District TAG coordinator will notify the parent/guardian by letter and/or phone call as to the status of the request and the requirements for identification as a TAG student. The requirements meets both district and state criteria in which identified students must demonstrate the ability at or above the 97th percentile rank in reading and/or mathematics as measured on standardized tests or achievement or other tests of cognitive ability. In addition supporting information from work samples, observations, teacher recommendations and parent/guardian comments are included in the identification process. State standards require</p>

	<p>identification in one of the following categories:</p> <ul style="list-style-type: none"> <li>• Academically Talented in Reading</li> <li>• Academically Talented in Math</li> <li>• Academically Talented in Reading and Math</li> <li>• Intellectually Gifted</li> <li>• Intellectually Gifted Potential.</li> </ul> <p>If a student qualifies, a letter (in the language indicated on registration forms) is sent home. The district uses a classroom-based approach to TAG services. The TAG coordinator and classroom teachers work with students and parents to develop TAG learning plan to fit the student’s needs. The plan is evaluated at least annually and all data is stored in the student’s cumulative folder.</p>
68	<p>Describe the district’s plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.</p> <p><b>Equal Opportunity and Access to Extracurricular Activities</b></p> <p>Culver School District Board Policy JB states that “every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation, race, religion, color, national origin, disability, marital status, linguistic background, culture, capability or geographic location.” In order to ensure that EL and ELSWD students have an equal opportunity to participate in activities, classroom teachers, counselors, and coaches will inform all students of the availability of activities and encourage all students to participate. All school to home communication will be translated into the requested language of the student’s family.</p>

<p>69</p>	<p>Describe the district’s procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).</p> <p><b>District Procedures for Identifying ELs for Support in Title IA Targeted Assisted Programs</b></p> <p>Culver Elementary and Middle School are currently school-wide Title IA schools therefore all EL’s are receiving targeted assistance</p> <p>Identifying 6th Grade Students: The 5th grade teachers meet with the 6th grade teachers &amp; the middle school principal and discuss students most in need based on EasyCBM scores, OAKS, Progress Monitoring assessments, and daily classwork/classroom grades. This group identifies the 6th graders who are most at risk/in need of extra support.</p> <p>Identifying 7th and 8th Grade Students: For the 7th and 8th graders the same data analysis happens and the 7th and 8th grade teachers, and the principal, determine which students are most at risk/in need in those grades and identify them. Three times a year (Fall, Winter, and Spring) all middle school students will be screened for reading difficulties using the EasyCBM assessment. At the 6-8 grade levels, the reading tests include measures of Passage Reading Fluency and Multiple Choice Reading Comprehension. Direct Instruction placement results, OAKS results and input from the teaching staff are also taken into consideration.</p>
<p>70</p>	<p><b>Describe the district’s plan for EL graduation (4-year, 5-year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability)</b></p> <p>For each group, 24 credits is needed for graduation including a modified diploma. The only difference between a regular and a modified diploma is the amount of credits accumulated in core classes. An extended diploma is available in rare cases when a student has extenuating physical or emotional circumstances that occurred after grade 8. An individual plan is developed for each student based on their need. Influencing factors might include registration as a junior versus a freshman, quantity of academic English the student possesses, number of credit accumulated or required, etc.</p> <p>The following is the Districts’ graduation requirement plan:</p> <p><b>Graduation Requirements**</b></p> <p>The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student’s parent or guardian or by the student if he/she is 18 years of age or older or emancipated.</p> <p>If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:</p> <ol style="list-style-type: none"> <li>1. A foster child<sup>1</sup>;</li> </ol>

2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school<sup>2</sup>.

### **Diploma**

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits of English (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma or a modified diploma, in addition to credit requirements, as outlined in OAR 581-02-2000 and OAR 581-022-2010, respectively, a student must:

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> For a diploma awarded on or after January 1, 2018.

1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply

Mathematics;

2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence;
4. Participate in career-related learning experiences.

### **Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skill of Apply Mathematics, in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics, in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21).<sup>3</sup>

<sup>4</sup>The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

### **Essential Skills Appeal**

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below:

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in English;
2. Two credits in mathematics;
3. Two credits in science;

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<sup>3</sup> This criteria does not apply to students seeking a diploma in 2017-2018.

<sup>4</sup> This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skill of Apply Mathematics and other courses.

4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technology, the arts or world language (units may be earned in any one or a combination).

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified

diploma when the following conditions are met:

1. For a student on an individualized education program (IEP), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
2. For a student not on an IEP, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma. Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

### **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
  - a. Two credits of mathematics;
  - b. Two credits of English;
  - c. Two credits of science;
  - d. Three credits of history, geography, economics or civics;
  - e. One credit of health;
  - f. One credit of physical education; and

g. One credit of the arts or a world language.

2. Have a documented history of:

- a. An inability to maintain grade level achievement due to significant learning and instruction barriers;
- b. A medical condition that creates a barrier to achievement
- c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

#### **Alternative Certificates**

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

#### **Other District Responsibilities**

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified

diploma or extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in, either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate will shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives an extended diploma or alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, as determined by the IEP team.

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.<sup>5</sup>

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE)

until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified by grade five of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-out of the Smarter

Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>6</sup> and submitting the form to the district.

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or representative of a deceased person who served in the U.S. Armed Forces<sup>7</sup>, and was discharged or released under honorable conditions.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

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<sup>5</sup> A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

<sup>6</sup> [www.ode.state.or.us](http://www.ode.state.or.us): or navigate to Teaching & Learning>Testing – Student Assessment>Smarter Balanced

<sup>7</sup> The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:

- a. World War I;
  - b. World War II;
  - c. The Korean Conflict; or
  - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
- a. Operation Urgent Fury (Grenada);
  - b. Operation Just Cause (Panama);
  - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
  - d. Operation Restore Hope (Somalia);
  - e. Operation Enduring Freedom (Afghanistan); or
  - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

**Legal Reference(s):**

<a href="#">ORS 329.095</a>	<a href="#">OAR 581-022-2115</a>	<a href="#">OAR</a>
<a href="#">581-022-2505</a>		
<a href="#">ORS 329.451</a>	<a href="#">OAR 581-022-2120</a>	<a href="#">OAR</a>
<a href="#">581-022-1910</a>		
<a href="#">ORS 329.479</a>	<a href="#">OAR 581-022-2000</a>	
<a href="#">ORS 332.107</a>	<a href="#">OAR 581-022-2025</a>	
<a href="#">ORS 332.114</a>	<a href="#">OAR 581-022-2015</a>	
<a href="#">ORS 339.115</a>	<a href="#">OAR 581-022-2010</a>	
<a href="#">ORS 339.505</a>	<a href="#">OAR 581-022-2020</a>	
<a href="#">ORS 343.295</a>	<a href="#">OAR 581-022-2030</a>	

*Test Administration Manual*, Published by the Oregon Department of Education (February 4, 2016).

*Essential Skills and Local Performance Assessment Manual*, Published by the Oregon Department of Education (March 17, 2016).

## Section 8: Parent and Community Involvement

Question #	
71	<p>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).</p> <p><b>Placement in Culver School District’s ELD program</b></p> <p>Upon registration and enrollment in the ELD program, the ELD teacher or support personnel send out the parent notification letter to the home address to advise parents of services, and the parents’ right to and procedure for waiving ELD services for their child. The letter (sent in both English and Spanish) includes a description of the types of programs available to their child and the particular program(s) recommended by the ELD staff. The letter invites parents to contact the school if they have any questions or concerns about their child’s placement. This letter is sent within the first 30 days of school or within two weeks if the student enrolls after October 1st.</p> <p>Each fall, an annual program letter is mailed to the parents of all EL students at the home address, informing them of their child’s most recent ELPA21 results and the recommended services offered to their child. Again, the rights and procedures for waiving ELD services, as well as a description of the program are explained in the bilingual letter. This letter is sent by the ELD program staff.</p>
72	<p>Describe the district’s methods used to notify parents and students of available programs and services, <b>including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.</b></p> <p>Parents/Guardians and students are notified by translated materials sent home, school announcements, translator phone calls, to communicate about alternative options such as COIC and Edmentum online classes, and after-school supports.</p>
73	<p>Describe the district’s methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student’s education?</p> <p><b>District Procedure to Notify Parents and Students of Available Programs, Activities, and Services</b></p> <p>Notification of available programs and services offered in the Culver School District are translated into Spanish and distributed in the same manner that communication in English occurs. All schools have a student/parent handbook that is given to all families in the fall or upon enrollment in the school. NCLB information is provided in the handbook. Handbooks are</p>

	<p>available in both English and Spanish. Title I schools have a school compact that is signed by students, parents and the school agreeing to work together to ensure a quality education. Interpreters are available for parent teacher conferences and other parent meetings, along with Spanish speaking staff available to talk to parents on the telephone. Furthermore all parent surveys, school and classroom newsletters, school report cards, state report cards etc. are available in both English and Spanish.</p> <p><b>District Determination of What Documents Need Translation</b></p> <p>Any school to home communication is translated into Spanish, the only “other” language within the district at this time..</p>
74	<p>Describe the district’s procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?</p> <p><b>Private Schools</b></p> <p>There are no private schools within the boundaries of the Culver School District</p>
75	<p><b>Describe the district’s procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.</b></p> <p><b>Private Schools</b></p> <p>There are no private schools within the boundaries of the Culver School District</p>
76	<p><b>Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.</b></p> <p><b>District Procedures for Dissemination of AMAO Letters</b></p> <p>Annually a letter is sent to parents informing them of the District’s performance as measured on the AMAO targets is sent within 30 days of district notification. The ELD teacher is responsible for sending this letter along with documenting when it was sent.</p>
77	<p><b>Describe the district’s procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.</b></p> <p>Parents/Guardians are invited to participate in school leadership roles through personal invitation, Culver Bulldog newsletter, teachers’ weekly newsletters sent home with students and parent support groups like PTA and the Booster Club.</p>

## Section 9: Program Evaluation

Question #	
78	<p>Describe the district’s program evaluation process of the implementation of 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:</p> <ul style="list-style-type: none"> <li>§ Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).</li> <li>§ Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery.</li> </ul> <p>District Program Evaluation Process of the Implementation of the District’s EL Plan</p> <p>District goal for 2017-19:</p> <p><b>❖ Include yearly professional development for all teachers on strategies to improve learning</b></p> <p>of EL students in the core curriculum.</p> <ul style="list-style-type: none"> <li>● Culver SD began a partnership with George-Fox where 18 teachers took ESOL endorsement classes. 11 of those will graduate with an endorsement summer of 2018.</li> <li>● The entire school district was given the opportunity to attend various AVID trainings. The majority of educational staff attended.</li> <li>● A state coach will be presenting strategies to teachers and instructional assistants through professional development training.</li> <li>● The state coach will be demonstrating SIOP and SLD strategies (both teaching and evaluation) to administrators and educators at the secondary level.</li> <li>● Professional development focus specifically toward IA to be provided in February.</li> </ul> <p><b>❖ At least 80% of students increase level of proficiency by one level each year as measure on the ELPA21 Assessment.</b></p> <ul style="list-style-type: none"> <li>● This goal was not achieved. There was a significant discrepancy in this goal. To rectify this, several things have been put in place within the district. <ul style="list-style-type: none"> <li>○ An IA had been added to the Middle and High School. The IA monitors attendance, call home for English speaking parents, checks grades, conferences with students, conferences with teachers as needed.</li> <li>○ Failing students assigned lunch work period.</li> <li>○ An IA at the elementary makes bilingual phone calls homes for grades and</li> </ul> </li> </ul>

attendance for all school levels, pulls students with missing assignments, hold makeup workday weekly.

- ELD teachers follow up on IA activities, check in personally with teachers, assist struggling students in class.
- Data evaluation has been increased through a more organized and specific progress monitoring guideline.
- Students setting domain and proficiency goals for ELPA21
- To develop more successful teaching strategies-
  - school site visits completed in Salem School District and McMinnville School District
  - Educators attendance at ELD focused conferences

**10% or more of all students reach full English proficiency each school year**

- This goal was reached

All EL students are receiving passing grades in all classes.

- This goal was not reached. See actions listed above.

In addition, the district has realized that partnering with EL's families is a key piece of student success. To foster this relationship, beginning the 2017-2018 school year Culver School District started with an Open House oriented toward ELL families. (Over 100 individuals attended) A translator and our Juntos program coordinator interpreted and acted as liaisons between our ELL teachers and families. During the gathering, ELPA21, other important tests, intake and exit procedures, parent rights, and program notification forms, as well as the curriculum were explained.

Other programs added were:

- Destination Exploration- A K-5 afterschool program (2016, January-April.)
- Leyendo Juntos - K-5 for parent to learn reading strategies to read with their children
- Juntos- HS student college prep
- Homework help - (K-5) Fridays during school

Regarding the overall ELD program

- ELD teachers were able to meet all specified time requirements for students
- ELD teachers are actively using the state adopted curriculum with fidelity at all designated grade levels and implementing when needed
- Progress Monitoring has been implemented in order to better serve and track students
- Increased collaboration between ELD teachers and Federal Programs Director
- Superintendent/Elementary Principal took several ESOL classes with teachers
- Title Coordinator is also getting ESOL Degree
- Administration will observe ESOL teachers in their practicums using the SIOP evaluation tool
- Mainstream teachers are receiving ESOL endorsements and applying strategies more consistently within their classes
- Equipment purchased and provided to ELD teachers to allow recording of teaching,

	self-evaluation of practices, and collaboration/feedback with other educators
79	<p>Include the evaluation of the district’s identification process. <b>Did the district meet the timelines for each step of the district’s identification process?</b></p> <p><b>Evaluation of the District Identification Process/Student Initial Identification Process</b></p> <p>The district met the timeline for the each step of the identification process. There is a consistent registration process where all registrants are consistently given a Language Use Survey used to initiates the identification process. Follow-up testing was done in accordance to State and Federal mandated deadlines, and appropriate documentation including letters to parents in their requested language was sent on time. When students are on the bubble for placement in the ELD program a cum file check, call to previous school, or other information gather efforts were done in a timely manner as well as contact with the special education teacher regarding for our dual- identified ELSWDs.</p>
80	<p>Include the evaluation of the student initial identification assessment process. <b>Did the district administer the identification screener timely?</b></p> <p>Incoming students are evaluated using the first four sections of the WMLS-R within 2 weeks of the beginning of the school year or within 30 days if arriving after October 1st. When available, the district will use the State screener for initial identification which will potentially be in 2018-19.</p>
81	<p>Include the evaluation of placement in EL program services to all students with identified language needs.</p> <p><b>Evaluation of Placement in EL Program Services to All Students With Identified Language Needs</b></p> <p>Although, for the 2016-17 academic year, ELD students were grouped solely on proficiency level, the district found this to be an ineffective practice. This put one teacher using her half time allotment instructing one to three students a class period for several class period a day. Because of this, the district has returned to grade band groups with one mixed proficiency level class at the middle school and one at the high school. Elementary students are meeting with students from their grade only and working in intentionally mixed proficiency groups. The ELD teachers finds this to be an excellent practice as the lower proficiency students are getting improved models and the more advanced student have the opportunity to demonstrate advanced proficiency and more frequent opportunities to advance their skill through differentiated instruction practices.</p>

82	<p><b>Evaluation of Adequate Staff and Materials</b></p> <p>We were able to add additional FTE to support EL students and improve our ELD program K-12. Additionally, we have been implementing the new curriculum adopted in 2015-2016 school year. In 2016-17, we began to partner with George Fox to provide ESOL degrees to teachers. Ten teachers will complete this process during the summer of 2018. Moreover, we are adding additional technology to the ELD classroom that will enhance program objectives.</p>
83	<p>Include the evaluation of the district’s exiting/reclassification process for students transitioning from the EL program.</p> <p><b>Evaluation of the District’s Exiting/Reclassification Process for Students Transitioning from the EL Program</b></p> <p>Beginning in the 2016-17 school year, the district consistently held parent meetings with parents, administration, counselors (when applicable) and teachers. This was advantageous as it gave everyone an opportunity for input.</p> <p>The only drawback of this was in coordinating meeting when everyone was available. Occasionally, conferences were held via phone conversation.</p>
84	<p>Include the evaluation of the district’s monitoring practices for students who have transitioned from the EL program <b>for each year of monitoring.</b></p> <p><b>Evaluation of the District’s Monitoring Practices for Students Who Have Transitioned from the Program</b></p> <p>Monitoring practices for the district are improving. With the increase in staff and a developing system, monitoring practices have become manageable. The ELD teachers continue to work on partnering with the classroom teachers. There is little differentiation between monitoring years as most monitor students need the same interventions with the exception of those getting ready to graduate. In this case, increased emphasis is placed on program completion. Monitoring practices have been consistently practiced for the 2017-18 school year.</p>
85	<p>Include the evaluation of EL parent participation in school/district decision making groups and the district’s recruitment practices.</p> <p><b>Evaluation of EL parent participation in school/district decision making groups</b></p> <p>Parents/Guardians are invited to participate in school leadership roles through personal invitation, Culver Bulldog newsletter and teacher’s weekly newsletters sent home with students and groups like PTA. With the exception of PTA very few EL parents are active within the school district.</p>

## Student Performance Evaluation – English Language

Question #	
86	<p>Describe the district’s rate of ELs acquiring English language skills. Is the pace consistent the with district’s EL program goals or expectations?</p> <p><b>Rate of ELs Acquiring English Language Skills</b></p> <p><i>Sub-goal 3: 10% or more of all students reach full English proficiency each school year.</i></p> <p>The district goal of 10% of the student exiting was MET with a population of 75 students and 10 of those demonstrating proficiency.</p> <p><b>EL Performance in ELA Skills Compared to District’s Goals and Standards/Progress in Other Core Content Areas</b></p> <p>In ELA the elementary report card indicates that students made a 2.2% increase, yet in math a they decreased 7.8% from 2014-2015 to 2015-2016 school year.</p> <p>In ELA the Middle School report card indicates that students made a 5.0% increase and a 25% decreased in math 2014-2015 to 2015-2016 school year.</p> <p>Again, there is evidence that shows our EL students are remaining behind and that the achievement gap is steady or closing very slowly. Two district initiatives, STEM and PBL, are improving student engagement and interest in the core content areas and allow greater differentiation. These new approaches towards meeting standards are helping all students including ELs.</p>
87	<p>Describe the district’s rate of language development progress compatible with the district’s objectives for academic (core content) progress.</p> <p><b>Rate of Language Development Progress Compatible with District Objectives for Academic (Core Content Process)</b></p> <p>The rate of progress on language development is not meeting our needs. English Learner subgroup data indicates our students are struggling. A bright spot is however that our graduation rates for EL students are exceeding the state average. In light of this, we recognize that we still need to make improvements to the program so that students progress through the proficiency levels more quickly, while gaining and mastering the skills they need.</p>
88	<p>Describe how the ELs are performing in English language skills compared to the district’s goals and standards.</p> <p><b>EL Performance in ELA Regular Education Classes</b></p> <p>Students are working very hard to keep pace with their fully proficient peers. Many teachers are differentiating and scaffolding their instruction using SIOP practices which is helping</p>

	students be successful.
89	<p>Describe how the district’s ELs are progressing in English language skills so they will be able to successfully handle regular coursework.</p> <p>Teacher’s K-12 are using these strategies to make a difference in our classrooms:</p> <ul style="list-style-type: none"> <li>● Classroom teachers are increasingly using SIOP strategies (making learning visual)and instructional strategies such as partner sharing, to increase the amount of student response.</li> <li>● Having students set goals and use rubrics to score their work are all ways to increase student engagement.</li> <li>● Building in more group work</li> <li>● Increase communication between ELD teacher and classroom teacher</li> <li>● Give some scaffolding with the Native language (L1,L2)</li> <li>● Build background knowledge</li> <li>● Differentiate</li> <li>● Visuals with vocabulary whenever possible</li> <li>● Use Sentence Frames to give student practice with academic language</li> <li>● Pre-Teach whenever possible</li> <li>● Learn about the cultural background of your students</li> </ul> <p>ELs are progressing in English language skills and are growing in their ability to successfully handle regular coursework.</p>
90	<p>Describe how the <b>monitored</b> ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.</p> <p><b>Monitored Students Progress on English Language Skills/Over Time Compared to Academic Performance</b></p> <p>Teacher’s K-12 are using these strategies to make a difference in our classrooms:</p> <ul style="list-style-type: none"> <li>● Classroom teachers are increasingly using SIOP strategies (making learning visual)and instructional strategies such as partner sharing, to increase the amount of student response.</li> <li>● Having students set goals and use rubrics to score their work are all ways to increase student engagement.</li> <li>● Building in more group work</li> <li>● Increase communication between ELD teacher and classroom teacher</li> <li>● Give some scaffolding with the Native language (L1,L2)</li> <li>● Build background knowledge</li> <li>● Differentiate</li> <li>● Visuals with vocabulary whenever possible</li> <li>● Use Sentence Frames to give student practice with academic language</li> <li>● Pre-Teach whenever possible</li> </ul>

	<ul style="list-style-type: none"> <li>● Learn about the cultural background of your students</li> </ul> <p>ELs are progressing in English language skills and are growing in their ability to successfully handle regular coursework.</p>
91	<p><b>Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.</b></p> <p><b>Former EL (Ever EL) Students Performance on English Language Skills</b></p> <p><b>Measures for Assessing Overall Performance of EL Students in Meeting Goals Established For its EL Program/Program Improvement &amp; Modifications</b></p> <p>As noted throughout the Culver School District ELD Program was not meeting many of the standards expected at the State and Federal levels. Moreover, we were not following program delivery of our most recent plan. There was clear evidence of a lack of follow through and appropriate monitoring. This plan outlines in much more detail clear expectations and procedures partnered with timelines and person(s) responsible for completing them. Moreover, administration will monitor the program much more thoroughly during the school year with regular meetings with ELD staff that are data driven. ODE has also partnered with us to provide a coach who reviews lesson plans and observes lessons and gives feedback to our ELL teachers. We are confident that with these improvements, our program will improve and more importantly our students will benefit from a well-aligned program that helps them achieve Full English proficiency in a timely manner.</p>

## Student Performance Evaluation – Academic Performance

Question #	
92	<p>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.</p> <p>The rate of students improving one or more proficiency bands is not meeting the district expectation. We are hoping with continued comprehensive program, support from the state coach and teacher’s receiving their ESOL degrees, that these numbers will improve.</p>
93	<p>Describe how the <b>current EL</b>, <b>monitored EL</b>, and <b>former EL</b> students are doing, over time, as compared to the academic performance of all other students.</p> <p>The rate of progress on language development is not meeting our needs. English Learner subgroup data indicates our students are struggling. A bright spot is however that our graduation rates for EL students are exceeding the state average. In light of this, we recognize that we still need to make improvements to the program so that students progress through the proficiency levels more quickly, while gaining and mastering the skills they need.</p> <p>There is evidence that shows our EL students are remaining behind and that the achievement gap is steady or closing very slowly. Two district initiatives, STEM and PBL, are improving student engagement and interest in the core content areas and allow greater differentiation. These new approaches towards meeting standards are helping all students including ELs.</p> <p>Students are working very hard to keep pace with their fully proficient peers. Many teachers are differentiating and scaffolding their instruction using SIOP practices which is helping students be successful.</p> <p>Moreover, administration will monitor the program much more thoroughly during the school year with regular meetings with ELD staff that are data driven. We are confident that with these improvements, our program will improve and more importantly our students will benefit from a well-aligned program that helps them achieve Full English proficiency in a timely manner.</p>
94	<p>Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.</p> <p>The district is currently using</p> <ul style="list-style-type: none"> <li>● EasyCBM, K-8th, for both reading and math three times per year</li> <li>● Progress monitoring is being done for Strategic and Intensive level students every other week (phonics decoder, theme skills tests, weekly skills tests)</li> <li>● Smarter Balance is tracked through the state report card and compared with regular education students</li> <li>● OAKS Science</li> </ul>

	<ul style="list-style-type: none"><li>● Proficiency level assessments (pre and post) are given through the state approved curriculum</li><li>● Annual ELPA21 assessment with individual domain progress tracked over time</li></ul>
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## Program Improvement/Modifications

Question #	
95	<p>List any identified concern(s) based on this evaluation.</p> <p>Culver has made a lot of progress in implementing the new curriculum with added representatives to train ELD teachers. Having ODE provide a coach through House Bill 3499, has given our ELD department the extra bonus of evaluating teaching methods and giving immediate feedback. Progress monitoring students for four years will ensure students will not fall through the cracks. Required Federal paperwork for notifying parents of AMAO status, placement, ELPA21 results, timelines for testing and so forth, was followed consistently.</p>
96	<p>Describe how the district will address the concern(s).</p> <ul style="list-style-type: none"> <li>● The district has implemented many strategies to improve concerns generated around ELLs.</li> <li>● The district has partnered with George Fox University to increase the number of teachers with ESOL degrees and thereby ELD strategy use in the classroom.</li> <li>● ELD teachers at all levels have continued education regarding refreshing ELD strategies.</li> <li>● The state has provided, through HB 3499, a state coach who has been used to improve the delivery of curriculum at all academic levels as well as deliver strategies to Instructional Assistants.</li> <li>● A stronger monitoring process has been implemented along with staff to support those exited students.</li> <li>● The district is in the process of adopting new, updated curriculum in other academic areas.</li> <li>● After school programs have been provided for High School and Middle School. Juntos, at the High School, educates Latino parents on college options and financial aid while providing students with support in completing FAFSA and applying for colleges. Gear-Up at the Middle School has the same focus (college readiness).</li> <li>● Additionally, Leyendo Junto, where parents come with the intent of learning reading strategies to help their students, was started last spring (2017) and will be coming again spring 2018.</li> <li>● Increased collaboration between ELD and ELA teachers/standards/curriculum, and parent involvement</li> </ul>

## References

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OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: February 14, 2018

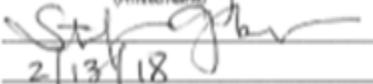
District Name: Culver School District #4

District Address: PO Box 259

City, State and Zip code: Culver, OR. 97734

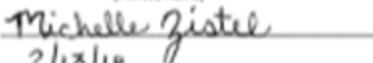
District Phone Number: 541 546-2541

District Superintendent: Stefanie Jarber  
(Printed Name)

Signature: 

Date: 2/13/18

EL Coordinator Director: Michelle Zistel  
(Printed Name)

Signature: 

Date: 2/13/18

TITLE III ASSURANCES

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

All Title III must be linked to the Title III purposes in Sec. 3102. (20 U.S.C. 8812) Purposes. (ESSA law link)  
The purposes of this part are—

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

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

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

Stefanie Garber Date: 2/13/18  
Printed Name of Superintendent

[Signature] Signature of Superintendent

ODE - Title III Local Plan Guidance

We do not receive Title III Funds.

September 26, 2017

### EL Plan Participants List

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>EL teachers</li> <li>EL program coordinators</li> <li>Building-level administrators</li> <li>Content teachers</li> <li>District-level administrators</li> <li>Special Education staff</li> <li>Fiscal staff</li> <li>Etc., as appropriate for your districts</li> </ul> | <ul style="list-style-type: none"> <li>Charter school staff</li> <li>TAG staff</li> <li>Instructional assistants</li> <li>Bilingual educators</li> <li>Title I-A staff</li> <li>Parents</li> <li>Community members</li> </ul> |
|--|---|

Add rows if needed.

Name	Title/Position
Carina Barahita	ELD Instructional Assistant
Heather VanAlstine	ELD teacher K-5, HS
Stefanie Garber	Elementary Principal / District Supt.
Kelly Knowles	Sped Teacher / ELD teacher
Nancy Bolhus	ELL Instructional Assist.
Michelle Zistel	Title Coordinator for District (K-12)