



SUMMIT LEARNING CHARTER_2026-28_ML_EL_.DOC.X.

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INTRODUCTION

The Oregon Department of Education defines education equity as the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, educational rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

As the number of English Learners (EL) in Oregon continues to rise, so too does their proportion within the overall student population. Over the past decade, various efforts across Oregon have focused on promoting equitable practices to provide better opportunities for students of color and multilingual learners. However, these efforts have often been fragmented, compliance-driven, and lacking the cohesive focus required for real impact. Persistent opportunity and achievement gaps in academic performance, high school graduation, and other areas underscore the need for a more aligned and sustained effort.

Communities across the state are calling for action, and we must heed that call by designing a more unified, research-driven approach to supporting EL students. The Multilingual Learner/English Learner District Plan (ML/EL District Plan) is designed to guide districts in developing a comprehensive plan that is evidence-based, aligned with the needs and priorities of Oregon's Multilingual Learners Strategic Plan and the EL Outcomes Program, and meets state and federal requirements for serving multilingual learners.

BACKGROUND

ML/EL District Plans provide evidence of compliance with [OAR 581-23-100 \(3\)\(c\)\(b\)\(4\)](#), which charges districts with the development of programs for English Learners (ELs) that meet basic U.S. Department of Education, Office for Civil Rights guidelines. ML/EL district plans address the components required by *Lau v. Nichols* (1974). This plan template incorporates guidance provided by the U.S. Department of Education, Office for Civil Rights and provides an opportunity to comprehensively align the articulation of basic programmatic requirements for serving students who are entitled to English Language Development support to access the general education provided, as well as the systemic improvements that are needed to evolve programs to better meet the needs of the students they intend to serve .

This plan template guides districts to describe how they meet the needs of multilingual/English learners in seven key areas:

1. Identification of Multilingual English learners
2. Instructional programming and staffing
3. Assessment and progress monitoring for current students

4. Monitoring exited students
5. Equitable program access
6. Family engagement and communication
7. Program evaluation

These plans enact the state's vision that all adults share the responsibility of contributing to educational systems that ensure multilingual students designated as English learners are valued for the rich and diverse lived experiences, languages, heritage, and cultural knowledge they carry for current and future generations, supporting all Oregon students to graduate from high school with the Oregon Seal of Biliteracy/Multiliteracy and to be college and career ready.

To reach this vision, our mission is to transform Oregon's education system, ensuring that all multilingual learners experience culturally and linguistically responsive and affirming learning environments, rigorous instructional programming, and pathways that equip them to pursue their current and postsecondary visions of success.

EL OUTCOMES PROGRAM (HB 3499)

The EL Outcomes Program was established through the passing of House Bill 3499 in 2015. House Bill 3499 directed the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Language Learners who are in the K-12 education system. The program addresses disparities experienced by Multilingual and English Language Learners, historical practices leading to disproportionate outcomes for students, and the educational needs of the students from K-12 education by examining culturally appropriate best practices in this state and across the nation.

Districts are identified and onboarded into an EL Outcomes Program cohort every four years based on a set of 14 Indicators within the EL District Data Profiles among other factors. Each district that is identified is notified by the EL Outcomes Program team of their designation and receives support throughout the duration of their four-year designation.

The law under ORS 336.079(5)(e) stipulates that if a school district does not meet expected growth and expected benchmarks for student progress indicators, the Agency will direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years.

ODE provides culturally responsive support and interventions to those identified as Transformation and Target Districts. Transformation and Target Districts receive the following:

- ODE Education Program Specialist supports
- A comprehensive needs assessment process, root cause analysis, systemic intervention identification, and action plan and budget development with support from ODE
- Improvement planning and monitoring, using state and local data
- Fiscal support for improvement plan activities

- Funding for the improvement and implementation of systems and structures towards supporting ML/EL students. The funding distribution model assigns a specific dollar amount annually to each identified Transformation and Target district. Allocations are based on a weighted funding formula.
- Participation in a Community of Practice

The ML/EL District Plan template guides districts to conduct an evaluation of their local programs and is evidence-based. ODE uses components of ML/EL district plans to conduct a comprehensive needs assessment with districts identified for improvement to identify the root causes impacting student performance, program quality, and effectiveness, as required by state rule (see [OAR 581-020-0615](#) and [OAR 581-020-0613](#)). The completion of a comprehensive needs assessment of a district's EL program is one of the initial steps in the onboarding process of the program.

In addition to the initial comprehensive needs assessment, the onboarding process includes a root cause analysis, culturally and linguistically responsive community engagement review of data, and selection of priority indicators and systemic intervention categories.

Taken together, these activities form the basis for the planning and implementation of the district's EL Outcomes Program Action Plan and Budget. There will be an in-depth overview of all tasks and processes as well as scheduled check-ins along the way to support identified districts as they complete the plan.

ORGANIZATION OF THE TEMPLATE

This template provides a framework for districts as they develop their new or revised local EL plans. The first section, District Assurances, provides an opportunity for districts to affirm compliance with state and federal requirements, and to request support from ODE as needed.

The second section of the ML/EL District Plan guides districts to describe their practices in each key area and incorporates inquiry stems employed by the EL Outcomes Program to gather perspective and information that will aid in root cause analysis and systemic interventions identification to develop local action plans. Information about the legal requirements and guidance from the state's Multilingual Learners Strategic Plan is incorporated throughout, as well as relevant resources and tools to support districts with their plan development.

DISTRICT ASSURANCES

The district assurances are included as a check box instead of the district providing a written narrative. These items address systems that districts typically have in place. Select “Yes” if the district is addressing this activity or “ODE support requested” if the district would appreciate support with this item. The “ODE support requested” response will assist ODE staff in partnering with each district with their instructional program implementation.

SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

District Assurances required, check all that apply	Yes	ODE Support Requested
Oregon Language Use Surveys are administered to all incoming students upon registration.	X	
ELPA screeners are administered to students within 30 calendar days of enrollment <u>at the beginning of the school year</u> , or 14 calendar days once the school year has begun.	X	
Parent Notification letters are provided to students’ families within 30 calendar days of enrollment.	X	
Parent Notification letters include all federally required elements, including the language instructional program their child will be participating in and the rights of the parent/guardian to decline to enroll their child in the program. (ESSA Title I, Section 1112(e)(3)(A))	X	

SECTION 2: INSTRUCTIONAL PROGRAMMING AND STAFFING

District Assurances required, check all that apply	Yes	ODE Support Requested
All students <u>are assigned to</u> both a core-content program and a language <u>instruction</u> service model.	X	
The language proficiency of each student is considered when determining which language service model, <u>the district will</u> provide the student.	X	
All teachers have a valid Oregon teaching license and ESOL (English to Speakers of Other Languages) endorsement (if required for the position by the Teachers Standards and Practices Commission (TSPC).	X	

All teachers in the EL instructional program without an ESOL endorsement have had training in instructional methods proven effective with EL students. These teachers do not <u>provide EL instruction</u> more than the Teachers Standards and Practices Commission (TSPC) <u>permitted instructional</u> hours by staff without an ESOL endorsement.	X	
All teachers in the EL instructional program are fluent in English and any other language used for instruction, including having written and oral communication skills.	X	

SECTION 3. ASSESSMENT AND PROGRESS MONITORING FOR CURRENT STUDENTS

District Assurances required, check all that apply	Yes	ODE Support Requested
Parents/guardians are provided ELPA and state content test results in languages they can understand.	X	
Parents/guardians are notified of the testing schedule before the assessments start.	X	
District staff process “opt-outs” (for ELA/Math state assessments) and parent/guardian requests for exemption (for ELPA/Science assessments) in a manner consistent with Oregon’s Test Administration Manual .	X	
The district uses the Oregon Department of Education (ODE) provided Test Administration Manuals and Training Materials.	X	
Oregon state assessments (ELPA, ELA, Math, Science, etc...) are administered by trained staff.	X	
Domain exemptions are available to students with an IEP or 504 plans as assessment accommodation where domain exemptions are appropriate.	X	
Alt ELPA is available to students with significant cognitive disabilities.	X	
Test administrator assurance forms are stored annually in a secure environment. These forms are located on the Assessment Administration page.	X	
A district test coordinator inputs and monitors assessment accommodations/modifications/domain exemption coding in the Test Information Distribution Engine (TIDE).	X	

SECTION 4. MONITORING EXITED STUDENTS

District Assurances required, check all that apply	Yes	ODE Support Requested
Parents/guardians must be informed of the desire to return a monitored EL/ML student to the EL Instructional program, and they must agree to this return to the EL instructional program.	X	
Students that score proficient on ELPA (English Language Proficiency Assessment) summative are exited from the EL instructional program.	X	
District staff monitor the implementation of the district monitoring processes (exited and waiver students) to ensure that student progress is routinely reviewed.	X	
District provides instructional interventions for monitored ELs and ELs with parent/guardian waivers if needed	X	

SECTION 5. EQUITABLE PROGRAM ACCESS

District Assurances required, check all that apply	Yes	ODE Support Requested
When an EL is suspected of having a disability, the disability evaluation is administered within required timelines once required notices have been provided and parental consent has been obtained.	X	
The reason for the disability evaluation is based on the student's suspected disability and need for disability related services, and not on the student's ELP.	X	
The evaluation uses appropriate methods to measure the student's abilities and not the student's English language proficiency.	X	
The district reviews the student's language abilities in both English and the primary home language to provide evaluations whose results would be beneficial to instructional decisions.	X	
The IEP or Section 504 team include participants who have knowledge of: the student's language needs, training in special education, training in appropriate related services, and	X	

professionals with training in second language acquisition or EL instructional services.		
The parents/guardians have been invited to participate in the planning process (of their student's IEP?) and informed of their rights, in a language they understand.	X	
A trained interpreter (including sign language if appropriate) and translated documents have been made available for parents/guardians when required (e.g., parent/guardian notices under Individuals with Disabilities Education Act (IDEA), or when determined necessary to ensure effective communication.	X	
The IEP or Section 504 plan outlines when and by whom the accommodations, modifications, and supports in the IEP or Section 504 plan will be provided.	X	
There is a formal plan to monitor the progress of ELs with disabilities regarding language and disability-based goals.	X	
The student's general education teachers and related service providers have been made aware of the IEP or Section 504 services for the EL.	X	
All students with EL status have equitable access to CTE (Career and Technical Education)/ advanced coursework (including but not limited to IB/AP).	X	
All students with EL status have equitable access to TAG/ Title I-A/Magnet schools/bilingual programs as available in district schools.	X	

SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION

District Assurances required, check all that apply	Yes	ODE Support Requested
The district provides parents/guardians school-related information they need in order to make informed decisions about their children's education (language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation, etc...) in languages the parents/guardians can understand.	X	
The district has a process for determining, (1) if parents and guardians need language assistance and (2) the primary language of parents/guardians.	X	

The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.	X	
The district: Does not use students, siblings, friends, minors, and untrained staff members as qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, are: • proficient in the target languages; • have knowledge of specialized terms or concepts in both languages; • are trained in the role of an interpreter or translator, • the ethics of interpreting and translating, • the need to maintain confidentiality.	X	
The district provides the Oregon Language Use survey in languages parents/guardians can understand.	X	

SECTION 7. PROGRAM EVALUATION

District Assurances required, check all that apply	Yes	ODE Support Requested
The district understands and is compliant with annual evaluations of the implementation of its ML/EL instructional program.	X	
The district annually reviews its identification process and has addressed any identified concerns related to its implementation.	X	
The district annually reviews the EL exiting process and addresses any concerns related to its implementation.	X	
The district annually reviews its monitoring process for exited and waived ELs to ensure that the district has followed its monitoring processes.	X	
The district has addressed any identified concerns related to the implementation of the process.		
The district annually reviews its staffing for the ML/EL instructional program to determine: Language diversity of the students and the number of staff supporting the language diversity.	X	

Ethnic diversity of the students and number of staff with similar ethnic diversity. Bilingual abilities of the staff. The district has addressed any identified needs.		
The district annually reviews its instructional materials for the ML/EL instructional program to determine: Instructional materials support ethnic diversity of enrolled students. Multicultural instructional materials are available for all content areas. Instructional materials are supportive of multilingual diverse cultures and communities. The district has addressed any identified needs.	X	
The district annually reviews the ML/EL student population and determined any changes in instructional needs due to: ● Recent arrivers (including refugees, unaccompanied, etc.) ● Long Time ELs ● ELs with IEPs (Individual Educational Plan) ● Increase/decrease in populations ● Language diversity ● Ethnic diversity ● Other identified needs	X	
The district annually reviews the participation of ML/EL parents in school/district decision making groups and the practices used to recruit parents to be involved in these groups. The district has addressed any identified needs.	X	
The district annually compares the percentage of students with ML/EL status having IEPs (Individual Educational Plan) as compared to Never ELs having IEPs (Individual Educational Plan).	X	
The district annually compares the percentage of students with ML/EL status also having TAG (Talented and Gifted) status to Never ELs having TAG (Talented and Gifted) status.	NA	Do not have a TAG program.
The district annually compares the outcome data of ELs (including monitored ELs) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	X	

The district annually reviews the outcome data (OTELP) of ELs progress learning English.	X	
The district annually compares the outcome data of former ELs (monitor and post-monitor) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	X	
The district annually compares attendance rates for ELs and compares these rates to Never ELs.	X	
The district annually compares discipline data for ELs and Never ELs.	X	
The district shares the above data reviews with educators (including EL specialists, classroom teachers, special education specialists, counselors, building level administrators, district level administrators, and schools board members) annually.	X	

ML/EL DISTRICT PLAN

SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

Legal Requirements and Guidance for Identification of English Learners

- States must have a standard EL identification process across all LEAs (local education agencies). ([ESSA Sec. 3113\(b\)\(2\)](#))
- School districts must have procedures in place to accurately and timely identify students whose primary home language is other than English and determine if the student qualifies as an EL through a valid and reliable assessment ([Dear Colleague Letter, Jan 2015](#)).
- School districts must administer the ELPA identification screener to all qualifying students as identified by the required [Oregon](#) Language Use Survey. (ESSA Title III – statewide identification – [ESSA 3111 \(2\) \(A\)](#))
- ELPA identification screener must be administered by a trained staff member ([OAR Test Administration Manual](#)).
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand ([ESSA Title I, Section 1112\(e\)\(3\)\(A\)](#)).

District Plan for Identification of English Learners

1. Describe the district's process for identifying the language backgrounds of students arriving in your school/district, including administration of the Language Use Survey.
 - a. Prospective **Summit Learning Charter** students and their families complete an online application. For charter schools, the application is not the same as enrollment. With caps on enrollment, students who have applied are placed in order of their date of application and then are informed of their eligibility for enrollment as room is opened under the cap. Step one, families complete an "Intent to enroll" application online. If a language other than English is indicated the registrar notifies the EL Coordinator (Dale) and assistant (Nadia) to make the proper arrangements to contact the family in their home language and help them move on to the next step filling out the DocuSigns and signing up for orientations. All new families fill out a Language Use Survey (LUS) form online with their enrollment forms. Nadia will go through those LUS forms and if any form with indications of a language other than English will be reviewed for possible EL eligibility.
2. Identify the district staff responsible for working with families to complete the Language Use Survey.
 - ☒ District licensed/certified professional (for example, English learner program coordinator, bilingual specialist)

- ☒ District support staff (for example, secretary, school enrollment/registration personnel)
- ☒ School licensed/certified professional (for example, English learner teacher, classroom teacher, counselor)
- ☒ School support staff (for example, secretary, parent/community liaison, paraprofessional). Parents/guardians complete the form independently (for example, the district provides a link to an online home language survey and parents/guardians complete it at home)
- ☐ Other (specify) _____

3. How are families informed about the English Learner identification process, including the purpose and use of the Oregon LUS?

- ☒ A multitiered communication system is in place to assure families have clarity on the process and the outcomes of the assessments administered.
- ☐ Our system has a welcome center which guides families through the process, using interpreters as necessary for clear communication throughout the process.
- ☒ Families are notified in writing if a written translation is not provided. An oral interpretation is made available whenever needed.
- ☒ ELPA screening results and program eligibility (including waiver options) is communicated to families via a letter, interpreters are available via phone for questions and clarifications
- ☐ Other: _____

4. Identify how the Oregon Language Use Survey (LUS) is administered.

- ☐ Paper survey (including a form downloaded from district website)
- ☒ Online survey via computer, tablet, or another electronic device
- ☐ Verbal survey administration for all families
- ☒ Verbal survey administration for select families (for example, low literacy, non-English speaking, disability) or if requested
- ☐ Other (specify) _____

5. Describe the district's process for reviewing the Oregon Language Use Survey (LUS) information and ensuring that all students are screened in accordance with the federal time requirements within 30 days of enrollment.

- When we get the Language Use Survey (LUS) we check if it indicates any other language spoken at home other than English.
- All KG students whose LUS indicates a second language spoken at home will be administered the ELPA Screener. A phone call can be made if more information is needed.

- Any LUS with indication of Tribal/Heritage/Native Language (i.e. languages spoken by American Indian/Alaska, Native, Hawaiians, and citizens of U.S. Territories) will be reviewed and determined if they are a potential EL or EL/Former EL/ Not Eligible.
- If it does not indicate another language then this student is most likely not an EL student. We can confirm if they had any EL services in the past through ODE (only once we have the SSID). We do not test with ELPA screener unless they indicate another language (ELPA screener is only to identify if they qualify for EL. Do not use the ELPA screener on students that have at some point been flagged in ODE for LEP) If it does indicate another language then we need to do some investigating.
- First check ODE if they are flagged for LEP.
- If the LEP flag is set to YES, they are an active LEP student and need services ASAP.
 - Corresponding letters need to be sent home
- If the LUS indicated another language and they were never flagged LEP in ODE then we check the CUM to see if they ever tested and were not qualified. This information can also be found on the ODE site once we have the SSID (by clicking Applications, Consolidated Collections, Reports, Limited English proficiency, and the most current year. If they had ever taken a screener it will show and say “Tested not Eligible” in the chart). Another option is to make a phone call to parents to get some more info, ask if English is their primary language and determine from the phone call if we need to do the ELPA screener.
- Teacher Referral: Occasionally, LUS may indicate ENGLISH ONLY but there are times when some students may need to be identified as potential ELs (e.g. Native American Students). In these cases the classroom teacher will provide evidence, such as classroom work and scored work samples of the student’s linguistic needs. The school team will review the referral and make the decision to have the student assessed for initial placement or not. In this case, a notation is made on the LUS explaining the reason the student is placed into the program.
- ELPA screeners are administered to students within 30 calendar days of enrollment at the beginning of the school year, or 14 calendar days once the school year has begun.

- Parent Notification letters are provided to students' families within 30 calendar days of enrollment.
- Parent Notification letters include all federally required elements, including the language instructional program their child will be participating in and the rights of the parent/guardian to decline to enroll their child in the program.

6. Describe the district's process for screening and recording results of the screener in the district's student record system.

ELPA screeners are administered to students within 30 calendar days of enrollment at the beginning of the school year, or 14 calendar days once the school year has begun. If the Language Use Survey indicates that screening is necessary, we contact the family to schedule a time for the student to come to the school and complete the screener. Once the results are available, they are updated in our system on the student's EL page, including a PDF of the results that teachers can access by clicking on the student's name. Parent Notification letters are provided to students' families within 30 calendar days of enrollment. Parent Notification letters include all federally required elements, including the language instructional program their child will be participating in and the rights of the parent/guardian to decline to enroll their child in the program.

7. Describe how district staff are trained on the purpose and uses of the Oregon Language Use Survey and ELPA screener. [required, open-ended response]

At the start of the school year, the EL teachers and EL administrative assistant are trained on ELPA screener through the Clackamas ESD ELPA Screener administration training sessions. In the Fall, the EL director does a presentation for all staff about Language Use Survey, EL identification, and ELPA screener and results.

8. Are there schools with at least 15 or more students in a particular grade K-5 who qualify for English Learner services who speak the same home language that could be potential sites for new dual language programs? If so, please describe below.

No.

9. Describe the district's process for enrolling students with disabilities (or suspected disabilities) when the ELPA (English Language Proficiency Assessment) screener may not be accessible. (EL data collection code 2-J)

- a. When a new student applies to Summit Learning Charter, the parent/guardian completes a Language Use Survey.
- b. If by the LUS, another language is indicated, then the EL administrative assistant reviews the student records ODE database to check for EL, SPED, or 504 flags and history.
- c. If the EL administrative assistant finds EL or SPED history or the district identifies a student as having EL, SPED, and/or 504 history, then the EL director, EL teacher, and SPED director review IEP, 504, and EL history and determine if student will need any accessibility supports for ELPA screener
- d. Alternatively, if the student comes from another state or has never been in the EL program and the LUS indicates another language for the student, the EL administrative assistant will review the file for SPED, 504, and EL history.
- e. When a Potential EL is a student who upon enrollment has: a disability or suspected disability, and a Language Use Survey that would lead the district to administer the ELPA screener; but The ELPA screener is not accessible to the student with any of the accessibility supports or domain exemptions,
 - i. o The IEP team determines the student is a Potential EL,
 - ii. o Potential EL is noted on the IEP.
 - iii. • The accessibility of the ELPA screener is reviewed regularly to determine if the assessment is accessible to the student, if so the student is administered the ELPA screener.

Resources for Identification of English Learners

- See [ESSA Section 1112\(e\)\(3\)\(A\)](#)
- See [ESSA Section 3113\(b\)\(2\)](#)
- [Mesoamerican Language Guidance](#)

SECTION 2. INSTRUCTIONAL PROGRAMMING AND STAFFING

Legal Requirements and Guidance for High Quality Instructional Programming

- School districts must provide EL students with effective Language Instruction Education Programs (LIEPs). [Dear Colleague Letter, OAR 581-023-0100\(4\)OAR 581-023-0100\(4\)](#)
- LIEPs must ensure EL students access grade-level academic standards or core content area courses [ESSA Title III 3102](#)
- Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities. [Oregon Multilingual Learner Strategic Plan](#) – Priority area 2, Goal 2
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learner Strategic Plan](#) – Priority 2, Goal 4.
- Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners. [Oregon Multilingual Learner Strategic Plan](#) – Priority 4, Goal 1. Section 3: Assessment and Progress Monitoring

- Districts must ensure that it is providing appropriate licensed staff, instructional materials, supplies and materials to support their EL instructional program under the [OAR 581-023-0100 \(4\)](#).
- Districts must address the Title III purposes under [ESSA SEC. 3102.Title III \[20 U.S.C. 6812\]](#) with regard to implementation of the EL instructional program and professional learning.
- Districts must ensure that their instructional program is supported by educators whose licenses and endorsements meet these TSPC OARs. OAR [584-220-0075](#) English to Speakers of Other Languages Endorsement Requirement and OAR [584-210-0160 \(2\) \(a\)](#) Teaching assignments that exceed 10 hours per week in one subject-matter area without the appropriate subject-matter endorsement. – Endorsement Requirement
- Districts are required under [ESSA SEC. 3116 Title III. \[20 U.S.C. 6826\]](#) to ensure that all educators in any language instruction education program are fluent in English and any other language used in instruction. Fluent refers to both oral and written communication.
- Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners. [Oregon Multilingual Learner Strategic Plan](#) - Priority 3, Goal 1
- In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners. [Oregon Multilingual Statewide Strategic Plan](#) - Priority 3, Goal 3

District Plan

After reviewing your district's most recent data for ELA/Math/Graduation Rate/OTELP, determine your district's educational goals for multilingual ELs. Format each goal as a SMART goal (Specific, Measurable, Attainable, Realistic, and Timely).

Elementary K-5 (required all districts)

Language Proficiency Goal							Core Content Goals (ELA, Math, etc.)
Goal: All ELs grades K-12 will demonstrate growth in English language proficiency. Preface: Our goal is for 50% of our ELs to make gains in 2 or more domains for the 25-27 school year. Elementary ELs For the 25-27 school year 50% of elementary students identified as EL will increase 2 or more of their domain scores as measured by ELPA in spring of 2027.. ELP expectations: Table 1 and 2 is a guide that shows at what level the EL should be at according to their initial domain performance level and time identified as an EL.							SMART Goal (Grades K-5 All EL Students, Including Newcomers) By the end of the 2025-2027 school year, Summit Learning Charter will: • Ensure 100% participation of all EL students, including newcomers, in grades K-5 in state Math and ELA assessments. • Increase the percentage of EL students in grades K-5 meeting or exceeding proficiency on state assessments by at least 5% from current baselines. • Improve the on-track to grade promotion rate for EL students in grades K-5 to at least 90%. • Raise the attendance rate for active EL students, including newcomers, in grades K-5 to at least 50%. • Decrease the percentage of EL students in grades K-5 declining services by 20%. • Maintain or increase the percentage of EL students in grades K-5 with a GPA of 2.0 or higher or meeting grade-level benchmarks.

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for more than 7 Years
1	1	2	3	3	3	4 or 5
2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for 7 Years	EL for more than 8 years
1	1	2	2	3	3	3	4 or 5
2	2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

Measurable: Growth will be measured by the results of the ELPA Summative assessment. Achievable: This goal is achievable if we do intentional and consistent outreach and make sure students attend, complete, and participate in EL coursework. We need to have productive outreach to both parents and students. Relevant: Looking for growth in 2 or more domains in ELPA for the 25-27 school years. When: ELPA summative results will be available June 2025. At that time, we will be able to determine if we have met our goals.	• Reduce the percentage of EL students in grades K-5 with two or more incompletes below 9%. • Provide targeted supports such as sheltered academic content classes, native language curriculum and bilingual tutoring for newcomers, twice-weekly ELD classes, and bilingual liaisons who closely monitor progress and communicate weekly with non-English-speaking parents to promote engagement and academic success. Measurement Plan (Grades K-5 All EL Students, Including Newcomers) • Participation and Proficiency: Track and maintain 100% participation of all EL students, including newcomers, in grades K-5 in state Math and ELA assessments. Monitor quarterly interim assessment data to measure growth in proficiency rates. • Promotion and Benchmarks: Monitor EL students' grade promotion status and benchmark achievement quarterly through
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	adviser and teacher reviews, aiming for at least 90% on-track promotion rate. ● Attendance: Collect and analyze attendance data monthly, collaborating with bilingual liaisons to increase attendance rates to at least 50%, with targeted outreach to families. ● Service Engagement: Track the percentage of EL students declining services quarterly and work to reduce this by 20% through family engagement and advisory support. ● Grades and Incompletes: Review EL student GPA or grade-level progress and incomplete assignments each grading period, maintaining high achievement rates and reducing incompletes below 9%. ● Support Programs: Document and evaluate participation in sheltered academic content classes, native language curriculum and bilingual tutoring for newcomers, twice-weekly ELD classes, and bilingual liaison outreach, including weekly communication with families.
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Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
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Goal: All ELs grades K-12 will demonstrate growth in English language proficiency.

Preface: Our goal is for 50% of our ELs to make gains in 2 or more domains for the 22-27 school year.

For the 25-27 school year 50% of secondary students identified as EL will increase 2 or more of their domain scores as measured by ELPA in spring of 2023.

ELP expectations: Table 1 and 2 is a guide that shows at what level the EL should be at according to their initial domain performance level and time identified as an EL.

TABLE 1

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for more than 7 Years
1	1	2	3	3	3	4 or 5
2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

TABLE 2

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for 7 Years	EL for more than 8 years
1	1	2	2	3	3	3	4 or 5
2	2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

Measurable:

June 11, 2025

SMART Goal (Grades 6-8 EL Students)

By the end of the 2025-2027 school year, Summit Learning Charter will:

- Maintain 100% participation of English Learners in grades 6-8 in state Math and ELA assessments.
- Increase the percentage of EL students in grades 6-8 meeting or exceeding proficiency on state assessments by at least 5% from current baselines.
- Improve the on-track to grade promotion rate for EL students in grades 6-8 to at least 90%.
- Raise the attendance rate for active EL students in grades 6-8 from current levels to at least 50%.
- Decrease the percentage of EL students in grades 6-8 declining services by 20%.
- Maintain or increase the percentage of EL students in grades 6-8 with a GPA of 2.0 or higher.
- Reduce the percentage of EL students in grades 6-8 with two or more incompletes below 9%.
- Continue to provide targeted supports such as sheltered academic content classes, twice-weekly ELD classes, expanded bilingual tutoring, and bilingual liaisons who closely monitor student progress and

Growth will be measured by the results of the ELPA Summative assessment.

Achievable: This goal is achievable if we do intentional and consistent outreach and make sure students attend, complete, and participate in EL coursework. We need to have productive outreach to both parents and students.

Relevant: Looking for growth in 2 or more domains in ELPA for the 25-27 school year.

When: ELPA summative results will be available June 2027. At that time, we will be able to determine if we have met our goals.

communicate weekly with non-English-speaking parents to promote engagement and academic success.

Measurement Plan (Grades 6-8 EL Students)

- **Participation and Proficiency:** Track and maintain 100% participation of EL students in grades 6-8 in state Math and ELA assessments. Monitor quarterly interim assessment data to measure growth in proficiency rates.
- **Promotion and Credit:** Monitor EL students' grade promotion status quarterly through adviser reviews, aiming for at least 90% on-track promotion rate.
- **Attendance:** Collect and analyze attendance data monthly, collaborating with bilingual liaisons to increase EL attendance rates to at least 50%, with targeted outreach to families.
- **Service Engagement:** Track the percentage of EL students declining services quarterly and work to reduce this by 20% through family engagement and advisory support.
- **Grades and Incompletes:** Review EL student GPA and incomplete

	grades each grading period, maintaining high GPA rates and reducing incompletes below 9%. • Support Programs: Document and evaluate participation in sheltered academic content classes, bilingual tutoring, twice-weekly ELD classes, and bilingual liaison outreach, including weekly communication with families.
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High 9-12 (required by all districts with High Schools)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
Secondary ELs Goal: All ELs grades K-12 will demonstrate growth in English language proficiency. Preface: Our goal is for 50% of our ELs to make gains in 2 or more domains for the 25-27 school year. For the 25-27 school year 50% of secondary students identified as EL will increase 2 or more of their domain scores as measured by ELPA in spring of 2023. ELP expectations: Table 1 and 2 is a guide that shows at what level the EL should be at according to their initial domain performance level and time identified as an EL.	SMART Goal By the end of the 2025-2027 school year, Summit Learning Charter will: • Maintain 100% participation of English Learners in state Math and ELA assessments. • Increase the percentage of EL students meeting or exceeding proficiency on	All ELs will graduate on time. SMART Goal: Maintain a 100% on-time graduation rate for English Learners during the 2025-2027 school year by continuing to implement sheltered curriculum options, tutoring, targeted EL support services, and bilingual liaisons who work closely with families. Progress will be monitored quarterly through school adviser reviews, and success will be measured by tracking graduation records, program participation rates, family engagement logs, and student feedback. Measurement Plan: Progress toward the graduation goal will be monitored quarterly through structured meetings between EL students and school advisers to review academic

TABLE 1

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for more than 7 Years
1	1	2	3	3	3	4 or 5
2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

TABLE 2

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for 7 Years	EL for more than 8 years
1	1	2	2	3	3	3	4 or 5
2	2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

Measurable:

Growth will be measured by the results of the ELPA Summative assessment.

Achievable: This goal is achievable if we do intentional and consistent outreach and make sure students attend, complete, and participate in EL coursework. We need to have productive outreach to both parents and students.

Relevant: Looking for growth in 2 or more domains in ELPA for the 25-27 school year.

state assessments by at least 5% from current baselines (around 3.7%-6.6%).

- Improve the on-track to graduation rate for EL students from 76% to 85%.
- Raise the attendance rate for active EL students from 36% to 50%.
- Decrease the percentage of EL students declining services from 39% to 30%.
- Maintain or increase the percentage of EL students with a GPA of 2.0 or higher (currently 98%).
- Reduce the percentage of EL students with two or more incompletes from 10% to below 9%.
- Continue to provide targeted supports such as sheltered

progress and credit accumulation. District data will track the annual on-time graduation rate for English Learners to ensure the 100% target is maintained. Participation in sheltered curriculum, tutoring, and EL support services will be recorded each quarter to assess engagement. Bilingual liaisons will maintain logs of family outreach activities to document ongoing communication and support. Additionally, student surveys or focus groups will be conducted annually to gather feedback on the effectiveness of support programs and inform continuous improvement.

When: ELPA summative results will be available June 2027. At that time, we will be able to determine if we have met our goals.	academic content classes, twice-weekly ELD classes, expanded tutoring (including 13 hours per week plus math tutoring), and bilingual liaisons who closely monitor student progress and communicate weekly with non-English-speaking parents to promote engagement and academic success in core content classes. Measurement Plan • Participation and Proficiency: Track and maintain 100% participation of EL students in state Math and ELA assessments. Monitor quarterly	
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	interim assessment data to measure growth in proficiency rates. Graduation and Credit: Monitor EL students' credit accrual and on-track graduation status quarterly through adviser reviews, aiming to increase on-track graduation from 76% to 85%. Attendance: Collect and analyze attendance data monthly, collaborating with multilingual liaisons to increase EL attendance rates to at least 50%, with targeted outreach to Somali and Slavic communities. Service Engagement: Track the percentage of EL students declining services quarterly	
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	and work to reduce this from 39% to 30% through family engagement and advisory support. Grades and Incompletes: Review EL student GPA and incomplete grades each grading period, maintaining high GPA rates and reducing incompletes below 9%. Sheltered Instruction: Monitor enrollment and participation in sheltered academic content classes each term to ensure EL students receive appropriate language-supported coursework. Support Program Implementation: Document and evaluate the effectiveness of expanded tutoring	
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	hours, twice-weekly ELD classes, and bilingual liaison outreach, including their weekly communications with non-English-spea king parents to support student success in core content. •	
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Newcomer 6-8 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
Goal: All ELs grades K-12 will demonstrate growth in English language proficiency. Preface: Our goal is for 50% of our ELs to make gains in 2 or more domains for the 25-27 school year. Secondary ELs For the 25-27 school year 50% of secondary students identified as EL will increase 2 or more of their domain scores as measured by ELPA in spring of 2023.	SMART Goal (Grades 6-8 Newcomer EL Students) By the end of the 2025-2027 school year, Summit Learning Charter will: • Ensure 100% participation of newcomer EL	Not Applicable

ELP expectations: Table 1 and 2 is a guide that shows at what level the EL should be at according to their initial domain performance level and time identified as an EL.

TABLE 1

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for more than 7 Years
1	1	2	3	3	3	4 or 5
2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

TABLE 2

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for 7 Years	EL for more than 8 years
1	1	2	2	3	3	3	4 or 5
2	2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

Measurable:

Growth will be measured by the results of the ELPA Summative assessment.

Achievable: This goal is achievable if we do intentional and consistent outreach and make sure students attend, complete, and participate in EL coursework. We need to have productive outreach to both parents and students.

students in grades 6-8 in state Math and ELA assessments.

- Increase the percentage of newcomer EL students meeting or exceeding proficiency on state assessments by at least 5% from current baselines.
- Improve the on-track to grade promotion rate for newcomer EL students in grades 6-8 to at least 85%.
- Raise the attendance rate for newcomer EL students from current levels to at least 50%.
- Decrease the percentage of newcomer EL students declining services by 20%.
- Maintain or increase the percentage of newcomer EL students with a GPA of 2.0 or higher.
- Reduce the percentage of newcomer EL

Relevant: Looking for growth in 2 or more domains in ELPA for the 25-27 school year. When: ELPA summative results will be available June 2027. At that time, we will be able to determine if we have met our goals.	students with two or more incompletes below 9%. • Provide targeted supports including curriculum delivered in students' native languages, bilingual tutoring, sheltered academic content classes, twice-weekly ELD classes, and bilingual liaisons who closely monitor progress and communicate weekly with non-English-speaking parents to promote engagement and academic success. Measurement Plan (Grades 6-8 Newcomer EL Students) • Participation and Proficiency: Track and maintain 100% participation of	
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	newcomer EL students in grades 6-8 in state Math and ELA assessments. Monitor quarterly interim assessment data to measure growth in proficiency rates. • Promotion and Credit: Monitor newcomer EL students' grade promotion status quarterly through adviser and bilingual liaison reviews, aiming for at least 85% on-track promotion rate. • Attendance: Collect and analyze attendance data monthly, collaborating with bilingual liaisons to increase newcomer EL attendance rates to at least 50%, with targeted outreach to families. • Service Engagement: Track the percentage of newcomer EL students declining services quarterly	
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	and work to reduce this by 20% through family engagement and advisory support. • Grades and Incompletes: Review newcomer EL student GPA and incomplete grades each grading period, maintaining high GPA rates and reducing incompletes below 9%. • Native Language Support: Monitor enrollment and engagement in native language curriculum and bilingual tutoring programs each term to ensure newcomer students receive appropriate linguistic support. • Support Programs: Document and evaluate participation in sheltered academic content classes, bilingual tutoring, twice-weekly ELD classes, and bilingual liaison	
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	outreach, including weekly communication with families. •	
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Newcomer 9-12 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
Goal: All ELs grades K-12 will demonstrate growth in English language proficiency. Secondary ELs For the 25-27 school year 50% of secondary students identified as EL will increase 2 or more of their domain scores as measured by ELPA in spring of 2023. Preface: Our goal is for 50% of our ELs to make gains in 2 or more domains for the 25-27 school year. ELP expectations: Table 1 and 2 is a guide that shows at what level the EL should be at according to their initial domain performance level and time identified as an EL. TABLE 1	SMART Goal By the end of the 2025-2027 school year, Summit Learning Charter will: • Ensure 100% participation of high EL newcomer students in state Math and ELA assessments. • Increase the percentage of high EL newcomers meeting or exceeding proficiency on state assessments by at least 5% from current baselines. • Improve the on-track to graduation rate for	SMART Goal: By the end of the 2025-2027 school year, maintain a 100% on-time graduation rate for EL newcomer students by providing curriculum in their native language alongside sheltered English instruction, targeted tutoring, EL support services, and bilingual liaisons who engage closely with families. Progress will be monitored quarterly through school adviser reviews, with success measured by graduation data, program participation, family engagement, and student feedback. Measurement Plan: Quarterly meetings between EL newcomer students and school advisers will track academic progress and

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for more than 7 Years
1	1	2	3	3	3	4 or 5
2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

TABLE 2

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for 7 Years	EL for more than 8 years
1	1	2	2	3	3	3	4 or 5
2	2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

Measurable:

Growth will be measured by the results of the ELPA Summative assessment.

Achievable: This goal is achievable if we do intentional and consistent outreach and make sure students attend, complete, and participate in EL coursework. We need to have productive outreach to both parents and students.

Relevant: Looking for growth in 2 or more domains in ELPA for the 25-27 school year.

When: ELPA summative results will be available June 2027. At that time, we will

high EL newcomers from the current baseline to at least 85%.

- Raise the attendance rate for high EL newcomers from current levels to at least 50%.
- Decrease the percentage of high EL newcomers declining services by 20%.
- Maintain or increase the percentage of high EL newcomers with a GPA of 2.0 or higher.
- Reduce the percentage of high EL newcomers with two or more incompletes below 9%.
- Provide targeted supports including curriculum delivered in students' native languages, bilingual tutoring, sheltered academic content classes, twice-weekly ELD classes, and bilingual liaisons who monitor progress and

credit accumulation. The district will monitor the annual on-time graduation rate specifically for EL newcomers to ensure the 100% target is met. Participation in native language curriculum, sheltered instruction, tutoring, and EL support services will be tracked each quarter. Bilingual liaisons will document ongoing family outreach and engagement efforts. Annual student surveys or focus groups will collect feedback on the effectiveness of native language and sheltered programs to guide improvements.

be able to determine if we have met our goals.	communicate weekly with non-English-speaking parents to promote engagement and academic success. Measurement Plan Participation and Proficiency: Track and maintain 100% participation of high EL newcomers in state Math and ELA assessments. Monitor quarterly interim assessment data to measure growth in proficiency rates. Graduation and Credit: Monitor credit accrual and on-track graduation status quarterly through adviser and case manager reviews, aiming to increase on-track graduation to at least 85%.	
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	Attendance: Collect monthly attendance data and collaborate closely with bilingual liaisons to raise attendance rates to 50%, with targeted outreach to newcomer families. Service Engagement: Track service uptake and reduce the percentage of newcomers declining services by 20% through family engagement and advisory support. Grades and Incompletes: Review GPA and incomplete grades each grading period to maintain or increase GPA rates and reduce incompletes below 9%. Native Language Support: Monitor enrollment and engagement in native language curriculum and bilingual tutoring	
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	programs each term to ensure newcomer students receive appropriate linguistic support. ● Support Program Implementation: Document and evaluate the effectiveness of bilingual tutoring, sheltered instruction, twice-weekly ELD classes, and bilingual liaison outreach, including weekly parent communications.	
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Students with IEPs (Individual Educational Plan) (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal														
ELSWD Goal: All ELs grades K-12 will demonstrate growth in English language proficiency. Secondary ELs For the 25-27 school year 50% of secondary students identified as EL will increase 2 or more of their domain scores as measured by ELPA in spring of 2023. Preface: Our goal is for 50% of our ELs to make gains in 2 or more domains for the 25-27 school year. For the 25-27 school year 50% of ELSWD identified in the EL program will increase in 2 or more of their domain scores as measured by ELPA in the spring of 2027. ELP expectations: Table 1 and 2 is a guide that shows at what level the EL should be at according to their initial domain performance level and time identified as an EL. <table><caption>TABLE 1</caption><tr><td>Initial Domain Performance Level</td><td>EL for 2 Years</td><td>EL for 3 Years</td><td>EL for 4 Years</td><td>EL for 5 Years</td><td>EL for 6 Years</td><td>EL for more than 7 Years</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for more than 7 Years								SMART Goal By the end of the 2025-2027 school year, Summit Learning Charter will: ● Maintain 100% participation of EL students with IEPs in state Math and ELA assessments. ● Increase the percentage of EL students with IEPs meeting or exceeding proficiency on state assessments by at least 5% from current baselines. ● Improve the on-track to graduation rate for EL students with IEPs to at least 85%. ● Raise the attendance rate for EL students with IEPs to at least 50%.	SMART Goal: Maintain a 100% on-time graduation rate for EL students with IEPs during the 2025-2027 school year by collaborating closely with the SPED department and case managers to ensure students attend specially designed instruction (SDI) classes and receive targeted EL support, sheltered curriculum options, tutoring, and bilingual liaison services. Progress will be monitored quarterly through adviser and case manager reviews, with success measured by graduation rates, SDI attendance, program participation, family engagement, and student feedback. Measurement Plan: Quarterly progress reviews will be conducted jointly by school advisers and SPED case managers to monitor academic progress, credit accumulation, and SDI attendance for EL students with IEPs. The district will
Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for more than 7 Years										

1	1	2	3	3	3	4 or 5
2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

TABLE 2

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for 7 Years	EL for more than 8 years
1	1	2	2	3	3	3	4 or 5
2	2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

Measurable:

Growth will be measured by the results of the ELPA Summative assessment.

Achievable: This goal is achievable if we do intentional and consistent outreach and make sure students attend, complete, and participate in EL coursework. We need to have productive outreach to both parents and students.

Relevant: Looking for growth in 2 or more domains in ELPA for the 25-27 school year.

When: ELPA summative results will be available June 2027. At that time, we will be able to determine if we have met our goals.

- Decrease the percentage of EL students with IEPs declining services by 20%.
- Maintain or increase the percentage of EL students with IEPs with a GPA of 2.0 or higher.
- Reduce the percentage of EL students with IEPs with two or more incompletes below 9%.
- Ensure collaboration between EL and SPED departments to provide coordinated tutoring and support, including attendance and participation in specially designed instruction (SDI) classes, twice-weekly ELD classes, sheltered academic content classes, and bilingual liaison outreach that monitors progress

track the annual on-time graduation rate for this group to ensure the 100% goal is maintained. Participation in sheltered curriculum, tutoring, EL support services, and SDI will be recorded each quarter. Bilingual liaisons will maintain logs of family outreach. Annual surveys or focus groups will gather student feedback on the effectiveness of combined EL and SPED supports to inform ongoing improvements.

	and communicates weekly with families. Measurement Plan • Participation and Proficiency: Track and maintain 100% participation of EL students with IEPs in state Math and ELA assessments. Monitor quarterly interim assessment data to measure proficiency growth. • Graduation and Credit: Monitor credit accrual and on-track graduation status quarterly through joint reviews by school advisers and SPED case managers, aiming for at least 85% on-track graduation rate.	
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	Attendance: Collect monthly attendance data and collaborate closely with bilingual liaisons, SPED case managers, and teachers to raise attendance rates to 50% or higher. Service Engagement: Track service uptake and reduce the percentage of EL students with IEPs declining services by 20% through coordinated family engagement and advisory support. Grades and Incompletes: Review GPA and incomplete grades each grading period, maintaining or increasing GPA rates and reducing incompletes below 9%. Collaboration and Support: Document and evaluate	
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	coordinated tutoring efforts between EL and SPED departments, attendance and participation in SDI classes, twice-weekly ELD instruction, sheltered academic content classes, and bilingual liaison outreach including weekly family communication.	
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Districts identified for the EL Outcomes Program will receive support from ODE staff to develop a set of complementary high-impact goals that will guide the strategic planning for implementation of systemic interventions over the next four years of identification. For these districts, goals must reflect indicator areas where the district was identified from the EL Outcomes Data Profiles.

From the district Data Profile, identify and list the elementary and secondary grade indicators that are below the Notable Progress level and their level: limited or some progress.

[District Data Profile](#) and [Longitudinal Data Profile](#)

EL Outcomes Program Indicators

Elementary Indicators	Secondary Indicators
On Track to ELP: Limited Progress Regular Attendance: Limited Progress ELA Achievement: Limited Progress Math Achievement: Limited Progress	On Track to ELP: Limited Progress Regular Attendance: Limited Progress Least Restrictive Environment: Some Progress

	9th Grade Graduation On Track: Some Progress Post-Secondary Enrollment: Limited Progress
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Per [OAR 581-020-0613](#) the Comprehensive Needs Assessment for EL Outcomes Program identified districts “*will examine the root causes impacting student’s performance and program quality and effectiveness. The evaluation must include, but not be limited to, program design, program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community.*”

1. In the table below, identify the schools in your district that implement the following core content program models. The same school may be listed more than once if it implements more than one program model.

Core Content Program Models - Access to on grade level core content

Program Model	School(s) (indicate whether the school is elementary, middle, or high)
Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.	None
Transitional Bilingual Programs (Early or late exit): Transitional bilingual programs use the student's primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.	None
Sheltered Instruction (English is the primary language of instruction): Content-Based Instruction (CBI) or "sheltered" instruction is used in classes using instructional strategies that support access to core content instruction. Some examples of this include GLAD, SIOP, and Constructing Meaning.	Summit Learning Charter
Newcomer Program: The Newcomer Program provides specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.	Summit Learning Charter

- Use the following table as reference to describe the district's instructional models for English language development in the subsequent table.

English Language Development Instructional Model – English language acquisition

The following ELD instructional models describe the different modes in which students with English learner services receive their English language development instruction.

Service Type	Description
Integrated ELD 'Push-in'	English language development instruction is provided within the student's mainstream or content-area classroom. English language development standards are integrated with core-content standards. The following educators may provide this instruction: English Language Development (ELD) specialist who collaborates and co-plans with a core content or general education teacher. A core content teacher or general education teacher who collaborates and co-plans with an ELD specialist. A core content or general education teacher who has an ESOL (English to Speakers of Other Languages) endorsement may provide this language instruction in lieu of consultation with an ELD specialist. Students' progress with language proficiency is monitored by both the ELD specialist and the core-content or general education teacher.
Designated ELD 'pull-out'	English language development instruction is provided outside of the classroom and EL students are removed from mainstream classroom for a portion of the day. This approach is more common in elementary school settings.
Designated ELD Class Period	English language development instruction is provided during a stand-alone class period, and students receive course credit for the class. This approach is more common in middle schools and high schools.
Newcomer ELD	English language development instruction is provided in a separate setting with relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than one year) after which they receive ELD instruction through integrated, designated or ELD class periods service types.

Elementary School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTEs) (5+ years in program)
ELD Instruction Service Model(s):	Designated ELD Pull Out ELD standards explicitly taught. Students are placed in a Level 1 ELD class based on ELPA results and grade bands. Students receive 2 hours of ELD instruction 4 days a week in a 30 minute zoom session. Zoom sessions are taught by a licensed ELD teacher.	Designated ELD Pull Out ELD standards explicitly taught Students are placed in a Level 2 or a Level 3 ELD class based on ELPA results and grade bands. Students receive 2 hours of ELD instruction 4 days a week in a 30 minute zoom session. Zoom sessions are taught by a licensed ELD teacher.	Designated ELD Pull Out ELD standards explicitly taught Students are placed in a Level 4 or a Level 5 ELD class based on ELPA results and grade bands. Students receive 2 hours of ELD instruction 4 days a week in a 30 minute zoom session. Zoom sessions are taught by a licensed ELD teacher.

Core ELD Instructional Materials	https://vistahigherlearning.com/connect.html ODE approved curriculum adoption list for ELP 2022-2029	https://vistahigherlearning.com/connect.html ODE approved curriculum adoption list for ELP 2022-2029	https://vistahigherlearning.com/connect.html ODE approved curriculum adoption list for ELP 2022-2029
Supplemental ELD Instructional Materials	K-2 Lalilo 3-5 Freckle	K-2 Lalilo 3-5 Freckle	K-2 Lalilo 3-5 Freckle

Middle School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
ELD Instruction Service Model(s)	Designated ELD Class Period ELD standards explicitly taught Students are placed in a Level 1 ELD class based on ELPA results. Students receive ELD instruction twice a week in one hour Zoom	Designated ELD Class Period ELD standards explicitly taught Students are placed in a Level 2 or a Level 3 ELD class based on ELPA results. Students receive ELD instruction twice a week in a one hour Zoom session	Designated ELD Class Period ELD standards explicitly taught Students are placed in a Level 4 or a Level 5 ELD class based on ELPA results. Students receive ELD instruction twice a week in a one hour Zoom session

	sessions taught by a licensed ELD teacher.	taught by a licensed ELD teacher.	taught by a licensed ELD teacher.
Core ELD Instructional Materials	https://www.eltngl.com/myelt ODE approved curriculum adoption list for ELP 2022-2029	https://www.eltngl.com/myelt ODE approved curriculum adoption list for ELP 2022-2029	https://www.eltngl.com/myelt ODE approved curriculum adoption list for ELP 2022-2029
Supplemental ELD Instructional Materials	Actively Learn	Actively Learn	Actively Learn

High School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTEs) (5+ years in program)
ELD Instruction Service Model(s)	Designated ELD Class Period ELD standards explicitly taught Students are placed in a Level 1 ELD class based on ELPA results. Students receive ELD instruction twice a week in one hour Zoom	Designated ELD Class Period ELD standards explicitly taught Students are placed in a Level 2 or a Level 3 ELD class based on ELPA results. Students receive ELD instruction twice a week in a one hour Zoom session	Designated ELD Class Period ELD standards explicitly taught Students are placed in a Level 4 or a Level 5 ELD class based on ELPA results. Students receive ELD instruction twice a week in a one hour Zoom session

	sessions taught by a licensed ELD teacher.	taught by a licensed ELD teacher.	taught by a licensed ELD teacher.
Core ELD Instructional Materials	https://www.eltngl.com/myelt ODE approved curriculum adoption list for ELP 2022-2029	https://www.eltngl.com/myelt ODE approved curriculum adoption list for ELP 2022-2029	https://www.eltngl.com/myelt ODE approved curriculum adoption list for ELP 2022-2029
Supplemental ELD Instructional Materials	Actively Learn	Actively Learn	Actively Learn

- Describe your district's alternative and/or charter schools and their ELD instruction service model(s). Include these models based on EL Proficiency Level(s) if applicable. (The district can copy the table above to include these schools if desired.)

[Summit Learning Charter is a public charter school in the Estacada School District.](#)

- Describe components of the EL Program Model that have elements that affirm EL student identity. Identify components of your EL program containing racially/ethnically, culturally, and/or linguistically affirming elements and explain why/how.

[Our EL Program Model intentionally incorporates components that affirm EL students' identities by honoring their racial, ethnic, cultural, and linguistic backgrounds. Key elements include:](#)

- Culturally Responsive Curriculum:** Our curriculum integrates diverse texts, histories, and perspectives that reflect students' cultures and languages, fostering a sense of belonging and validation.
- Bilingual Liaisons and Family Engagement:** We have bilingual liaisons who speak the languages of our families. They communicate weekly with families about student progress and help plan trimester community meetings based on topics families want to discuss. School leadership actively participates in these meetings, strengthening trust and partnership with families.
- Bilingual and Multilingual Instruction:** Our program supports instruction in students' home languages alongside English development, affirming linguistic identity and promoting academic growth.

4. **Language Testing for Credit and Seal of Biliteracy:** We offer language proficiency testing that allows students to earn academic credit for their home language skills. Additionally, multilingual students can earn the Seal of Biliteracy, recognizing and celebrating their bilingual abilities and cultural assets.
5. **Cultural Events and Community Partnerships:** Each year, we host cultural events such as the Slavic Winter Concert, Cinco de Mayo celebrations in collaboration with local Latino community-based organizations, International Day, and a Somali language class. We also partner with the Grand Ronde tribe to honor Indigenous culture. These events and partnerships foster cultural pride, community connection, and identity affirmation.
6. **Professional Development on Equity and Inclusion:** Educators receive ongoing training on culturally sustaining practices and implicit bias to ensure teaching affirms students' identities and addresses systemic inequities.
7. **Student Voice and Leadership Opportunities:** EL students have spaces to share their stories, lead cultural events, and participate in decision-making, empowering them to embrace their identities confidently.

Together, these components create an affirming, inclusive environment where EL students and their families feel valued and supported, which research shows enhances engagement and academic success.

5. Describe how the district provides targeted, research-based literacy supports to students designated as English learners.

Our district provides targeted, research-based literacy supports to English Learners through a multi-tiered approach designed to meet diverse language and literacy needs:

1. **Research-Based English Language Development Curriculum:** We use a state-approved, research-based English Language Development (ELD) curriculum that specifically addresses the needs of EL students, ensuring systematic language and literacy growth.
2. **Assessment and Data-Driven Instruction:** We use formative and summative assessments to identify EL students' literacy levels and monitor progress regularly. This data guides instruction tailored to individual language proficiency and literacy development.
3. **Evidence-Based Literacy Programs:** Our literacy instruction incorporates research-backed programs that integrate oral language, vocabulary development, phonics, fluency, and comprehension strategies, all aligned with best practices for EL learners.
4. **Integrated Language and Literacy Instruction:** Literacy supports intentionally blend language development with reading and writing skills, recognizing the interconnectedness of language proficiency and literacy achievement.

5. **Tutoring in Core Content Classes:** We offer tutoring sessions specifically designed to support EL students in their core academic classes, reinforcing literacy and content knowledge to boost overall achievement.
6. **Professional Development on Basic Academic Language Protocols:** Staff receive training on Basic Academic Language protocols to effectively scaffold academic language and support EL students' comprehension and expression across subjects.
7. **Small Group and Pull-Out Interventions:** EL students receive targeted instruction in small groups or pull-out sessions focused on specific literacy skills, allowing for personalized support and scaffolding.
8. **Family Engagement and Resources:** We provide families with resources and workshops to support literacy development at home, reinforcing school-based learning and fostering a literacy-rich environment.
9. **Use of Technology:** Technology tools and digital resources are integrated to support literacy development, offering interactive and individualized learning opportunities for EL students.

Through these targeted, research-based strategies, our district ensures EL students build strong literacy foundations essential for academic success across content areas.

SchoolsPLP supports English Learners and Multilingual students by providing tailored assessment and instructional tools that address their unique language development needs. Key ways it supports EL and multilingual learners include:

1. **Individualized Learning Plans:** SchoolsPLP creates personalized learning paths based on students' language proficiency and academic needs, helping target instruction effectively.
2. **Language Proficiency Assessments:** The platform offers tools to assess and monitor English language development using research-based measures aligned with language standards.
3. **Standards-Aligned Instruction:** Instructional resources and lessons are aligned with state and national language standards, supporting language acquisition alongside content learning.
4. **Progress Monitoring:** SchoolsPLP tracks student progress continuously, allowing educators to adjust instruction and interventions promptly based on data.
5. **Multilingual Support:** The system accommodates multiple languages, supporting students' home languages while developing English skills.
6. **Data-Driven Decision Making:** Teachers and administrators receive detailed reports and actionable data to inform instruction and program planning for EL students.

7. **Integrated Curriculum and Assessment:** SchoolsPLP combines assessment results with instructional content to provide coherent support that bridges language and academic development.
8. **Technology Tools and Supports:**
 - **Translation Features:** Built-in translation tools provide content and instructions in students' home languages to support comprehension.
 - **Audio Support:** Includes text-to-speech and oral language practice to aid listening and pronunciation skills.
 - **Video Resources:** Visual models of language use through videos enhance engagement and understanding.
 - **Digital Platform Accessibility:** Accessible online for flexible, anytime learning.
 - **Interactive Instructional Tools:** Multimedia lessons support various learning styles.
 - **Automated Scoring and Reporting:** Saves educators time with instant assessment results and detailed reports.
 - **Teacher Dashboards:** Real-time data displays for quick instructional adjustments.
 - **Parental Access:** Family portals and communication tools involve families in learning.
 - **Integration Capabilities:** Works with other educational software to streamline data and planning.
9. **Professional Development:** Training on Basic Academic Language protocols equips staff to effectively scaffold academic language and support EL students.
10. **Targeted Supports:** Small group instruction, pull-out interventions, and tutoring in core content classes provide personalized scaffolding to reinforce literacy and academic skills.

Together, these comprehensive features enable SchoolsPLP to provide meaningful, research-based support that empowers EL and multilingual students to develop language proficiency and succeed academically.

6. In the following table, identify the number and qualifications of ELD teachers, ELD instructional assistants, and other staff who work with multilingual learners/ELs.

	Number of ELD teachers and their qualifications	Number of ELD Instructional Assistants	Describe other staff who work with ML/EL students (if applicable)

Elementary School(s)	1 ESOL, SDAIE provided by 1 part time ESOL endorsed teacher 10 hours per week.	0	3 bilingual liaisons for Elem, MS, and HS (Somali, Spanish, Russian)
Middle School(s)	1 ESOL, Bilingual, GLAD, SIOP, BAL provided by 1 ESOL endorsed teacher for grades 6-12	0	3 bilingual liaisons for Elem, MS, and HS (Somali, Spanish, Russian)
High School(s)	1 ESOL, Bilingual, GLAD, SIOP, BAL provided by 1 ESOL endorsed teacher for grades 6-12	0	3 bilingual liaisons for Elem, MS, and HS (Somali, Spanish, Russian)
Charter School(s)	1 ESOL, SDAIE 1 ESOL, Bilingual, GLAD, SIOP, BAL provided by 1 ESOL endorsed teacher for grades 6-12 and 1 part time ESOL endorsed for grades K-5	0	3 bilingual liaisons for Elem, MS, and HS (Somali, Spanish, Russian)
Alternate Program/ School(s)			

7. Describe the extent to which district administrators and staff mirror the students and communities they serve. What systems of support exist for bilingual staff members?

Currently, our district's administrators are predominantly white and middle class, and while we do not yet have active recruitment efforts to increase leadership diversity, we recognize the importance of having staff who reflect the rich racial, ethnic, cultural, and linguistic backgrounds of the students and communities we serve.

Our leadership brings valuable multilingual and multicultural expertise that supports this goal. Our school director, for example, has Spanish language skills and previously served as a school director in Panama for three years, bringing extensive international experience and cultural awareness to her

role. Additionally, our EL director is a fluent bilingual Spanish-English speaker with deep ties to the Latino community. He has a broad background in migrant and indigenous education in both Mexico and the USA, bilingual education, and partnerships with organizations such as the Oregon Mexico Educational Partnership and the Mexican Consulate. He also teaches adult education classes for immigrants, partnering with the Mexican Consulate, and lives and works in Gresham, Oregon, grounding his leadership in the community we serve.

Regarding bilingual staff, the district employs five general education teachers fluent in Spanish with experience in the Latino community, enhancing our ability to connect with and support EL students and families. We also have three bilingual liaisons representing key language groups in our community—a Mexican Triqui liaison, a Somali liaison, and a Russian liaison—who play vital roles in bridging communication and fostering trust between families and the school.

To support bilingual staff members, the district provides multiple systems of support, including:

- **Weekly Team Meetings:** Bilingual staff who are part of the EL team meet weekly to collaborate, share strategies, and offer mutual support.
- **Professional Development:** Trainings available through the Education Service District (ESD) focus on culturally responsive teaching, language acquisition, and leadership development tailored for bilingual educators.
- **Mentorship and Collaborative Networks:** Opportunities exist for bilingual staff to connect with mentors and peers to share best practices and receive guidance.
- **Language Support Resources:** Access to translation and interpretation tools, as well as instructional platforms, support multilingual education.
- **Recognition and Leadership Opportunities:** Bilingual staff are encouraged to lead initiatives and participate in decision-making processes to support EL students and families.
- **Multicultural Engagement Team:** All bilingual staff participate in this team to collaboratively plan cultural activities and events throughout the school year, fostering inclusion and community connection.

While increasing leadership diversity remains an important goal, these strengths and support systems ensure our bilingual staff and EL students are valued, affirmed, and effectively served within our district.

8. Describe the structure for educators to plan effective learning experiences that meet the needs of multilingual English Learners. Include protected time for Tier 1/core-content instructional staff to consult and engage with ELD staff and any co-planning if appropriate.

Elementary Grades	Secondary Grades
Instructional Planning Structure	Instructional Planning Structure
<i>Our district ensures all instructional staff, including Tier 1/core-content and English Language Development (ELD) educators, have protected planning time to develop lessons that meet the diverse needs of multilingual English Learners (ELs). During this time, core-content teachers collaborate and co-plan regularly with ELD specialists to align instructional goals and strategies that support both language acquisition and academic content mastery.</i> <i>While EL staff do not engage in co-teaching with general education teachers, they work closely through consultation to provide targeted support. Educators participate in Professional Learning Communities (PLCs) focused specifically on Universal Design for Learning (UDL), where they analyze student data, reflect on instructional practices, and plan differentiated learning experiences that address the needs of all learners, including EL students.</i> <i>Instructional teams use formative and summative assessments, including language proficiency data, to guide lesson planning and monitor student progress. Teachers access shared resources, language scaffolding tools, and technology platforms such as SchoolsPLP to support differentiated instruction.</i>	<i>Our district ensures all instructional staff, including Tier 1/core-content and English Language Development (ELD) educators, have protected planning time to develop lessons that meet the diverse needs of multilingual English Learners (ELs). During this time, core-content teachers collaborate and co-plan regularly with ELD specialists to align instructional goals and strategies that support both language acquisition and academic content mastery.</i> <i>While EL staff do not engage in co-teaching with general education teachers, they work closely through consultation to provide targeted support. Educators participate in Professional Learning Communities (PLCs) focused specifically on Universal Design for Learning (UDL), where they analyze student data, reflect on instructional practices, and plan differentiated learning experiences that address the needs of all learners, including EL students.</i> <i>Instructional teams use formative and summative assessments, including language proficiency data, to guide lesson planning and monitor student progress. Teachers access shared resources, language scaffolding tools, and technology platforms such as SchoolsPLP to support differentiated instruction.</i>

<i>Weekly staff meetings provide a platform for educators to share strategies, information, and techniques specifically for serving EL students. These meetings also include ongoing training in UDL, equipping teachers to design inclusive lessons that meet diverse learner needs.</i> <i>UDL supports educators in designing lessons for ELs and multilingual students by promoting multiple means of engagement, representation, and expression. This framework encourages presenting content through visuals, audio, and interactive media to support comprehension, offering culturally relevant materials to increase motivation, and providing flexible ways for students to demonstrate understanding. By integrating UDL, teachers proactively scaffold language development alongside academic content, creating accessible learning environments.</i> <i>EL staff collaborate closely with general education teachers to support communication with families and students, coordinate tutoring services, and accommodate EL students who may be struggling. They provide techniques, strategies, insights, and ongoing support to enhance instruction and student success. The district also offers dedicated EL tutoring to reinforce language development and academic skills.</i> <i>Ongoing professional development equips staff with effective co-planning strategies, culturally responsive teaching, ELD methods, and UDL implementation, fostering</i>	<i>Weekly staff meetings provide a platform for educators to share strategies, information, and techniques specifically for serving EL students. These meetings also include ongoing training in UDL, equipping teachers to design inclusive lessons that meet diverse learner needs.</i> <i>UDL supports educators in designing lessons for ELs and multilingual students by promoting multiple means of engagement, representation, and expression. This framework encourages presenting content through visuals, audio, and interactive media to support comprehension, offering culturally relevant materials to increase motivation, and providing flexible ways for students to demonstrate understanding. By integrating UDL, teachers proactively scaffold language development alongside academic content, creating accessible learning environments.</i> <i>EL staff collaborate closely with general education teachers to support communication with families and students, coordinate tutoring services, and accommodate EL students who may be struggling. They provide techniques, strategies, insights, and ongoing support to enhance instruction and student success. The district also offers dedicated EL tutoring to reinforce language development and academic skills.</i> <i>Ongoing professional development equips staff with effective co-planning strategies,</i>
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<i>collaboration and high-quality instruction. This comprehensive structure ensures EL students receive scaffolded, coherent learning experiences that promote language acquisition and academic achievement.</i>	<i>culturally responsive teaching, ELD methods, and UDL implementation, fostering collaboration and high-quality instruction. This comprehensive structure ensures EL students receive scaffolded, coherent learning experiences that promote language acquisition and academic achievement.</i>
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9. Provide a brief narrative about the kind of professional development opportunities teachers, administrators, and staff engage in that improve multilingual EL systems and support. Please make sure to include any training on Culturally Responsive Instructional Pedagogy.

Our district prioritizes Universal Design for Learning (UDL) as a foundational framework in all professional development opportunities for teachers, administrators, and staff to enhance multilingual English Learner (EL) systems and supports. Weekly staff meetings include focused training on UDL principles, enabling educators to design lessons that are inclusive, flexible, and accessible to all learners, especially multilingual EL students.

Through UDL-centered Professional Learning Communities (PLCs), educators collaborate to analyze student data, reflect on instructional practices, and develop differentiated strategies that support language acquisition and academic success for ELs. This ongoing focus on UDL ensures that teaching practices incorporate multiple means of engagement, representation, and expression, which are critical for meeting the diverse needs of multilingual learners.

Complementing UDL training, professional development also emphasizes culturally responsive instructional pedagogy, equipping staff to honor and leverage students' linguistic and cultural backgrounds to foster motivation and belonging.

Additional training opportunities through the Education Service District (ESD) provide targeted support for bilingual educators, focusing on language acquisition, equity, and leadership development. EL staff regularly collaborate with general education teachers, sharing strategies and insights to enhance instruction and family engagement.

Importantly, the EL team actively participates in all district curriculum adoption and class development processes, ensuring that materials and instructional approaches are inclusive and responsive to the needs of multilingual learners.

By centering UDL in professional learning, alongside culturally sustaining practices and research-based EL strategies, our district ensures educators are well-prepared to create equitable, affirming, and effective learning environments for all multilingual learners.

10. Indicate what the focus for professional development will be in the coming two years.

[multiple choice, check all that apply]

- ☐ Integrated ELD – Collaborative Co-Teaching
- ☐ Dual language program implementation/improvement
- X☐ Newcomer/Recently arrived students
- X☐ Multilingual family engagement and communication
- X☐ Language acquisition strategies
- X☐ ELP progress monitoring/Data analysis
- X☐ Racial equity
- X☐ Culturally and linguistically responsive practices
- X☐ Culturally Responsive Instructional Pedagogy and Practices
- X☐ Other UDL and BAL ongoing

11. Describe the district’s professional development prioritization by staff role, position, or experience level in the table below (add additional rows as needed).

Professional development priority	Staff role/position	Staff experience level	Other identified criteria
1 st ELD testing, standards, curriculum	ELD certified teachers	Certified ESOL teachers	teaching in pull out ELD classes K-12
2 nd Universal Design for Learning	Teachers and administrators	All certified staff	K-12
3 rd Basic Academic Language and Sheltered Techniques	Teachers and administrators	All certified staff	K-12
4th EL Program, Monitoring supports, protocols	all staff	Certified and classified staff	K-12

Resources for High Quality Instructional Programming and Staffing

- [An Integrated ELD Guide for District Leaders](#)
- IES (Institute of Education Sciences) What Works Practice Guide, “[Teaching English Literacy & Content K-8](#)”
- IES What Works Practice Guide, “[Effective Literacy and English Language Instruction for English Learners in the Elementary Grades.](#)”
- [OELA English Learner Toolkit](#), chapters 2, 3, 4, 5 cover language instructional programs, meaningful access to core instruction, avoiding segregation, and staffing.

- IES What Works Practice Guide, [“Teaching Academic Content and Literacy to English Learners in Elementary and Middle School”](#)
- Regional Education Labs, [Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse™ Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- Regional Education Labs, [Supporting Integrated English Learner Student Instruction – A Guide to Assess Professional Learning Needs](#)
- Regional Education Labs, [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#)
- [Effective Teacher Professional Development](#), Learning Policy Institute
- [Oregon Open Learning Multilingual/English Learner Resource bank](#)
- [ODE Engaging Equity Mindset, Practices and Systems professional development modules](#)

SECTION 3. ASSESSMENT AND PROGRESS MONITORING

Legal Requirements and Guidance for Assessment and Progress Monitoring

- All students designated as English learners must be assessed annually using a valid and reliable, state-approved assessment in all four domains of English (i.e., speaking, listening, reading, and writing) (([6311\(b\)\(7\) \(Title I\)](#), [6823\(b\)\(3\)\(D\) \(Title III\)](#), [6826\(b\)\(3\)\(C\) \(Title III\)](#))
- Staff who administer the assessment must be trained ([Test Administration OAR](#))
- Oregon is a member of the ELPA 21 Consortium and requires districts to administer the ELPA Screener and Assessment ([Oregon Test Administration Manual \(TAM\)](#))
- Parents/guardians must be informed annually of their child’s progress ([ESEA/ESSA Title I, Section 1112\(e\)\(2\)\(A\)](#), [DCL Fact Sheet](#))
- Assessment practices reflect multilingual learners’ academic and linguistic progress and affirm the knowledge and cultural assets they bring. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 3.

District Plan

1. Identify who is responsible for working with families to complete the ELPA Screener assessment:
 - X ☐ District licensed/certified professional (for example, English learner program coordinator, bilingual specialist, central office administrator, ELD TOSA (Teachers on Special Assignment))
 - X ☐ School licensed/certified professional (for example, building administrator, English learner teacher, classroom teacher, counselor)
 - X ☐ School support staff (for example, parent/community liaison, paraprofessional)
 - ☐ Other (specify) _____

Training

2. Describe the district's process for annually training test administrators, including who is responsible.

- a. The training process: Any SLC staff member that is administrating the ELPA Screener or Summative sign up and go through the training done by an ODE staff, at this moment it is Daniel Kimbrow, over Zoom. After attending the training and the reading the Modules required the staff members sign the testing assurances forms and send it to Sean Gallagher (the principal) and DTC

Accommodations

3. Describe the district's process for determining and reporting testing accommodations (including domain exemptions).
 - a. The SPED director and EL director meet to review and discuss if any supports need to be accessible or if an EL student qualifies for the Alt ELPA.
 - b. EL Director and SPED director complete the accessibility table identifying any EL students who may need supports and which supports. Also completing requirements for any student who may need the Alt ELPA.
 - c. EL director and SPED director return accessibilities tables and Alt ELPA referrals to the EL administrative assistant.
 - d. EL administrative assistant shares with the TIDE testing coordinator the accommodation and support table for ELPA and Alt ELPA referrals, so they can be entered into TIDE and ready for ELPA testing window.

Progress Monitoring

4. List the local assessments used to monitor multilingual English learners' progress and programming decisions in the table below.

	Academic Assessments	Language Assessments
Elementary:	Dibels, STAR360	K-2 LALILO, 3-5 FRECKLE, VISTA LEARNING ASSESSMENTS, Dibels, STAR360 Reading, localized formative assessment
Middle School:	STAR360, localized formative assessments, course assessments	MyELT ASSESSMENTS, STAR360 READING, LOCALIZED FORMATIVE ASSESSMENTS
High School:	STAR360, localized formative assessments, course assessments	MyELT assessments, STAR360 Reading, localized formative assessments

5. Indicate the staff responsible for monitoring students who HOLD CURRENT EL STATUS.
 - X ☐ EL Specialist
 - X ☐ Content Teacher
 - X ☐ Counselor

- X ☐ Educator/instructional assistant
- ☐ Principal
- X ☐ Other classified staff
- ☐ Other licensed staff
- X ☐ Other administrative staff

6. Indicate the frequency of the district's monitoring process for students WHO HOLD CURRENT EL STATUS.

- ☐ During RTI/MTSS regular meetings
- ☐ Monthly
- ☐ Every two months
- X ☐ Quarterly
- X ☐ During grading periods
- ☐ Once a year
- ☐ Other

7. Indicate which data sources the district uses to monitor the progress of students with current English learner status.

- X ☐ State English language arts assessments
- X ☐ State math assessments
- X ☐ State science assessments
- X ☐ State English Language Proficiency Assessment (ELPA)
- X ☐ Formative assessments
- X ☐ Grades
- X ☐ Teacher observations
- X ☐ Other (STAR360)

8. Describe the routine employed to monitor students' progress towards demonstrating language proficiency and students' progress towards demonstrating proficiency of content standards.

Parents/guardians are provided ELPA and state content test results in languages they can understand.

Parents/guardians are notified of the testing schedule before the assessments start.

District staff process "opt-outs" (for ELA/Math state assessments) and parent/guardian requests for exemption (for ELPA/Science assessments) in a manner consistent with Oregon's Test Administration Manual.

The district uses the Oregon Department of Education (ODE) provided Test Administration Manuals and Training Materials.

Oregon state assessments (ELPA, ELA, Math, Science, etc...) are administered by trained staff.

Domain exemptions are available to students with an IEP or 504 plans as assessment accommodation where domain exemptions are appropriate.

Alt ELPA is available to students with significant cognitive disabilities.

Test administrator assurance forms are stored annually in a secure environment. These forms are located on the [Assessment Administration](#) page.

A district test coordinator inputs and monitors assessment accommodations/modifications/domain exemption coding in the Test Information Distribution Engine (TIDE).

A report is made for each student two times a year to track their progress until they finish four years. This report includes important information for the EL coordinator and teachers/advisors to review.

The report gathers data such as:

- Credits
- GPA
- Attendance
- Transcripts
- Test scores (like STAR and ELPA)

Teachers, advisors, and the EL coordinator will note any academic concerns and suggest interventions or share results from previous interventions in the given space. Finally, the report is saved and added to the student's CUM file.

Resources for Assessment and Progress Monitoring

- [Test Administration Manual](#)
- [Oregon Accessibility Manual](#)
- [ELPA Screener Manual](#)

SECTION 4. MONITORING EXITED STUDENTS

Legal Requirements and Guidance for Progress Monitoring for Excited Students

- School districts must exit students who score proficient on the annual ELPA summative assessment. ([ESSA section 3113\(b\)\(2\)\)](#)
- School districts must monitor exited students for four years following their exit to determine that the student continues to be able to access academic content. The

monitoring must be of sufficient frequency for the district to provide interventions if needed. ([ESSA section 3121\(a\)\(5\)](#)) ([Dear Colleague Letter, Section H](#))

- School districts must monitor EL students with parent/guardian waivers for participation in the EL instructional program. The monitoring must be of sufficient frequency for the district to provide interventions if needed. ([Dear Colleague Letter, Section G](#))
- Parents/guardians must approve a monitored EL returning to the EL instructional program. ([Dear Colleague Letter, Section H](#))
- Oregon's [Honoring Student Proficiency on the High School \(HS\) ELPA Summative is a waiver from the U.S. Department of Education that allows the Oregon Department of Education \(ODE\) to capture all students' responses in ELPA language domains when the student has met proficiency in that domain. The student does not take the proficient domains in future ELPA administrations. ODE staff take the captured responses and recalculates the student's domain results.](#)
- [Oregon's Future K – ELPA screener](#) policy. Oregon has established different ELPA screener proficiency levels for students who are in kindergarten. The Future-K policy allows for domain scores of a three (3) in each domain to be proficient from March – early January of any given school year.

District Plan

1. Describe the district's process for returning a monitored student to the EL instructional program.

Description of the District Process to Return a Monitored English Learner (EL) to an EL Program

This process requires full consent from the parent or guardian.

1. **Meeting Setup:** A meeting will be arranged that includes teachers, advisors, parents or guardians, and EL staff.
2. **Discussion of Concerns:** During the meeting, all parties will discuss concerns regarding the student's progress.
3. **Review of Evidence:** The team will review all relevant documents, including:
 - Test results
 - Work samples
 - Feedback from teachers
4. **Decision Making:** After reviewing the evidence and discussing concerns, the team with parents and student will make a determination about the student's return to the EL program. A student will only be returned to the English learner program with parent or guardian consent

2. Describe the district's process for monitoring students who have scored proficient on ELPA for four years.

A report is made for each student two times a year to track their progress until they finish four years. This report includes important information for the EL coordinator and teachers/advisors to review.

The report gathers data such as:

- Credits
- GPA
- Attendance
- Transcripts
- Test scores (like STAR and ELPA)

Teachers, advisors, and the EL coordinator will note any academic concerns and suggest interventions or share results from previous interventions in the given space. Finally, the report is saved and added to the student's CUM file.

3. Indicate the staff responsible for monitoring students who have scored proficient on ELPA.

- ☒ EL Specialist
- ☒ Content Teacher
- ☒ Counselor
- ☒ Educator/instructional assistant
- ☐ Principal
- ☒ Other classified staff
- ☒ Other licensed staff
- ☒ Other administrative staff

4. Indicate the frequency of the district's monitoring process.

- ☐ During RTI/MTSS regular meetings
- ☐ Monthly
- ☐ Every two months
- ☒ Quarterly
- ☐ During grading periods
- ☐ Once a year
- ☐ Other

5. Indicate which data sources the district uses to monitor the progress of students formerly designated as English learners.

X ☐ State English language arts assessments

X ☐ State math assessments

X ☐ State science assessments

X ☐ Formative assessments

X ☐ Grades

X ☐ Teacher observations

X ☐ Other (STAR360)

6. Describe how the district provides instructional interventions for students after they have exited the ELD program when monitoring evidence indicates instructional interventions are needed.

Teachers, advisors, and the ELD coordinator review the monitoring forms, and if interventions are needed, they collaborate to determine next steps. These may include transitioning the student to a different curriculum program, offering tutoring sessions with the teacher, or arranging additional meetings to support the student's needs.

Monitoring Students With EL Program Parent Waivers

7. Describe the district's process for monitoring students with parent/guardian waivers for participation in the ELP program. Districts are required to monitor these students progress learning English and accessing on grade level core content to provide instructional interventions if appropriate (add in check boxes from above for waiver monitoring).

For English Learners with a parent waiver, a report is made for each student two times a year to track their progress in academic classes and English Language Proficiency.. This report includes important information for the EL coordinator and the teachers/advisors to review.

The report gathers data such as:

- Credits
- GPA
- Attendance
- Transcripts
- Test scores (like STAR and ELPA)

Teachers, advisors, and the EL coordinator will note any academic concerns and suggest interventions or share results from previous interventions in the given space. Finally, the report is saved and added to the student's CUM file.

8. Describe the district's process for communicating the academic needs of waived EL students to parents/guardians.

Parents of EL students who have waived EL students are monitored by advisers, liaisons, and EL/ML director all during the school year. Progress reports are sent weekly to parents in a language they prefer, also called on the phone by cultural liaisons and advisers. If an EL student with a parent waiver of service is struggling, parents and student are contacted by the adviser and cultural liaison to work with together with the teacher, student, and parents to plan an intervention or support for the student.

Resources for Progress Monitoring for Exited Students

- See [ESSA section 3121](#)
- See OELA [EL Toolkit, Chapter 8](#)
- See ESSA [EL Toolkit, Chapter 7](#)
- MTSS4ELs [Meeting the Needs of English Learners Through a Multitiered Instructional Framework](#)

SECTION 5. EQUITABLE PROGRAM ACCESS, POLICIES, AND PRACTICES

Legal Requirements and Guidance for Equitable Program Access

- Districts must identify, locate, and evaluate English Learners with disabilities in a timely manner and intake [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015 [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015. Districts must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and evaluation materials.
- [Individuals with Disabilities Education Act \(IDEA\)](#) and [Section 504 of the Rehabilitation Act of 1973 \(Section 504\)](#)
- A student with an IEP or 504 may be exempt from up to three domains of the ELPA and this decision must be made by the student's IEP or 504 team. The team must include staff that understand second language acquisition.
- [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015
- [English Language Proficiency Assessment Guidance](#) – this web page includes guidance for the ELPA summative and Alt ELPA assessment.
- Districts offer early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- [ESSA Title III \(SEC. 3115. \[20 U.S.C. 6825\]\)](#)
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learners Strategic Plan](#) - Priority 2, Goal 4
- Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 5.

District Plan

1. Use the table below to identify the proportion of never, former, current, and monitored EL students engaging with key programs.

Student Group	Proportion of EL students in Special Education	Proportion of EL students in TAG
Never EL students:	$110/654 = 17\%$	Not Applicable (Summit doesn't have a TAG program)
Former EL students:	$0/62 = 0\%$	Not Applicable (Summit doesn't have a TAG program)
Current EL students:	$2/49 = 4\%$	Not Applicable (Summit doesn't have a TAG program)
Monitored EL students:	$2/14 = 14\%$	Not Applicable (Summit doesn't have a TAG program)

	Proportion of EL students enrolling in AP/IB courses.	Proportion of EL students enrolling in college credits.	Proportion of EL students earning a modified diploma.	Proportion of EL students enrolling in CTE courses
Never EL students:	Not Applicable. Summit does not have AP/IB courses	$260/654 = 40\%$	$8/654 = 1\%$	All 100%
Former EL students:	Not Applicable. Summit does not have AP/IB courses	$30/62 = 48\%$	$0/62 = 0\%$	All 100%
Current EL students:	Not Applicable. Summit does not have AP/IB courses	$9/49 = 18\%$	$0/49 = 0\%$	All 100%
Monitored EL students:	Not Applicable. Summit does not have AP/IB courses	$8/14 = 57\%$	$0/14 = 0\%$	All 100%

	Proportion of EL students completing AP/IB courses.	Proportion of EL students completing college credits.	Proportion of EL students earning a Seal of Biliteracy/Multiliteracy	Proportion of EL students completing CTE courses
Never EL students:	Not Applicable. Summit does not have AP/IB courses	$260/654 = 40\%$	$8/13 = 62\%$ 12th graders	All 100%
Former EL students:	Not Applicable. Summit does not have AP/IB courses	$30/62 = 48\%$	$4/13 = 31\%$ 12th graders	All 100%

<i>Current EL students: Active + Declined</i>	<i>Not Applicable. Summit does not have AP/IB courses</i>	<i>9/49 = 18%</i>	<i>0/13 Ever ELs = 0% 12 graders</i>	<i>All 100%</i>
<i>Monitored EL students:</i>	<i>Not Applicable. Summit does not have AP/IB courses</i>	<i>8/14 = 57%</i>	<i>1/10 = 10% 12th graders</i>	<i>All 100%</i>

2. Describe the district's process for identifying and serving multilingual students who are talented and gifted.
 - a. SLC does not have a Talented and Gifted program
3. Describe the district's process for serving students who are dually identified as English learners and for special education.
 - Our district is committed to providing coordinated, individualized support to students who are dually identified as English Learners (ELs) and receiving special education services. Recognizing their unique needs, the district employs a comprehensive process to ensure these students receive equitable access to instruction and services.
 1. **Collaborative Identification and Assessment:** Upon identification as EL and potential special education needs, the district conducts timely, coordinated assessments considering language acquisition and disability factors. Assessments are conducted in the student's home language whenever possible and involve a multidisciplinary team including ELD specialists, special education staff, and families.
 2. **Individualized Education Program (IEP) Development:** EL teachers actively participate in IEP meetings to provide input on language development needs and appropriate supports. Trained interpreters facilitate communication during IEP meetings, ensuring families fully understand and contribute. The IEP integrates language and special education goals, with accommodations addressing both linguistic and disability-related needs.
 3. **Integrated Instructional Support:** EL and special education staff collaborate regularly to align instructional strategies, accommodations, and interventions. They jointly support learning targets, coordinate tutoring, and work alongside general education teachers to provide strategies and support. This ensures scaffolded instruction addressing both language development and specialized academic or functional needs.
 4. **Language Access and Family Communication:** Bilingual staff provide interpretation services for case managers and specially designed instruction (SDI) teachers. Bilingual liaisons ensure consistent attendance in SDI sessions and communicate goals and progress to families in their home languages, fostering strong family-school partnerships.
 5. **Leadership Collaboration:** The EL Director and Special Education Director meet weekly to discuss dually identified students, coordinate services, and align supports and resources. They also collaborate to ensure OSAS and ELPA assessments include appropriate accommodations for these students.

6. **Professional Development and Staff Training:** The district provides ongoing training on sheltering strategies and teaching techniques effective for both special education and ELD students. Staff receive professional development on culturally responsive teaching, language acquisition in special education contexts, and collaborative service delivery models.
7. **Ongoing Progress Monitoring:** Student progress is regularly monitored through both language proficiency measures and special education benchmarks, allowing for data-driven adjustments to instruction and services.
8. **Family Engagement:** Families are active partners in the process, receiving communication and resources in their home languages to support understanding, involvement, and advocacy.

Through this coordinated, student-centered approach, our district ensures that EL students with disabilities receive the comprehensive supports needed to thrive academically and linguistically.

4. Describe the district's pre-referral SPED process for EL students, including:
 - Assessment considerations
 - Parent/guardian interviews
 - Student educational history
 - MTSS/RTI process
 - Etc...
 - a. Parents can ask for a referral
 - b. A teacher can refer an EL student for Special Education after attempting interventions and documenting those interventions and working with EL coordinator to shelter for the EL student.
 - c. When a SPED referral is done, SPED director and EL director will seek more information and input from the EL teacher, and the student's academic teachers, parents, and student.
 - d. If it is decided to continue with the referral, then SPED director will schedule assessments to determine if the student qualifies for services.
 - e. If the student does qualify for services, then the parents and student with the SPED director, EL director, teachers, parents, and student in order to develop an IEP for the student.
5. Describe the district's process for access to IB/AP/dual enrollment courses as related to EL students.

Summit Learning Charter does not offer IB/AP courses

6. Describe the district's process for access to CTE courses as related to EL students.

Our district is committed to providing equitable access to Career and Technical Education (CTE) courses for English Learners (ELs), recognizing the importance of preparing all students for college, career, and life success. All high school students at Summit Learning Charter take CTE courses through our online curriculum or through our partnerships with community colleges.

1. **Early Identification and Outreach:** EL students are informed about CTE opportunities early through counseling, family engagement, and school outreach. Staff provide information in students' home languages to ensure families understand available pathways.
2. **Inclusive Enrollment Practices:** The district ensures that EL students have equal opportunity to enroll in CTE courses without barriers related to language proficiency. Counselors and EL specialists collaborate to support EL students in course selection aligned with their interests and goals.
3. **Diverse Course Offerings:** CTE courses are available through partnerships with local community colleges as well as through the district's online curriculum, providing flexible options that accommodate EL students' varying needs and schedules.
4. **Academic and Language Support Integration:** EL students enrolled in CTE courses receive targeted academic and English language supports. This may include tutoring and scaffolding strategies embedded within CTE instruction to ensure comprehension and skill mastery.
5. **Professional Development for CTE Teachers:** Educators receive training on culturally responsive pedagogy and strategies to support ELs in technical and applied learning environments. This training includes techniques for language development within CTE content.
6. **Progress Monitoring and Intervention:** The district monitors EL students' progress in CTE courses and provides timely interventions or additional supports as needed to promote success.
7. **Collaboration Across Departments:** EL, counseling, and CTE staff work collaboratively to identify, recruit, and support EL students in accessing and succeeding in CTE programs.
8. **Family and Community Engagement:** The district involves families and community partners in promoting awareness of CTE pathways and supporting EL students' engagement and achievement.

Through these coordinated efforts, our district ensures that EL students have meaningful access to varied CTE courses that prepare them for future career opportunities.

7. Describe the district's process for ensuring that middle and high school EL students receive meaningful access to courses needed to graduate on time. Include the practices specific to ensuring that recently arrived students receive course credit for prior educational experiences along with the district's implementation of Access to Linguistic Inclusion, HB2056.
 - a. Yearly and as needed, all students meet with an adviser to select courses, review graduation requirements, and guided to take courses required to graduate.
 - b. Transcripts for recently arrived students are reviewed when a student enrolls and credits are awarded for previous coursework.
 - c. All curriculum has translation support, read aloud, vocabulary support, and bilingual AIs to support recently arrived students and students who need translation support.
 - d. Every student has access to the Course Catalog by visiting the [school site](#) and also access to the [special programs](#) offered at SLC.
 - e. Math support offered for all students - [Math Support options](#)
 - f. To view classes offered and sign up for in person Enrichments the students can do all this through their Canvas account.
8. Describe the process employed to analyze scheduling decisions to ensure that students who are engaged with EL programming have equitable access to extracurricular and enrichment opportunities.
 - a. Students and parents meet with an advisor and EL coordinator for forecasting or class scheduling, and an interpreter is always present if needed. During these meetings, advisors inform families about all the academic opportunities available to the student.
 - b. EL director and cultural liaisons review schedules and remaining credit requirements as well as student progress and attendance on a regular basis
 - c. Students and parents are informed of extracurricular activities and events by cultural liaisons by phone, text, and email in the home language as well as English.
9. Describe the supports provided to newcomers and students with limited or interrupted formal education. What is the district's process for evaluating the prior schooling experiences of students with non-U.S. schooling experiences?

Our district is committed to providing targeted supports for newcomers and students with limited or interrupted formal education (SLIFE) to ensure equitable access to academic success and language development.

Supports for Newcomers and SLIFE:

1. **Specialized Assessment:** Upon enrollment, newcomers and SLIFE students receive comprehensive assessments in language proficiency, literacy, and academic skills to identify gaps and guide individualized instructional planning.
2. **Individualized Learning Plans and SchoolsPLP Curriculum:** Educators develop tailored plans addressing language acquisition and academic skill development based on assessment results. We utilize the SchoolsPLP online curriculum, which offers personalized, standards-aligned instruction tailored to each student's language proficiency and academic needs. The platform provides multilingual supports and AIs including translation, audio, and video resources that enhance comprehension and engagement for EL and multilingual learners.
3. **Dedicated Instructional Programs:** The district offers beginning English Language Development (ELD) classes specifically designed for newcomers to build foundational language skills in a supportive environment.
4. **Bilingual Supports:** Students receive bilingual tutoring services and have access to a bilingual AI tutor with read-aloud features to support language development and academic learning. Trained interpreters assist in communication between families and school staff to ensure clarity and engagement.
5. **Universal Design for Learning (UDL) and Sheltering Strategies:** General education teachers receive ongoing training in UDL principles and sheltering strategies to design inclusive classrooms that meet the diverse needs of all learners, including newcomers and SLIFE students. These approaches promote multiple means of engagement, representation, and expression, and provide scaffolds that make content accessible despite language barriers.
6. **Integrated Support Services:** Students access counseling, family engagement, and community resources to support social-emotional well-being and adjustment.
7. **Qualified Staff and Professional Development:** Teachers and staff receive training in culturally responsive pedagogy, trauma-informed practices, and strategies for interrupted education backgrounds.

Process for Evaluating Prior Schooling:

1. **Comprehensive Intake and Home Language Interviews:** Families and students participate in interviews conducted in their home languages to gather detailed information about prior educational experiences, including any interruptions or challenges.
2. **Documentation Review:** The district evaluates, translates, and reviews all transcripts in collaboration with the registrar, counselor, and advisor before assigning classes. This ensures accurate placement aligned with students' educational histories.

3. **Academic and Language Assessment:** Students undergo assessments in key academic areas and English proficiency to determine skill levels and identify gaps relative to grade-level expectations.
4. **Multidisciplinary Team Review:** A team including ELD specialists and counselors reviews all information to determine appropriate placement and instructional supports.
5. **Ongoing Monitoring:** Placement and supports are regularly reviewed and adjusted based on student progress, leveraging PLP Schools' progress monitoring tools to inform instruction.

Through this comprehensive, student-centered approach, supported by the robust tools and multilingual resources of the SchoolsPLP curriculum and additional bilingual supports, our district ensures newcomers and SLIFE students receive culturally responsive instruction that honors their educational backgrounds and promotes successful integration.

10. Describe the district's process for engaging EL students in earning the Oregon State Seal of Biliteracy/Multiliteracy. Of the district's EL student population, what percentage rate of graduating seniors earn the Seal of Biliteracy/Multiliteracy?
 - a. At the beginning of the year and throughout the school year, information about the Oregon State Seal of Biliteracy/Multiliteracy testing opportunity is shared with all students and families via email. It is also communicated in homeroom classes, included in the monthly newsletter, and shared by teachers, advisors, and liaisons whenever relevant opportunities arise.
 - b. Recently we have had about 14 students annually earn the OSSB, with a mix of never EL, exited, monitored, active and refusing services.
11. Identify potential barriers that EL students may experience to language development, content learning, and/or socio-emotional development because of the policies and practices in place.

English Learners (ELs) in our district may encounter several barriers to language development, content learning, and socio-emotional growth influenced by current policies and practices:

1. **Limited Access to Culturally and Linguistically Responsive Curriculum:** If curriculum materials and instructional approaches are not fully adapted to reflect EL students' diverse cultural and linguistic backgrounds, students may struggle to connect with content and engage deeply in learning.

2. **Insufficient Instructional Time for Language Development:** Policies that do not allocate adequate protected time for English Language Development (ELD) alongside core content instruction may limit EL students' opportunities to build critical language skills.
3. **Inconsistent Integration of Language and Content Instruction:** Practices that separate language learning from content learning without intentional coordination can hinder EL students' ability to simultaneously develop academic language and subject knowledge.
4. **Limited Professional Development:** Without ongoing, targeted training in culturally responsive pedagogy and effective EL instructional strategies, educators may be less equipped to meet EL students' unique needs.
5. **Barriers in Assessment and Placement:** Policies that rely heavily on standardized testing without accommodations or fail to consider students' educational backgrounds can lead to inappropriate placement or misinterpretation of EL students' abilities.
6. **Insufficient Family Engagement Practices:** Practices that do not adequately involve EL families or provide communication in home languages may limit family participation, which is critical to students' socio-emotional well-being and academic success.
7. **Limited Support for Socio-Emotional Needs:** Policies that do not prioritize mental health resources or culturally affirming supports for EL students may leave socio-emotional challenges unaddressed, impacting overall learning.
8. **Access Barriers to Advanced Coursework and CTE:** Without intentional policies to ensure EL students' inclusion in advanced courses and Career and Technical Education (CTE), these students may face limited opportunities for college and career readiness.

By recognizing these potential barriers, our district is committed to reviewing and revising policies and practices to create more equitable, inclusive environments that support the full development of EL students.

12. Identify policies and practices that can dismantle oppression, marginalization, and harm that currently exists.

Our district is committed to implementing policies and practices that actively dismantle oppression, marginalization, and harm experienced by Multilingual Learners (ML) and English Learners (EL). We strive to create an equitable and inclusive educational environment where all ML/EL students are affirmed, supported, and empowered. Key policies and practices include:

1. **Culturally Responsive and Sustaining Curriculum:** Adopting curricula that reflect and honor the diverse languages, cultures, and histories of ML/EL students affirms their identities and counters marginalization.
2. **Equity-Centered Professional Development:** Providing ongoing training focused on culturally responsive pedagogy, anti-bias instruction, and trauma-informed practices equips educators to challenge systemic inequities impacting ML/EL students.
3. **Language Access and Family Engagement:** Implementing comprehensive language access policies ensures that ML/EL families receive communication and resources in their home languages, fostering meaningful involvement and reducing barriers.
4. **Restorative and Inclusive Discipline Practices:** Employing restorative justice approaches and culturally responsive discipline reduces disproportionate disciplinary actions against ML/EL students and promotes positive school climates.
5. **Equitable Access to Academic and Enrichment Opportunities:** Developing policies that guarantee ML/EL students access to advanced coursework, Career and Technical Education (CTE), extracurricular activities, and leadership roles counters systemic exclusion.
6. **Community and Family Partnerships:** Building authentic partnerships with ML/EL families and community organizations ensures their voices guide program development, policy decisions, and resource allocation.
7. **Data-Driven Equity Monitoring:** Regular analysis of disaggregated data related to ML/EL student outcomes, discipline, and access to services helps identify disparities and informs targeted strategies.
8. **Inclusive School Culture:** Promoting initiatives that celebrate linguistic and cultural diversity, provide safe spaces, and support socio-emotional wellness fosters belonging and counters marginalization for ML/EL students.

By embedding these focused policies and practices, our district actively dismantles barriers and creates a learning environment where Multilingual Learners and English Learners can thrive academically, socially, and emotionally.

13. What obstacles have you encountered that have prevented the implementation of successful policies and practices? What resources are needed to overcome these barriers? Are these resources available to you?

Despite our district's strong commitment to serving Multilingual Learners (ML) and English Learners (EL) equitably, we have encountered several obstacles that impact the full implementation of successful policies and practices:

1. **Limited Staffing and Diversity:** A shortage of bilingual educators and staff who reflect the linguistic and cultural backgrounds of our students can hinder culturally responsive instruction and family engagement.
2. **Insufficient Professional Development Time and Resources:** While professional development is valued, limited time and funding restrict the depth and frequency of training on culturally sustaining pedagogy, language acquisition strategies, and equity-focused practices.
3. **Resource Constraints:** Access to high-quality, culturally relevant instructional materials and technology tools tailored for ML/EL learners is sometimes limited by budgetary restrictions.
4. **Systemic Barriers:** Existing district policies and schedules may not fully allocate protected time for EL and core-content staff collaboration or for family engagement activities, limiting integrated support for students.
5. **Communication and Outreach Challenges:** Engaging families with limited English proficiency remains challenging due to inconsistent translation resources and varying levels of family availability.

Resources Needed to Overcome Barriers:

- Increased funding to hire and retain bilingual and culturally competent staff.
- Expanded, ongoing professional development opportunities with dedicated time for collaboration and learning.
- Access to diverse, standards-aligned instructional resources and technology platforms designed for ML/EL students.
- Structural adjustments to schedules and policies to prioritize EL/core-content co-planning and family engagement.
- Enhanced translation and communication services to foster robust family partnerships.

Availability of Resources:

Currently, some resources are available through partnerships with Education Service Districts (ESDs), grants, and community organizations. However, consistent and sufficient funding remains a challenge, impacting our ability to fully implement all desired supports. The district is actively exploring additional funding sources and community partnerships to address these gaps.

Resources for Equitable Program Access

- See [OELA EL Toolkit, Chapter 6](#)

- IES (Institute of Education Sciences) Regional Education Labs, [Identifying and Supporting English Learner Students with Learning Disabilities: Key Issues in the Literature and State Practice](#)
- [MTSS \(Multi-Tiered Systems of Support\) for English Learners](#)
- [English Learners With Significant Learning Difficulties or Disabilities: Recommendations for Practice](#)
- MTSS4ELs [Core and Supplemental English as a Second Language Literacy Instruction for English Learners](#)
- [MTSS4ELs Professional Development to Support a Multitiered Instructional Framework](#)

SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION

Legal Requirements and Guidance for Family Engagement and Communication

- Districts are required to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners ([ESSA Sec. 3113\(b\)\(2\)](#))
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand ([ESSA Title I, Section 1112\(e\)\(3\)\(A\)](#))
- Parents/guardians must be informed annually of their child's progress ([ESEA/ESSA Title I, Section 1112\(e\)\(2\)\(A\)](#), [DCL Fact Sheet](#))
- Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities. [Oregon Multilingual Learner Strategic Plan](#) - Priority 1, Goal 1
- Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners. [Oregon Multilingual Learner Strategic Plan](#) - Priority 1, Goal 2

District Plan for Family Engagement and Communication

1. Provide a brief narrative description of district strategies and opportunities for engaging ML/EL families and communities as authentic partners.
 - a. Our ML/EL families and communities are supported and encouraged to engage through translated flyers for all school events and opportunities, based on requested languages. Additionally, our liaisons are available by phone and text, Monday through Friday, to assist families as needed. Using ParentSquare ensures that all families receive information simultaneously and in their preferred language.
2. Describe what engagement opportunities the district provides for EL students to inform program decisions, curriculum adoptions or funding decisions.

- a. We host community meetings throughout the year, with a variety of staff members available to answer any questions families may have and update families on what is happening at the school.
3. Describe how the district provides parents/guardians with access to their student's academic progress and educational information in their home language. What training does the district provide to students' parents/guardians school to family communication platforms such as ParentVUE, Parent Square, Remind, Canvas?

All families who request information in their home language receive it through ParentSquare. If they have additional questions, they are always welcome to contact our interpreters or liaisons, who introduced themselves and offered their support at the beginning of the year. Training on platforms such as ParentSquare and Canvas is provided during orientation sessions, with interpreters present. Parents also receive translated slides or materials at the end of the meeting.
4. Describe how the district provides translation and interpretation services. Include details on services provided in-house and outsourced. List languages among district staff members who provide interpretation and translation services.
 - a. The language requested by each family through the language survey is updated in our system and reflected in ParentSquare. In-house interpreters and liaisons are included in emails sent to families, allowing them to respond directly to any language-specific questions. If a family's requested language is not supported by an in-house interpreter, we coordinate with Passport to Languages to schedule meetings and ensure interpretation or translation services are provided
5. Describe how the district informs parents/guardians about the availability of free language assistance services, including qualified interpreters and translators.

Our district is committed to ensuring that all parents and guardians, especially those with limited English proficiency, are fully informed about the availability of free language assistance services, including qualified interpreters and translators.

1. **Accessible Application Process:** Families can apply for enrollment by phone or online in their home languages, ensuring clear and accessible communication from the start. Following application, a bilingual liaison personally follows up to assist and provide additional support as needed.

2. **Notification at Enrollment:** Upon enrollment, families receive clear notification of available language assistance services, including contact information, ensuring they know how to access qualified interpreters and translators.
3. **Multilingual Communication:** Information about language assistance services is provided in multiple languages through welcome packets, school websites, newsletters, and automated phone calls.
4. **Clear Notices:** Notices about free interpretation and translation services are prominently displayed in schools and on official documents such as enrollment forms and parent handbooks.
5. **Direct Outreach and Individualized Orientation:** Bilingual staff and liaisons proactively inform families during enrollment, parent-teacher conferences, and community events about language supports. New and returning student orientations are conducted individually in families' home languages to ensure understanding.
6. **Weekly Check-In Calls:** Bilingual liaisons call families weekly to check in, provide support, and address questions in families' home languages, strengthening communication and partnership.
7. **Qualified Interpreters and Translators:** The district employs or contracts with qualified interpreters and translators for clear communication in meetings, conferences, and written materials.
8. **Ongoing Training:** Staff are trained to access and use language assistance services effectively to promote equity in family engagement.
9. **Family Feedback:** The district regularly collects family feedback to improve language assistance accessibility and quality.

Through these comprehensive efforts, our district ensures all families can fully participate in their children's education regardless of language barriers.

6. Describe the district's procedures that ensure that interpreters and translators have knowledge of all specialized educational terms and concepts.

Our district is committed to providing high-quality language assistance services by ensuring that interpreters and translators possess the necessary knowledge of specialized educational terms and concepts relevant to Multilingual Learners (ML), English Learners (EL), and special education.

1. **Rigorous Selection Process:** The district employs or contracts with interpreters and translators who have demonstrated proficiency in both the target language and English, with

a focus on educational terminology and concepts. Preference is given to individuals with experience in educational settings.

2. **Specialized Training:** Interpreters and translators participate in ongoing training provided by our Education Service District (ESD), which covers specialized educational vocabulary, instructional strategies, assessment terminology, and relevant laws and policies related to EL and special education services.
3. **Collaboration with Educators:** Interpreters and translators work closely with EL and special education staff to familiarize themselves with specific instructional materials, Individualized Education Programs (IEPs), and language development frameworks used within the district.
4. **Resource Access:** The district provides interpreters and translators with glossaries, reference materials, and professional development resources focused on educational terminology and culturally responsive communication. Additionally, interpreters and translators have access to AI-powered translation programs and receive support with formatting translations to ensure clarity and professionalism.
5. **Quality Assurance and Support:** Regular evaluations and feedback sessions are conducted to ensure interpreters and translators maintain high standards of accuracy and professionalism. Additionally, interpreters and translators participate in weekly check-ins and meetings with the bilingual EL director to discuss challenges, clarify terminology, and receive ongoing guidance. The bilingual EL director is also always available to provide support and answer questions as needed.

Through these procedures, our district ensures that language assistance providers are well-equipped to facilitate clear, accurate, and meaningful communication between families and educators, supporting equitable access to education for all students.

7. Describe the district's process to report this plan, information about programs, services, and activities available to everyone, and student progress to the community meaningfully and transparently.

Our district is committed to transparent and meaningful communication with the community regarding our Multilingual Learner (ML) and English Learner (EL) programs, services, activities, and student progress. We prioritize accessibility, inclusivity, and clarity in all reporting efforts.

1. **Annual EL Plan Publication:** The district publishes the EL plan annually on the district website and shares it with school staff, families, and community partners. The plan is available in multiple languages to ensure accessibility for all families.
2. **Community Meetings and Forums:** We hold regular community meetings, including EL family forums and multicultural engagement events, where the district presents updates on

EL programs, services, and student progress. These forums provide opportunities for questions, feedback, and dialogue.

3. **Multilingual Communication:** Information about programs, services, and student progress is shared through newsletters, emails, automated calls, and social media in families' home languages. Bilingual liaisons and interpreters support communication during events and individual interactions.
4. **Data Transparency:** Student progress data, including language proficiency growth and academic achievement of EL students, is shared in aggregate form with the community through reports and presentations. The data is presented clearly and contextualized to promote understanding and trust.
5. **Family Engagement and Feedback:** Families are actively engaged through surveys, focus groups, and advisory committees to provide input on EL programs and services. Feedback is used to inform continuous improvement and is communicated back to the community.
6. **Partnerships with Community Organizations:** The district collaborates with local community organizations to disseminate information and gather community perspectives, ensuring broad outreach and cultural relevance.
7. **Accessible Reporting Formats:** All reports and communications are designed to be user-friendly and accessible, utilizing clear language, visuals, and multiple formats (print, digital, video) to meet diverse community needs.

Through these comprehensive and culturally responsive communication strategies, our district ensures that the community is well-informed, engaged, and confident in the support provided to ML and EL students.

8. Describe how the district differentiates community engagement support and strategies for various EL communities served.

Our district recognizes that English Learner (EL) communities are diverse, with distinct languages, cultures, and needs. To effectively engage these varied communities, we differentiate our community engagement support and strategies to ensure inclusivity, relevance, and meaningful connection.

1. **Culturally and Linguistically Tailored Communication:** We provide communications in the home languages of our EL families, using culturally appropriate messaging and formats. This includes translated materials, bilingual newsletters, phone calls, and digital outreach tailored to each community.

2. **Dedicated Bilingual Liaisons:** The district employs bilingual liaisons who share cultural and linguistic backgrounds with the EL communities they serve. These liaisons build trust, facilitate two-way communication, and tailor engagement activities to community preferences.
3. **Community-Specific Events and Forums:** We organize events and forums that honor the unique traditions, histories, and interests of each EL community, such as cultural celebrations, informational workshops, and support groups conducted in relevant languages.
4. **Partnerships with Community Organizations:** The district collaborates with local community-based organizations (CBOs) that have established relationships with specific EL populations. These partnerships enhance outreach effectiveness and provide additional culturally responsive support.
5. **Flexible Engagement Opportunities:** Recognizing diverse schedules and access needs, we offer multiple engagement formats including in-person meetings, virtual sessions, home visits, and community gatherings to maximize participation.
6. **Family and Community Feedback Loops:** We actively solicit input from different EL communities through surveys, focus groups, and advisory committees, ensuring their voices shape district policies and programs.
7. **Responsive Support Services:** Engagement strategies are adapted based on ongoing feedback and community needs assessments to address barriers such as transportation, childcare, or technology access.

By differentiating our community engagement approaches, our district ensures that all EL families feel valued, heard, and empowered to participate fully in their children's education.

Resources for Family Engagement and Communication

- [ODE Community Engagement Toolkit](#)
- [OELA \(Office of English Language Acquisition\) Family Toolkit](#)
- Regional Education Laboratory [Toolkit of Resources for Engaging Families and the Community as Partners in Education. Part 1: Building an Understanding of Family and Community Engagement](#)
- MTSS4ELS Fostering [Collaborative Partnerships With Families of English Learners Within a Multitiered System of Supports](#)

SECTION 7. PROGRAM EVALUATION

Legal Requirements and Guidance for Program Evaluation

- Districts must engage in a self-evaluation every two years and provide that evaluation to the state. [Castañeda, 648 F.2d at 1014-15; 1991 OCR Guidance; 20 U.S.C. § 6841\(b\)\(2\)](#)

- Districts must engage in an ongoing evaluation in accordance with [OAR \(Oregon Administrative Rules\) 581-023-0100 \(4\)\(f\)](#) Evaluation of program effectiveness in preparing EL students for academic success in the mainstream curriculum.
- Title III requires LEAs (Local Education Agencies) to provide SEAs (State Education Agencies) with an evaluation including, among other things, the number and percentage of children in programs and activities attaining English proficiency at the end of each school year; and SEAs to use. 20 U.S.C. § 6841
- School districts are required to evaluate their LIEPs for effectiveness and modify programs that prove to be unsuccessful as outlined in the [OCR Memorandum: Developing Programs for English Learners](#).

District Plan

1. Describe the district's process for evaluating the effectiveness the district's services to Multilingual English learners. What methods and/or tools do you use to evaluate ELD programming?

The district evaluates ELD services using multiple data sources—annual state ELPA and content test results, local interim benchmarks, attendance and chronic absenteeism, credit accrual/graduation rates, classroom formative artifacts, classroom observations and fidelity checks, family engagement metrics, and SPED/IEP alignment indicators. Teams triangulate these measures, disaggregate by subgroup (e.g., primary language, newcomer, EL-SWD), and track cohorts longitudinally to monitor progress toward reclassification and graduation.

Evaluation follows an annual cycle (fall baseline and goal-setting, winter interim review, spring summative analysis), with a formal SMART-goal review each July to measure success and set new targets. Responsibilities are shared across the District ELD Coordinator, Data Team, SPED Director, site leaders, and teachers. Findings are shared via quarterly dashboards and an annual program evaluation to prioritize interventions (attendance, credit recovery, family outreach, joint ELD–SPED supports) and monitor implementation through follow-up benchmarks and fidelity checks.

2. Describe who participates in evaluation of services for multilingual learners, including engagement of multilingual students and families in data collection, analysis, and interpretation.

Evaluation of services for multilingual learners is led collaboratively by district and school teams: the District ELD Coordinator, Data/Assessment Team, Special Education Director, curriculum/instruction leaders, principals and assistant principals, site instructional coaches/learning coaches, licensed ELD teachers, academic content teachers, academic advisors, SPED case managers for dual-identified students, cultural liaisons, and operations staff (scheduling, IT). School leadership

teams and site-based EL/Equity committees review dashboards, observation/fidelity results, and assessment data to identify target areas and coordinate interventions.

Multilingual students and families are actively engaged throughout the evaluation cycle. Students contribute through surveys, focus groups, student voice sessions, and sampled work (speaking/writing samples, portfolios). Families participate via surveys, focus groups, family event attendance data, and representation on advisory councils; the district provides translation/interpretation and flexible meeting times to ensure access. Findings are shared in accessible formats (dashboards, summaries, translated reports) and families and student representatives are invited to help interpret results and co-design improvement actions.

3. Briefly summarize any areas of concern or priority that have emerged because of program evaluation and share how they are being addressed.

Areas of concern:

- Slow language acquisition for some grade bands/language groups.
- Lower-than-average attendance and chronic absenteeism among ELs.
- A notable number of students declining EL services.
- Gaps in coordination for dual-identified EL/SPED students.
- Low family engagement and uneven integration of families and cultural perspectives.

How we're addressing them:

- Targeted interventions and progress monitoring (grade-band/language-specific ELD pacing, interim benchmarks, and July SMART-goal reviews).
- Attendance campaigns, early-warning indicators, and personalized outreach to chronically absent students/families.
- Outreach and reengagement strategies for students refusing services (student voice sessions, alternative service delivery options, and counseling supports).
- Joint ELD–SPED planning, standardized IEP–ELD alignment checks, and co-training for staff.
- Expanded translated family communications, flexible meeting times, cultural liaisons, and family co-design of engagement activities.

Resources for Program Evaluation

- [Oregon Accelerated Learning Dashboard](#)
- [Education Northwest District EL Program Rubric](#)

- See OELA [EL Toolkit, Chapter 9](#) for guidance on evaluating the effectiveness of a district's EL program
- [Regional Educational Laboratory \(REL\) Program Evaluation Toolkit](#)
- IES (Institute of Education Sciences) What Works, "[Using Student Achievement Data to Support Instructional Decision Making](#)"
- [Office for Civil Rights Program Evaluation](#)

RESOURCES/REFERENCES

Guidance for all sections

- [Dear Colleague Letter – January 2015](#) – this document includes several chapters addressing requirements for supporting English Learners.
- Title III – Non-Regulatory Guidance ([2016](#) & [2019](#)) – these documents address the federal requirements under ESSA. This guidance is separated by topic.
- [ESSA Title I and Title III](#) – this is the link to the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)
- [OELA \(Office of English Language Acquisition\) Toolkit](#). This toolkit provides support for each chapter included in the Dear Colleague Letter.
- [Office for Civil Rights – Parent Language Rights](#) This document provides information on the documents a parent has the right to receive in languages they can understand. This document aligns with the Dear Colleague Letter.
- [Oregon Multilingual Learner Strategic Plan](#).

Use the two short paragraphs below in your plan.

The district evaluates ELD services using multiple data sources: annual state ELPA and content test results, local interim benchmarks, attendance and chronic absenteeism, credit accrual/graduation rates, conducts annual reviews of its identification, exiting/reclassification, and monitoring processes (including monitoring of exited and waived ELs), documents any identified concerns, and implements corrective actions. The district also annually analyzes changes in the ML/EL population (recent arrivals, long-time ELs, EL-SWD, shifts in language/ethnic diversity) and adjusts services accordingly.

Evaluation follows an annual cycle (fall baseline and goal-setting, winter interim review, spring summative analysis) with a formal SMART-goal review each July to measure success and set new targets. Participation in evaluation includes the District ELD Coordinator, Data/Assessment Team, licensed ELD teachers, cultural liaisons, operations staff, counselors. The district also runs annual equity comparisons—ELs vs. Never ELs—for IEP rates, TAG representation, and state content assessment outcomes (including monitored ELs)—using results to inform interventions, IEP–ELD alignment reviews, and resource allocation.

OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2026-2028)

Signature Page

Submission Date: _____

District Name: _Summit Learning Charter_____

District Address: 30391 OR-211, Eagle Creek, OR 97022_____

City, State and Zip code: _Eagle Creek, OR 97022_____

District Phone Number: __503-630-5001_____

District Superintendent: _____**Melanie Marrone**_____
(Printed Name)

Signature: _____

Date: _____

EL Coordinator Director: _____**Dale Bernardini**_____
(Printed Name)

Signature: _____

Date: _____

TITLE III ASSURANCES

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

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. ([ESSA law link](#))
The purposes of this part are—

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

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

1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.

4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

Date: _____

Printed Name of Superintendent: Melanie Marrone

Signature of Superintendent _____

EL Plan Participants List

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

EL teachers

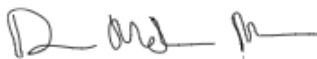
EL program coordinators

Building-level administrators

Charter school staff

TAG staff

Instructional assistants



Content teachers

District-level administrators

Special Education staff

Fiscal staff

Etc., as appropriate for your districts

Bilingual educators

Title I-A staff

Parents

Community members

Add rows if needed.

Name	Title/Position
Dale Bernardini	EL Director/ELD HS/MS teacher
Nadia Pitsul	EL Administrative Assistant/Russian liaison/interpreter
Jill Mitsch	ELD Elementary teacher
Irma Lopez Alvarez	Spanish speaking liaison/interpreter
Jamad Warsame	Somali liaison/interpreter
Cynthia Rathbun	Family Engagement Administrator and Head of Counseling Department
Brady Atwell	SPED director/teacher
Justin Newberry	EL Math Tutor